

**USING SEQUENCING PICTURES IN TEACHING WRITING SKILLS TO  
THE ELEVENTH GRADE STUDENTS AT SMAN 5 PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of Education and  
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate  
Degree in Education*



**IAIN PALOPO**

**Submitted By:**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2025**

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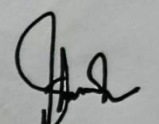
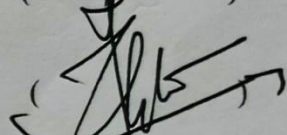
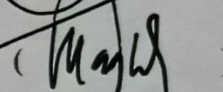
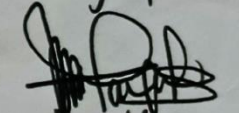
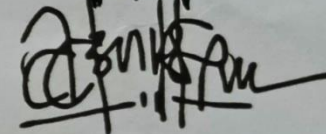
## THESIS APPROVAL

This thesis entitled "Using Sequencing Pictures in Writing Skills to the Eleventh Grade Students at SMAN 5 Palopo" written by Nurwahid, Registration Number 2002020010, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on Friday, Desember 27st 2024 M. Coincided with 25 Jumadil Akhir 1446 H. It is has been approved by the examiner as requirement to pursue the title of Sarjana Pendidikan (S.Pd).

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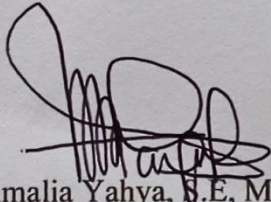
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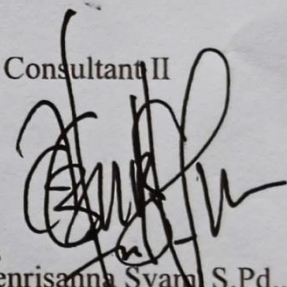
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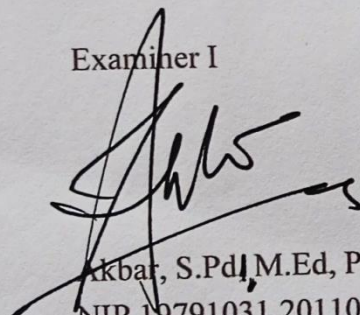
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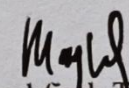
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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَبِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْمُرْسَلِينَ  
وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

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Palopo, December 12<sup>th</sup>, 2024

The Researcher

Nurwahid

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## ABSTRAK

**Nurwahid, 2025.** “*Menggunakan Pengurutan Gambar dalam Mengajarkan Keterampilan Menulis kepada Siswa Kelas Sebelas SMAN 5 Palopo*”. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Amalia Yahya dan Andi Tenri sanna Syam.

Penelitian ini bertujuan untuk mengetahui apakah urutan gambar meningkatkan kemampuan menulis teks deskriptif siswa Kelas 11 SMAN 5 PALOPO. Penelitian pra-eksperimental digunakan dalam penelitian ini. Siswa kelas sebelas SMAN 5 Palopo merupakan populasi penelitian. Kelas 11 F2, kelas eksperimen yang terdiri dari 18 siswa, menjadi sampel penelitian. *Purposive sampling* adalah strategi sampel yang digunakan dalam penelitian ini. Tes penulisan teks deskriptif berfungsi sebagai instrumen penelitian. Siswa diberi pretest dan posttest oleh penulis. SPSS 20 digunakan untuk menganalisis data. Menurut temuan penelitian, mengajarkan penulisan teks deskriptif dengan visual urutan bekerja dengan baik. Perhitungan menunjukkan bahwa nilai *post-test* siswa lebih besar dari nilai *pretest* mereka saat ini. Skor rata-rata pra-tes siswa adalah 47,50, dan skor rata-rata pasca-tes mereka adalah 62,78. Hal ini menunjukkan bahwa kemampuan untuk menghasilkan teks detail dengan menggunakan urutan gambar telah meningkat secara signifikan. Visual urutan meningkatkan keterampilan menulis teks deskriptif siswa, menurut temuan penelitian.

