

**IMPROVING STUDENTS' WRITING ABILITY IN ANALYTICAL EXPOSITION TEXT
THROUGH PICTURE SEQUENCES AS MEDIA OF THE ELEVENTH GRADE
OF SMAS BINTANG LANGKAT**

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ABSTRACT

Penelitian ini ditujukan kepada siswa kelas XI SMAS Bintang Langkat. Penelitian ini berupa Penelitian Tindakan Kelas (PTK) dimana subjek penelitian adalah siswa kelas XI-IPS. Jumlah keseluruhan siswa adalah 20 siswa. Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa dalam teks eksposisi analitis melalui media gambar berseri. Berdasarkan data, disimpulkan bahwa cara pandang siswa melalui pembelajaran dengan menggunakan urutan gambar dinyatakan sangat baik. Hampir sebagian besar dari mereka telah menulis teks dengan isi dan organisasi yang baik. Nilai siswa mengalami peningkatan dari nilai pra-observasi. Siswa terlihat tertarik dalam proses pembelajaran. Hal ini berarti bahwa riset ini berhasil meningkatkan kemampuan siswa dalam menulis teks eksposisi analitis. Pada tahap pertama, siswa mendapatkan nilai 69,35 yang mana nilai tersebut belum mencapai KKM. Selain itu, setelah dilakukan perencanaan ulang pada tahap siklus kedua, siswa memperoleh nilai rata-rata 78,55. Hal ini menandakan adanya peningkatan. Hal ini menyatakan bahwa ada peningkatan kemampuan menulis teks eksposisi analitis siswa dengan menggunakan media gambar berseri di SMAS Bintang Langkat. Kata Kunci Meningkatkan, Urutan Gambar, Kemampuan Menulis, Teks Eksposisi Analitis.

Kata Kunci Meningkatkan, Urutan Gambar, Kemampuan Menulis, Teks Eksposisi Analitis

ABSTRACT

This research was conducted to the eleventh grade students of SMAS BintangLangkat. This was a Classroom Action Research which used the research subject from class XI-IPS. The total number of students was 20 students. This research was conducted to improve students' writing ability in analytical exposition text by using picture sequences as media. Based on the data, it concluded that the students' point of view through learning by using picture sequences was stated very good. Almost of them had written the text using good content and organization. Students' score was improved than pre-observation score. Students were realized to be interested through learning process. It meant that this research was success to improve students' ability in writing analytical exposition text. In first cycle, students got 69,35 as the meant, it did not achieve the KKM. Beside after replanning action in second cycle, students got 78,55 as the mean, it meant that there was improved. It stated that there was an improvement of students' writing ability in analytical exposition text by using picture sequences as media of SMAS BintangLangkat.

Key Word: Improving, Picture Sequences, Writing Ability, Analytical Exposition Text

I. INTRODUCTION

Language is system of sound symbol used by humans to communicate. The system of communication in speech and writing that is used by people of a particular country or area. It means that language is so important in human life because it is impossible for the human to communicate in their life especially

in their own society or the neighborhood (Kurniawan, 2017: 2).

Learning english is very important because english has become an international language, which is used by most communities in the world. Many countries use english as the second language, such as Singapore and Malaysia. In spite of the difficulties of studying english, it is useful to study the language

because people can realize the importance of communication using English language. When someone knows English, they can come to and communicate with the citizens of most countries in this globe without any confusion in expressing their feeling and thinking. Therefore, English is one of the world's largest languages used around the world and most important language to learn and use.

There are four aspects in learning English such as speaking, listening, writing and reading, each of them has its own difficulties. Writing is one of the four basic language skills that will be learned by the students at school but writing text in English still be a problem at school. According to Brumfit (2006: 149) "writing should reinforce and help extend the listening, speaking and reading skills". Harmer (2004: 31) states "As one of the four language skills, writing has always formed part of the syllabus in the teaching of English". (Conny 2018: 47) "Writing is a productive skill because writing is an indirect communication and its character is very different from speaking directly, therefore writing includes the ability to construct meaning". Based on the theories above, the writer could conclude if in writing, a writer should prepare several things before writing something. The preparation must be about what kind of writing topic that would establish students inspiring to write.