**Kata Kunci:** Menulis, Gambar Berurut, Teks Deskriptif

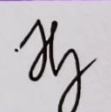
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## ABSTRACT

**Nurwahid, 2025.** " *Using Sequencing Pictures in Teaching Writing Skills at the 11th Grade Students at SMAN 5 Palopo*". Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Amalia Yahya and Andi Tenri Sanna Syam.

This study aims to determine whether picture sequencing enhances the ability of eleventh-grade students at SMAN 5 Palopo to write descriptive texts. A pre-experimental research design was employed in this study. The population consisted of eleventh-grade students at SMAN 5 at Palopo. Using purposive sampling technique, 18 students Class 11 F2 were selected as the sample of this experimental research. Writing tests were administered in pre-test and post-test to identify the increase of students' writing achievement. The data of students achievement were then analysed using SPSS 20. The results show that students' post-test scores were higher than their pre-test scores. The students' mean pre-test score was 47.50, while their mean post-test score increased to 62.78. This indicates a significant improvement in their ability to produce detailed texts using picture sequencing. The findings suggest that teaching writing descriptive text using picture sequencing is effective to enhance the writing skills of eighth grade students.

**Keywords:** Writing, Sequencing Picture, Descriptive Text

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


## الملخص

نور واحد، ٢٠٢٥. "استخدام ترتيب الصور في تدريس مهارة الكتابة لطلاب الصف الحادي عشر في المدرسة الثانوية العامة الخامسة فالوفو". كلية التربية والعلوم التعليمية، برنامج دراسة تعليم اللغة الإنجليزية، الجامعة الإسلامية الحكومية فالوفو. بإشراف أماليا يحيى وأندي تري سنا شام.

يهدف هذا البحث إلى معرفة مدى فاعلية استخدام ترتيب الصور في تحسين قدرة طلاب الصف الحادي عشر في المدرسة الثانوية العامة الخامسة فالوفو على كتابة النصوص الوصفية. وقد استخدمت الدراسة المنهج شبه التجريبي، حيث تم اختيار طلاب الصف الحادي عشر في المدرسة المذكورة كمجتمع بحثي، وتم تحديد العينة بطريقة هادفة (Purposive Sampling) وشملت ١٨ طالبًا من الصف ١١ F2 كمجموعة تجريبية. تمثلت أداة البحث في اختبار كتابة النصوص الوصفية، حيث خضع الطلاب لاختبار قبلي واختبار بعدي. وتم تحليل البيانات باستخدام برنامج SPSS 20. أظهرت نتائج البحث أن تدريس كتابة النصوص الوصفية باستخدام ترتيب الصور كان فعالاً، إذ بينت التحليلات الإحصائية أن متوسط درجات الاختبار البعدي للطلاب كان أعلى من درجات الاختبار القبلي. حيث بلغ متوسط درجات الاختبار القبلي ٤٧,٥٠، بينما ارتفع متوسط درجات الاختبار البعدي إلى ٦٢,٧٨. وهذا يدل على تحسن ملحوظ في قدرة الطلاب على إنتاج نصوص وصفية أكثر تفصيلاً باستخدام ترتيب الصور. وعليه، فقد أكدت نتائج البحث أن استخدام التمثيل البصري من خلال ترتيب الصور يعزز مهارات الطلاب في كتابة النصوص الوصفية.

الكلمات المفتاحية: الكتابة، ترتيب الصور، النص الوصفي.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

There are four abilities that are necessary for learning English are commonly used including Speaking, Writing, Listening and Reading. Among the abilities that needs to be improved is writing skill. Writing is one of the four macroskills listed by Nuryanto (2016) that are crucial to a person's success. Writing occurred when the writer had a goal and personal experiences. Writing highlights a person's ability to bring a topic together. It is crucial to provide people the freedom to interpret things as they see fit in a supportive and cooperative setting. Writing is a sequential process that involves gathering ideas and putting them together so the reader may understand them fully, contextually, and clearly.<sup>1</sup>

Writing skills for high school students is very important because writing is a fundamental ability that is needed in various aspects of life, both in academic and professional environments. Writing is a very important skill in academia. High school students need good writing skills to create essays, reports, research papers, and other tasks. Good writing skills will help students in expressing their ideas and ideas clearly and structurally.

Sequence pictures offer a visual representation of a series of events, sparking students' imaginations and providing a clear structure for their writing. This approach can be particularly beneficial for eleventh graders, who are at a stage

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<sup>1</sup> Sufianti, 'The Usage of Pictures to Teach Writing Descriptive Text of the Tenth Grade Students at PMDS Putri Palopo'.

where they are developing their ability to organize ideas logically and write cohesive narratives.

Developing strong writing skills is crucial for students at all levels, and eleventh grade is a critical time for solidifying these skills. However, traditional writing instruction can sometimes feel stagnant, leading to decreased student engagement. This essay investigates the application of sequence pictures as a dynamic and engaging technique to enhance writing skills in eleventh grade students at SMAN 5 Palopo.

Based on a preliminary observation that was conducted at SMAN 5 Palopo on 26<sup>th</sup> January 2024, the eleventh grade students had difficulties in understanding English learning materials for writing skills that were given by teachers. Additionally, the students appeared to be less attentive to their learning. It was observed that this was due to lacking of attentiveness limited and less interesting learning media and monotonous teaching methods. This finding indicates that teachers needed interesting and interactive teaching media for writing skills that can help students organize and develop their ideas and imagination to write. Therefore, researcher try endeavoured to apply the media pictures or sequence pictures in teaching writing. This then becomes a social solution to overcome problems related to writing skills. In light of these justifications, the researcher came up with the idea to carry out research dubbed of "Using Sequence Pictures in Teaching Writing Skill at the Eleventh Grade Students at SMAN 5 Palopo".



**B. Research Question**

Given the foregoing context, the researcher came up with the following query. “How effective is the use of Sequence Pictures in enhancing descriptive writing skills of 11<sup>th</sup> grade students at SMAN 5 Palopo?”

**C. Research Objective**

This study’s objective is to examine whether the sequence pictures are effective to enhance the students ability to write descriptive text at Grade 11<sup>th</sup> SMAN 5 Palopo.

**D. Significance of the Research**

English teachers can utilize sequence pictures to help them impart knowledge to their pupils and to give them advice about how to modify their classroom instruction. It can be used to encourage pupils to learn how to write descriptive texts so they can produce better descriptive texts. In order to refine the research, it might serve as a reference for subsequent researchers.

**E. Scope of the Research**

In descriptive text learning, there are several types of descriptive text, including description of people, description of place and description of thing. In this case, this study focused on improving writing description of place, specifically the description of tourist attractions.

## F. Operational Definition

1. ***Sequence pictures:*** Is a collection of several images that are connected to each other. For example, a Sequence Pictures that describes a place. For example we want to explain the city of palopo using sequence pictures. In some of these pictures contain information about the city of palopo in sequence. We start from the first picture, which is the image that characterizes the city of palopo, namely the kedatuan luwu Palace, then followed by the second picture of the old Jami Mosque of Palopo, the third picture of the Agung Mosque of Luwu Palopo, the fourth picture of Kambo tourism, the fifth picture of Labombo Beach, the 6th picture of tanjung ringgit port, the 7th picture of Pancasila square, and the last picture of Palopo Hypermart. Each picture is given a sequence number so that all the pictures become sequence pictures.
2. ***Teaching writing skills:*** planned activities and lessons designed to improve students ' abilities: students are able to generate ideas for writing, students can organize their thoughts logically, students are able to use proper grammar and vocabulary students are able to create clear and concise sentences and paragraphs and students can develop a descriptive writing style.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Studies**