The aspect of English language that becomes problems to EFL (English as Foreign Language) learners is writing. The English writing also has communicative purposes. It means through having good English writing ability, it will aid students to make good English paragraph or text. According to Jozsef (2001: 5) "Writing is among the most complex activities. It involves the development of a design idea, the capture of mental representation of knowledge, and of experience with subjects". Procter (2008: 98) states that writing is making signs that represent letters, words or numbers on the surface. Byrne (1984: 1) says that writing is clearly more of a product of graphic symbols because speech is more than sound production. Based on several theories above, the writer could conclude that writing is complex activity because it's a process

of produce and arrange letters, numbers, written symbols and ideas to be a medium to represent a knowledge and experiences

All of Indonesian students at schools from primary school until university, learn English as a foreign language. As the means, the students can use English as a language to communicate both spoken or written form. That's why, to make students' can use English both in spoken or written form the English teacher have to set up a proper method/ media/ strategy than can give students chance to understand more about English and be meaningful for themselves. In a research, method is a set of procedures that is related to the implication of treatment, media is explained as a thing included how the treatment is delivered and strategy is a precise plan about achieving a specific target.

In writing a text, although having inspirations to write, the students also have to consider what kind of text that the students want to write. Therefore, writing is not only about the students are able to write a text in English but also students can determine what the genre of text it is, because there are many genres of text, and each genre has own general structure, language features and social function. The students have to be able comprehending one of them firstly so that the students will be capable to write the text well both its English written and its rules of writing.

One of English text that had to be mastered by the students in eleventh grade was an analytical exposition text. This text was about arguments of surrounding phenomena. To write this text, the students had to understand about its definition, language features and generic structure to avoid some mistakes in writing it.

Indonesian Education Program based on curriculum 2013 put some great expectations to the students through study English writing analytical exposition text. Based on the English Handbook of curriculum 2013 class XI that is arranged by Bashir, et al (2017: 45) explains standard competence in study English analytical exposition text is differ social function and language features, to catch meaning and to compile analytical exposition text. According to Regulations of Educational Minister No. 37 about standard competency

studying English at eleventh grade (2018: 384) “3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya. 4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI”.

According Wright (1989: 2) “It is important to have as wide a range of resources as possible in the classroom so that the student can have a rich base and stimulus for this development and the resources must include pictures”. Based on Merriam Webster Dictionary (2020) “Picture is a description so vivid or graphic as to suggest a mental image or give an accurate idea of something”.

Based on the definition above, the writer can conclude that picture can be an important resources to suggest and stimulate students’s ideas of something. It means, using picture in the classroom will provide students images how to describe something to write a text

Based on the expectation from current curriculum of 2013 revised 2018, the writer concluded that in learning for analytical exposition the students were expected to be able differ social function, text structure and language features of explanation text. Students were expected to be able in understanding the contextual meaning related to social function text structure and language features of explanation text.

The conduct this research was related to the problems that the writer got when became an English teacher in SMA Swasta Bintang Langkat registered in program of apprentice 3th for one month. The problem also known by observation and interviews with the English teacher of SMAS Bintang Langkat. Based on experience in observing the classroom during the process of study, many students faced some difficulties in learning English language especially in writing analytical exposition text. The students’ difficulties were The students were difficult to find inspiration or frequently

obtained a brainfart when wrote the text. The students did not have good idea to gain the topic of the text. The students had uncorrectgrammatical tenses in use for writing the analytical exposition text. The students had incorrect text structure to write the analytical exposition text. The students wonder a media, method or strategy that strongly helps to write the text. Thus, the writer was very interested in discovering how Picture Sequence as media can improve students’ achievement in writing analytical exposition text.

Based on the expectations and realities above, the writer could see the gap of both. Thus, the classroom action research would be conducted to creat a systematical process that overcame the problem then the student’s result of studying analytical text would be improved. To do the classroom action , it would be conducted by four steps (Planning, Action, Observing and Reflecting), the steps were counted by one cycle. The cycle of steps could be conducted being several cycles until the problem was solved and the result of study was improved.