Farah Hidayati (2023) The Use of Sequence Picture Media for Improving Students' Writing Skill of Recount Text at SMA N 2 Kendal in Academic Year. The purpose of her research is to find out whether using sequence picture media is effective or not to improve students writing skills at SMAN 2 Kendal in Academic year 2023/2024. This is a quasi-experimental design. In this study, the authors took more than one class to be the samples. There are try out classes, control classes, and experimental classes. The results showed that by using the image media, effective in improving student writing performance in writing text recount.<sup>2</sup>

The study above has some differences and similarities with this study. The difference is that the subjects of the above study were students of SMAN 2 Kendal in Academic who took 3 classes, while this study was students in Grade 11 at SMAN 5 Palopo. The next difference is that the above study focused on the writing of the recount, while this study focused on writing of the descriptive. The equation is the same above research using image media and the research method is also the same using experimental.

Farisha Andi Baso (2016) Using Sequence Picture Technique to Increase the Students Writing Ability at First Grade of SMAN 1 Sungguminasa. This research aims to determine the improvement of students ' writing skills and student interest

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<sup>2</sup> Farah Elmi Hidayati, 'The Use of Sequence Picture Media for Improving Students' Writing Skill of Recount Text at SMA N 2 Kendal in Academic Year 2023/2024', 2023 <<http://repository.unissula.ac.id/31404/>>.

by using sequential images in SMAN 1 Sungguminasa. The type of research used is classroom action research (CAR) which consists of two cycles of research population is the first class of SMAN I Sungguminasa academic year 2015/2016. The sample consists of 30 students. It collected the data by using written test and questionnaire sheet. Materials are divided into two points, namely visual and non-visual materials. Offer visual material, which is engaging and a stimulating framework for writing practice. One of the visual materials is Images.

Questionnaires were given after the post test to determine students ' interest in using story drawing techniques in writing English. Based on the analysis of the questionnaire, the authors concluded that students are very interested in the use of story drawing techniques. This means that there are good strategies and can be applied in teaching English writing.<sup>3</sup>

This study has similarities and differences with the research above. The difference is that the subjects in the study above are students of SMAN 1 Sungguminasa consisting of 30 students, while in this study is SMAN 5 Palopo. Then the next difference is that the research method above uses the classroom action research (CAR) method while this study uses the experimental method. Both of them use the same media sequence pictures.

In 2014, Nurdina Mecca Zathira conducted a quasi-experimental study on the effectiveness of picture sequences with eighth-grade students at SMP Islam Al Department of English Eeducation Faculty of Tarbiya and Teacher's Training. The purpose of this research was to examine the effectiveness of sequential images on

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<sup>3</sup> Jurnal Perspektif and others, 'Using Sequence Picture Technique to Increase the Students Writing Ability at First Grade of SMAN 1 Sungguminasa', 01 (2016), 110–17.



writing narrative texts of 8th grade students of SMP Islam Al Syukro Universal. The type of research used is the experimental method. This study was conducted in the 8th grade of Al Syukro Universal Islamic junior high school, the sample used 8A which received sequential drawing treatment and 8B as a control class that did not get treatment. The results of the study were sequential images effective terhadap narrative text teaching in Grade 8 of SMP Islam Al Syukro Universal.<sup>4</sup>

There are some similarities and differences between this study and the one mentioned above. This study focuses on the eleventh grade pupils at SMAN 5 Palopo, whereas the previous study's subject was the eighth graders at SMP Islam Al Syukro Universal. The second distinction is that this study concentrated on teaching descriptive text, whereas the previous study concentrated on teaching narrative text. The utilization of sequence pictures and experimental techniques are where the similarities lie.

## **B. Theoretical Review**

### **1. The Concept of Writing**

#### **a. Definition of Writing**

According to Nordquist (2019), writing is an activity in which a person arranges words and sentences to create a work that is purposeful and cohesive.

According to Oshima and Hogue (2007: 2), writing is an ongoing process. It indicates that we have been considering the idea we will write about in our

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<sup>4</sup> Nurdina Mecca Zathira, 'The Effectiveness of Picture Sequence in ( A Quasi Experimental Study at the Eighth Grade Students of SMP Islam Al Department of English Eeducation Faculty of Tarbiya and Teacher ' Training', 2014.

composition before we even start writing down one item. Writing, then, is an activity in which we construct sentences into paragraphs to express our ideas.<sup>5</sup>

Jozsef (2001) asserts that writing is one of the most intricate human endeavors. It entails the creation of a design concept as well as the mental capturing of information and subject experience. In addition, according to Habibullah (2017), writing is a communication activity in which pupils put their thoughts on paper. Writing is a method of thinking that generates and concentrates ideas on concepts that are more pertinent. However, according to Harmer (2012), productive skills are those that require students to truly produce language, such as speaking and writing. Among the four skills involved in learning English is writing, which also includes productive skill.<sup>6</sup>

We can conclude from the explanation above that writing is very important in the development of ideas or ideas to convey messages through writing. And also writing is also one of the most important things in the four skills in English learning.

### **b. Purpose of Writing**

When want to write, we have to consider or think about some things that are the purpose of our Writing. When pouring the ideas into writing it can focus on the use of accurate grammar and can also be on existing references, so that the ideas we pour make it simpler for readers to comprehend the

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<sup>5</sup> Andi Tenrisanna Syam, 'Developing Writing Module for the Fourth-Semester Learners of English Department at State Islamic Institute of Palopo', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5.1 (2020), 17 <<https://doi.org/10.21093/ijeltal.v5i1.548>>.

<sup>6</sup> Jeremy Harmer, *the Practice of English Teaching*, Fourth Edition. (New York: Pearson Longman, 2012).

content of the writing. Writing is meant to help students learn how to write successfully by enhancing all facets of the language they have acquired, in addition to teaching them how to communicate ideas to readers.

"The expression of ideas and the conveying of a message to the reader is the basic purpose of writing," according to Ur (1996), "so the ideas themselves should arguable be seen as the most important aspect of the writing." It can be said that before we write, of course, we must have a purpose why we write.

Additionally, Grenville classifies the purposes of writing. The first is entertainment, for which writing typically takes the form of "creative writing" or "imaginative writing" (though, of course, all writing involves some creativity and imagination). In addition to being informative, these writing styles can also be enjoyable to read. The third strategy is persuasion, which includes advertisements, some articles from newspapers and magazines, and some kinds of essays.<sup>7</sup>

From the explanation above, it can be concluded that there are several purposes of writing, namely entertaining, persuading, and providing information to readers. In addition to writing, pupils' imaginations might be expressed or conveyed.

### **c. The Component of Writing**

The five components of writing are content, organization, language use, vocabulary, and mechanics, according to Heaton (1988). The first is content; writing should have clear material so that readers may comprehend the

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<sup>7</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press. p.70.

message and learn something from it. At the very least, there are concepts that are measurable when interacting with components. The composition should be cohesive and have just one main goal. Should be sufficiently developed and possess cohesion and continuity. Thus, the content discusses topple and includes an elucidation, debate, assessment, and conclusion. Actually, it is the attention to detail or the composition itself. As a result, it is crucial that it be pertinent, explicit, and unambiguous.

The second is organization, which is concerned with how pupils arrange and structure their ideas or message in a written piece. The goal of writing material organization is for learners to arrange writing chromatically and in a cohesive manner, from general to specific and specific to general. They ought to discuss their opinions in light of everything that transpired from the start to the finish.

The third is vocabulary; well-chosen words lead to excellent writing in both technical and specialized contexts. The dictionary is a substantial resource. One of the essential elements of writing to convey thoughts is vocabulary, which we constantly deal with. Students who lack vocabulary find it difficult to choose words that will both make their writing easier to read and assist authors produce their writing. As a result, they struggle to put their thoughts into words.

The fourth is language use, which includes using proper language and grammar when writing descriptions and other types of writing. A sufficient grammar ought to be able to generate grammar. Students should only be able



to perform distinct functions, and grammar can help them become more proficient in formal language usage.