As we know that writing is one of the very important skill. The skill demanding the students memorize many words, understanding the grammar so that they can write sentences and paragraph. When the writer did the observation, writer knew that the English teacher in SMAS Bintang Langkat still using conventional method during the process of study, that made the students were difficult to find inspiration or frequently obtained a brainfart when wrote an english text because the students did not have good idea to gain the topic of the text, the students had uncorrectgrammatical tenses in use for writing the text because the students had low English structure mastery to write the analytical exposition text and the students wondered a media, method or strategy that strongly helped the students to write an english text well.

II. RESEARCH METHOD

This study had conducted in SMAS BintangLangkat. The location of the school was on JalanStabat-Secanggang, at DSN 1 UluBrayun sub-district of Stabat, regency of Langkat. The writer selected this school

because there was no similar study conducted in this school. Another reason was based on the writer's observation and interview to SMAS Bintang Langkat's English Teacher, the writer found students' problems in writing. This research had conducted this research on August 2023. Time was needed to know when the writer had time to prepare things related to the starting and when it would finish. The research had conducted for three days in a week. It had begun in August 2023. This research was a collaborative action research. This research tried to improve the students' writing ability at the eleventh grade of SMAS Bintang Langkat in the academic year of 2023/2024. This research adopted cyclical action research model proposed by Stephen Kemmis and Mc Taggart. The process of research consisted of Planning, Acting, Observing and Reflecting. The writer and the English teacher of the school collaboratively found the obstacles and weaknesses of the writing learning process, identified the problems, planned and implement the action. After that, the writer and the collaborator made evaluation, reflection and discussion related to the implemented action. Ary, et al (2010: 29-32) explained that "Quantitative researchers use a wide variety of instruments to gather data, including tests, questionnaires, ratings, and attitude scales". Ary, et al (2010: 201) explained that "Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured". The most common achievement tests are paper-and-pencil tests measuring cognitive objectives. This familiar format, usually administered to groups, requires individuals to compose answers or choose responses on a printed sheet." (Ary et al, 2010: 204). In this research, the writer used paper and pencil test forming in Writing Test, Questionnaire and interview transcript as the instruments to gather the data of research. The writing test was an Instruction to write the

analytical exposition text and the questionnaire reflected the result study.

III. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of classroom action research dealing with the answer of the problem statement which aimed to improve students' writing skills in writing analytical exposition text. The findings consisted of students' skill in writing and observation result. It was about the students' writing skills through Picture Sequences as media. To measure the improving students writing skills, there were four steps in conducting classroom action research for one cycle that were concerned by the writer, namely: plan, action, observation and reflection. In this research, to get the students' improvement in writing analytical exposition text was through two cycles.

1. FIRST CYCLE

a. Planning

In this stage, the writer and English teacher collaboratively arranged a plan to conduct the action of the first cycle. As the result, it could be explained that the preparation which had been prepared including problems which had identified, the instrument of teaching and the instrument for evaluating students' understanding. All preparations were taken action for the second stage.

b. Action

In this stage, the writer and the English teacher implemented the teaching process. The teaching in writing analytical text was done by using picture sequences as media. As the result of the test, it could be explained as follow :

Table 1 Score of Test in Action Stage of The First Cycle

	Initial	A 1	A 2	A 3	A 4	A 5	Total	KKM
1	AR	15	13	13	12	3	56	75
2	AI	16	17	17	16	4	70	75
3	AFA	20	15	15	12	3	65	75
4	AGA	16	16	17	17	4	70	75

5	FAH	20	15	17	14	3	69	75
6	GAM	15	15	15	12	3	60	75
7	FD	18	16	16	13	3	66	75
8	IS	18	16	17	17	4	72	75
9	ID	20	15	17	14	3	69	75
10	IIS	18	16	16	13	3	66	75
11	IA	16	16	17	17	4	70	75
12	SV	17	17	17	17	4	72	75
13	MRF	20	15	15	12	3	65	75
14	MAA	20	15	15	14	3	67	75
15	NAP	20	17	17	17	4	75	75
16	NFD	25	17	17	17	4	80	75
17	PZ	21	18	17	18	4	78	75
18	RDS	20	17	17	17	4	75	75
19	SFA	17	17	17	17	4	72	75
20	NA	16	16	17	17	4	70	75
TOTAL							1387	

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1.387}{20} = 69,35$$

Table 2 The Explanations of Writing Score Criteria

NAME	CRITERIA	MAX SCORE
Aspect 1	Content	30
Aspect 2	Organization	20
Aspect 3	Vocabulary	20
Aspect 4	Language Use	25
Aspect 5	Mechanics	5
TOTAL		100

Based on the score above, it showed that there were four students who got KKM score in the test about writing analytical exposition text. The students were initial NFD (80), PZ (78), NAP (75) and RDS (75). The total number of the score was 1.387 with 69,35 as the mean score. The highest score was 80 beside the lowest score was 56. The mean score of total number was 69,35, it classified as fairly good based on mean classification but it didn't strive the KKM Score. It meant that in this first action stage, the students' score were needed to improve through the second stage.

Table 3 The Score Classification (First Cycle)

Lowest Score	Highest Score	Mean score	Classification
AR (56)	NFD (80)	69,35	Fairly Good

c. Observation

In this stage, the teacher interview some students as sample to get the description about the students' common difficulties that happened in the first action stage. The result of interview could be showed that as follow :

The lowest score as the first informant had the difficulties when he tried to start writing based on the sequences picture given. He felt difficult to describe the pictures "Saya mengalami kesulitan sewaktu melihat rangkaian gambar miss, saya merasa sulit sebab tidak ada keterangan pada gambar tersebut, sehingga menyulitkan untuk menterjemahkan gambar itu miss"

The second informant was GAM as the initial, he also had difficulties in writing analytical exposition text because of lack vocabularies mastery. He described that inside the picture needed to be included some vocabularies which were able to help the writer to start writing and to developed the ideas : "Ada kesulitan miss sewaktu melihat rangkaian gambar nya, saya merasa agak bingung dalam mengartikan rangkaian gambar tersebut mungkin memerlukan sedikit keterangan miss misalnya seperti beberapa kosa kata gitu miss yang bisa digunakan sewaktu menulis teks".

The thirth informant was AFA as the initial, he did not understand and felt complicated to arrange the meaning of picture sequences "Jujur sih miss, malah bingung gitu membaca gambarnya, Karena disetiap gambar berbeda peran dan situasi miss dan untuk mendeskripsikan gambarnya saya rasa butuh sedikit keterangan didalam gambar guna memudahkan penulis dalam membuat teks nya miss"..

The fourth informant was FD, he had difficulties for aspect organization and vocabulary "Untuk kesulitan itu di aspek organization miss nilainya tidak baik sebab bingung mengartikan gambarnya, dan juga aspek vocabulary nya karena kesalah dalam menuliskan kosa kata yang sesuai dalam penggunaannya miss".

The fifth informant was MAA, he wondered the relevant words to enhance ideas to start writing. He also described that picture sequences gave the content of the text but did not give the relevant description to help writer

to write and develop the topic from the sequenced pictures : *“Rangkaian gambar memang membantu miss untuk mengisi topic apa yang perlu di tulis tetapi untuk kesulitannya sebab yang ditulis kedalam bahasa inggris, untuk itu saya rasa sangat memerlukan rangkaian gambar yang disertai dengan beberapa kata bahasa inggris sehingga dapat membantu penulis untuk mengembangkan topik disetiap paragraf nya miss”*. Based on the short interview given above, the writer realized that the picture sequences needed to be included by words that would useful to enrich students’ vocabulary mastery to describe the sequenced pictures. The description would help students for aspect organization, content and also vocabulary. So the writer and English teacher needed to prepare second sequenced pictures which included the words inside it.