The fifth is mechanics. It has to do with spelling, punctuation, and capitalization. Punctuation is important because it clarifies meaning. In English, a capital letter is composed of two participles. At first, they could distinguish between objects and specifics. Second, it is used as the first word in quote marks, proper adjectives, and formal sentences. This aspect is essential since it makes the author's point easier for readers to understand or recognize right away. The elements of writing, according to Faisal (2013), are also as follows: (1) Idea development/organization: concentrates on the main idea with suitable elaboration and conclusion; (2) Fluency/structure: employs appropriate verb tenses with a variety of grammatical and syntactic structures; (3) Word choice: employs a varied and precise vocabulary appropriate for purpose; and (4) Mechanics: lack of spelling, capitalization, and punctuation errors.<sup>8</sup>

It is clear from the foregoing definitions of the elements of writing that there are five of them. These include vocabulary, organization, topic, language use, grammar, and mechanics. The five aforementioned writing components are crucial when writing.

#### **d. Kinds of Writing**

Tarigan classifies writing based on its type, namely exposition, description, narrative, and persuasive. From this opinion, we can concluded

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<sup>8</sup>Faisal and YasintaWulandari. Improving Students' Competence in Writing Descriptive Texts through "FRESH" Technique. *ENGLISH REVIEW: Journal of English Education*. Volume 2, Issue 1, December 2013. p. 61.

that there are four types of writing.<sup>9</sup>The focus in this study is the writing of the description.

The goal of descriptive writing is to portray and explain a subject's character, their actions, a location's environment or state, or another idea. For example, a description may be used to describe the village, which is so lovely, serene, cozy, and supportive of one another.

## **2. The Concept of Descriptive Text**

### **a. Definition of Descriptive Text**

A descriptive text explains the qualities of a person or an object. Its goal is to clarify and reveal a certain person, place, or item. According to Kane (2000: 352), a description is broadly defined as something like this: Sensual experience—how something feels, looks, and tastes—is the focus of description. Although description mostly concerns with visual experience, it also touches on other types of perception.

Thus, if we conclude it from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact the experience other than the sense of sight, we can also use it to make descriptive text. But in particular, the descriptive text is, "is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."

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<sup>9</sup> Hidayati.

So, it can be said that the descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

Thus, a descriptive text can be defined as one that provides information on what an object or person is like, including information about its form, qualities, quantity, and other attributes. It is evident that the descriptive text's goal is to characterize, depict, or make visible an abstract or physical person or thing.<sup>10</sup>

### **b. The Generic Structure of Descriptive Text**

1) Descriptive text basically consists of two main steps:

a) Identification (Identification)

It is the introductory part that serves as an introduction to the object to be described. It is usually written in the first paragraph. The objects described can be People, Places, Things, or even events.

b) Description

This is the primary section of the sentence that provides a thorough explanation of the introduced object. Here you will use your senses to describe the object in detail. Things that can be described include: physical characteristics (shape, size, color, texture).

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<sup>10</sup> Furwana, D., & Syam, A. T. (2019). Improving Students'™ Writing Skill on Descriptive Text By Estafet Strategy of the Eleventh Year Students of SMA 4 Palopo. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(1).

Nature or characteristics (for people and places) function or use (for things) atmosphere or impression caused (for places and events) use rich adjectives to give a clear picture. You can also use the proper use of verbs to liven up the description.

Remember, the main purpose of the description text is so that the reader can imagine the object you are describing as if they saw it themselves.