d. Reflection

In this stage of the last CAR stage for a cycle, the writer reflected the action had did, the result test which had taken then the observation result as the value which was useful to describe students’ difficulties for the action. In The first reflection stage of this research, the writer concluded that: first, the main problems of students’ writing analytical exposition text were from the identification of the problem based on analysis in pre-observation that had been did while the writer was a teacher in practiced program. Second, based on the main problems, the writer did the first cycle of Classroom Action Research. In the action stage, the writer and the English teacher collaboratively in teaching students about writing analytical exposition text by using picture sequences as media to study. Third, based on the test, there were only four students who strived KKM score. It meant, there were still problems who was experienced by student in the action stage. The students’ difficulties were related to uncomprehending to arrange the picture description. Almost of the students were wrong in interpreting the meaning of sequenced pictures. They also were difficult to find suitable words that used to writer supporting sentences based on the topic. Fourth, based on the explanation above, the writer realized that this classroom action research need to be taken the second cycle.

2. SECOND CYCLE

a. Planning

In this stage, the writer needed to make some plans related to implement the second cycle. In this stage, the writer organized new sequenced pictures including words inside it. The words had function to describe the picture sequences, the description also would help the students to write and compile analytical exposition text. In this stage, the writer added some explanations into lesson plan related to implementation of second cycle. Then, the writer also prepared closed questionnaire using *googleformulir* as the instrument to realize the students’ opinion through research implementation then for the teacher, the writer prepared an interview transcript to know the result of the test based on the teacher’s point of view.

b. Action

In this stage, the writer and the English teacher implemented the teaching process. The teaching in writing analytical text was done by using picture sequences including with words inside it. As the result of the test, it could be showed as follow :

Table 4 Score of Test in Action Stage of TheSecond Cycle

NO	Initial	A 1	A 2	A 3	A 4	A 5	Total	KKM
1	AR	22	18	17	15	4	76	75
2	AI	25	19	18	18	5	85	75
3	AFA	21	18	17	15	4	75	75
4	AGA	24	18	17	18	5	82	75
5	FAH	20	16	15	14	4	70	75
6	GAM	21	18	17	15	4	75	75
7	FD	21	18	17	15	4	75	75
8	IS	24	18	17	18	5	82	75
9	ID	22	18	18	17	5	80	75
10	IIS	20	16	15	16	4	72	75
11	IA	22	18	15	16	4	75	75
12	SV	25	19	18	18	5	85	75
13	MRF	19	15	15	14	3	67	75
14	MAA	22	18	15	16	4	75	75
15	NAP	24	19	18	18	5	84	75
16	NFD	26	20	19	18	5	88	75
17	PZ	25	19	18	18	5	85	75
18	RDS	22	19	18	18	5	82	75
19	SFA	20	16	15	14	4	70	75
20	NA	26	20	19	18	5	88	75

TOTAL	157 1
$\bar{X} = \frac{\sum X}{N}$	78,55
$\bar{X} = \frac{1.571}{20} = 78,55$	

Based on the score above, it showed that there were sixteen students who got KKM score in the test about writing analytical exposition text beside only four students who did not strive the KKM score. The students highest score was NFD (88) and NA (88) beside the lowest score was MRF (67). The total number of the score was 1.571 with 78,55 as the mean score. The students who did not get KKM score were MRF (67), FAH (70), IIS (72) and SFA (70). Because of 78,55 as the mean score, it classified as “Good” based on mean classification and it had strive the KKM Score. It meant that in this second action stage, the students’ score improved. Because of that, the cycle of classroom action research would be stopped.

Table 5 The Score Classification (Second Cycle)

Lowest score	highest score	mean score	classification
RF (67)	NFD (88) NA (88)	78,55	Good

c. Observation

After the improvement of the students’ score was taken, then the writer needed to give a closed questionnaire in order to realize the students’ point of view through learning process at the action of this second cycle. The result of questionnaire could be explained as follow:

The questionnaire was responded by twenty students of class XI-IPS SMA BintangLangkat in academic year 2023/2024 as the informant. It meant that the percentage got 100% of subject research including the research. The first question got 65% stated strongly agree and 35% stated agree. It meant that students could understand what the teacher explained related to learning by using Picture Sequences as media.

The second question, the percentage got 20% stated agree and 80% stated strongly agree. It meant that the students were easier to produce the text especially in analytical exposition by using picture sequences, it was better than without using picture sequences.

The third question, the percentage was 45% agree and 55% strongly agree. It meant the picture sequences as media could improve students’ vocabulary mastery. The fourth question, asked in percentage 20% percentage for agree and 80% strongly agree, it meant students got help in writing the content of the text by using picture sequences as media.

The fifth question, it stated that there was 25% disagree and 75% strongly agree. It meant that, students’ text organization result is specifically excellent to very good. For the sixth question, it was 5% neutral, 15% agree and 80% strongly agree. It meant that, students had great achievement in aspect mechanic.

The seventh question, it was 20% neutral beside 80% strongly agree. It meant that students got improvement in aspect language uses. The eight question, it was stated that there was 5% for agree and 95% for strongly agree. It showed that the picture sequences including words in it could produce better writing analytical exposition result.

The ninth question, it explained that 90% for disagree and 10% for neutral. It meant that students did not understand the sequences of pictures if it is only pictures without words inside it. The tenth question, it explained 100% for strongly agree. It meant that the use of picture sequences gave students improved score.

Table 6 Result of Questionnaire

NO	QUESTION	SDA	DA	N	A	SA
1	Students understood what the teacher explained about writing analytical by using picture sequences.				35% (7)	65% (13)
2	Students felt easier to produce analytical text by using picture sequences.				20% (4)	80% (16)
3	The picture sequences improved students’ vocabularies mastery.				45% (9)	55% (11)

4	The Picture sequences helped students to arrange the content of the text.	20% (4)	80% (16)	
5	Students' text organization result was specifically excellent to very good.	25% (5)	75% (15)	
6	Students got good to average of the assessing writing in mechanics.	5% (1)	15% (3)	80% (16)
7	Students' assessing writing in language use was got excellent to very good.	20% (4)	80% (16)	
8	The picture sequences including words in it could produce better writing analytical exposition result.	5% (1)	95% (19)	
9	Students understood the sequences of pictures if it is only pictures without words.	90% (18)	10% (2)	
10	The use of picture sequences gave students improved score.		100% (20)	

After the result of action in cycle two was improved then the writer needed to ask the English teacher some interview questions which used to support the result of this research. The interview transcript could be presented as follow:

1. After The Teaching and Learning Process, What was The Result of Student' Writing?
"Setelah melalui proses pembelajaran menggunakan media picture sequences (rangkaian gambar) siswa memiliki pemahaman yang baik dengan hasil nilai tes yang meningkat setelah melalui 2 siklus penelitian tindakan kelas".
2. What was the most students' difficulties in writing English text, especially in analytical exposition text by using picture sequences as media?
"Bila saya lihat, kesulitan siswa dialami pada saat mengerjakan tes pada siklus pertama. Yang mana siswa mengalami kesulitan dalam mengartikan media rangkaian gambar yang telah disiapkan".

3. How many students that get KKM Score through study writing analytical exposition text by using picture sequences?
"Ada 16 siswa yang mencapai Nilai Ketuntasan Minimal (KKM), serta 4 siswa yang nilainya belum mencapai KKM".
4. How are about the student's ability in text organization?
"Pada aspek penilaian menulis Organization, 75% siswa mencapai kriteria Luar Biasa / Sangat Baik".
5. What do you think related to the manner in expanding the students vocabularies through picture sequences ?
"Perilaku siswa baik, siswa terlihat tertarik selama proses pembelajaran berlangsung, penggunaan picture sequences sebagai media belajar membantu siswa dalam menciptakan ide menulis".

Based on the interview above, the writer concluded that the students' point of view through learning by using picture sequences was stated very good. Almost of them had written the text using good content and organization. Students' score was improved than pre-observation score. Students were realized to be interested through learning process. It meant that this research was success to improve students' ability in writing analytical exposition text.

d. Reflection

In this stage, the writer reflected the action had did, the result test had taken then the observation result as the value was useful to describe from students' point of view related to questionnaire given in the action. This second reflection stage of this research, the writer concluded :

1. Students' score was improved through two cycle of classroom action research. There were only four students who did not achieve the KKM score of the school.
2. The use of picture sequences as media in used should be added by some words that were useful to help students to arrange the analytical exposition text.

3. The students thought that was easier to writer analytical exposition text by using picture sequences as media.
4. The students' score improved from the pre-observation test. It was the result of teaching writing analytical exposition text by using picture sequences as media.

3. VALIDITY TEST

The validity test was done to measure the questionnaire stated as valid or not. In this research, the writer used SPSS Version 23. The result of validity test could be showed as the following :

Table 7 Result of Validity Test

Item	R Value	Comparison	Value	Result
Question 1	0,010	<	0,05	Valid
Question 2	0,031	<	0,05	Valid
Question 3	0,006	<	0,05	Valid
Question 4	0,015	<	0,05	Valid
Question 5	0,000	<	0,05	Valid
Question 6	0,000	<	0,05	Valid
Question 7	0,000	<	0,05	Valid
Question 8	0,004	<	0,05	Valid
Question 9	0,011	<	0,05	Valid
Question 10	0	<	0,05	Valid

4. RELIABILITY TEST

To measure the reliability of the questionnaire, the writer used Statistic Software SPSS Version 23. The result could be showed as the following :

Table 8 Result of Reliability Test

Value of Cronbach's Alpha	Comparison	Value	Result
0,737	>	0,6	Reliable

B. DISCUSSION

After implemented the research steps, the writer realized that students' writing analytical exposition text by using graphic organizer was improved. The improvement was gotten through two cycle of classroom action research. Based on the result in the first action for cycle one, The total number of the score was 1.387 with 69,35 as the mean score. The highest score was 80 beside the lowest score

was 56. The mean score of total number was 69,35. Beside through the test in action for cycle two the total number of the score was 1.571 with 78,55 as the mean score. It meant that, the students' score was improved then the students' writing ability was developed. Another matter could be discussed as follow:

1. Students felt picture sequences as media that was effective to improve the learning result.

Based on the interview above, the writer concluded that the students' point of view through learning by using picture sequences was stated very good. Almost of them had written the text using good content and organization. Students' score was improved than pre-observation score. Students were realized to be interested through learning process. It meant that this research was success to improve students' ability in writing analytical exposition text.

2. Through learning writing using picture sequences, students felt more enthusiastic.

Students considered felt more enthusiastic in learning by using picture sequences, it could be showed from the the students' responses through the study. They felt that their score in writing could be improved significantly. The seventh question, it was 20% neutral beside 80% strongly agree. It meant that students got improvement in aspect language uses. The eight question, it was stated that there was 5% for agree and 95% for strongly agree. It showed that the picture sequences including words in it could produce better writing analytical exposition result.

3. The picture sequences gave the students ideas to arrange the sentences.

The second question, the percentage got 20% stated agree and 80% stated strongly agree. It meant that the students were easier to produce the text especially in analytical exposition by using picture sequences, it was better than without using picture sequences.

The third question, the percentage was 45% agree and 55% strongly agree. It meant the picture sequences as media could improve students' vocabulary mastery. The fourth question, asked in percentage 20% percentage for agree and 80% strongly agree, it meant

students got help in writing the content of the text by using picture sequences as media.

4. The picture sequences could be a media that used by the teacher for another subject.

For the school, the Picture Sequences gave a great and proper effect on students' writing ability hopefully the school gave recommendation to the English teacher in order to apply it in the learning process. For the teacher, the positive effect from this research could be a consideration to teach writing using Picture Sequences to appear students' interest in learning English. For another researcher, the Picture Sequences could be used in another class and sample. The another researcher could use it as a media to conduct another research with different subject and object.

IV. CONCLUSION

The total number of the score was 1.571 with 78,55 as the mean score. Because of 78,55 as the mean score, it classified as "Good" based on mean classification and it had strive the KKM Score. It meant the students' score improved. Because of that, the cycle of classroom action research would be stopped. The writer concluded that the students' point of view through learning by using picture sequences was stated very good. Almost of them had written the text using good content and organization. Students' score was improved than pre-observation score. Students were realized to be interested through learning process. It meant that this research was success to improve students' ability in writing analytical exposition text.

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