2) Language features used to describe places can be categorized into several aspects:

a) *Descriptive Adjectives*: These are words that describe the qualities or states of being of places. For example, "bustling" suggests a lively, busy area, while "serene" paints a picture of tranquility.

b) *Vivid Visual Imagery*: This involves using descriptive language that appeals to the senses. Detail colors, textures, and shapes, and incorporate similes or metaphors to liken features to familiar objects, creating a rich, evocative mental picture for the reader.

c) *Auditory Imagery*: This involves describing what can be heard in a place. For example, the sound of waves crashing on the beach, the rustling of leaves in a forest, or the hum of traffic in a city.

d) *Feelings about the Place*: This involves expressing your personal feelings or emotions about the place. For example, you might describe a place as relaxing, exciting, or nostalgic.



e) *Changes Noticed Over Time*: This involves describing how a place has changed over time. For example, a city might have become more developed, or a forest might have become smaller due to deforestation.

f) *Recommendations about the Place*: This involves giving your opinion on whether or not others should visit the place, and the best time to do so.

g) *Physical Features*: Talk about the size, color, and notable characteristics of a place.

h) *Purpose or Function*: Explain what the place is used for or its significance.

i) *Sensory Descriptions*: Describe what you can see, hear, smell, or feel in that place.

j) *Comparison to Other Places*: Make comparisons to help convey a sense of the place.

k) *Personal Experiences or Stories*: Share personal anecdotes related to the place.

l) *Directional Language for Giving Directions*: Be clear and precise when giving directions to a location.

Remember, the language features used can vary depending on the context and the level of detail required in the description. It's also important to be respectful and considerate when describing places.

### **c. Kind of Descriptive Text**

Numerous categories of descriptive texts exist that are descriptive of people, place, and thing. But the focus of this study is the description of the place.<sup>11</sup>

What should you say first when describing a space, such a room? The floor, the walls? There's not predetermined pattern for how sentences should be arranged in descriptive paragraphs, unlike chronologically evolved paragraphs. Starting with one region and moving on to another is not required. However, the phrases shouldn't be put in a random order.

The description must be organized to aid the reader in seeing the situation being explained. A dominating idea that conveys a mindset or perception of the place being talked about can be added to the paragraph to make it more engaging. Additionally, how you order the data in your description depends on the topic and goal you have in mind.

## **3. Concept Teaching Media**

### **a. Definition of Teaching Media**

Munadi asserts that instructional media serve as a bridge to help students comprehend the content. Submitted by educators or teachers through print or electronic media, and instructional media also serves as a tool to help with the implementation of the system's components, allowing for a prolonged and successful learning process.

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<sup>11</sup> Maylia Suryani, Op.cit.p.33

## **b. Visual Media**

Munadi (2013: 81) claims that visual media are instructional aids that can be utilized to enhance students' visual perception. Visual media comes in two flavors: nonverbal and spoken. Nonverbal signals are expressed by symbols and textual form, whereas verbal messages are not recorded in writing. Visual media categories include Verbal Visual and Nonverbal Visual

### **1) Verbal Visual**

The images are many types of presentations of ideas or concepts that make learning easier for pupils to understand. The first drawing is referred to as a stick figure. That is a clear image that highlights the main idea without going into depth. Secondly, paintings are the outcome of creative and symbolic depictions of something or someone.

### **2) Visual Nonverbal**

a) Book is defined as a communication medium that is either spoken (oral language) or simply fricated. Since words lack a sound component, they are nonetheless regarded as writing. The book is a teaching tool created by the general population, particularly schoolchildren

b) Comics can serve as educational materials. The characters in comic cartoons are arranged simply. Comics have narrative elements that

provide a clear and straightforward message. Students are drawn in when comics are used in the teaching and learning process <sup>12</sup>

#### **4. Concept Picture**

##### **a. Definition of Picture**

There are many definitions of picture. Some of the definition are:

- 1) Picture is a visual representation;
- 2) Picture is a clear and telling mental image;
- 3) Picture is a situation treated as an observable object;
- 4) Picture is a representation of a person or scene in the form of a print or transparent slide; recorded by a camera on light-sensitive material;
- 5) Picture is illustration used to decorate or explain a text;
- 6) Picture is graphic or vivid verbal description.

From the explanation above, the researcher concluded that the image is very suitable for teaching high school students to university age because it makes it easier for students to convey ideas or ideas.

##### **b. The Advantages of Using Picture**

Hermawati (2013) cites Klasses (1995) as saying that there are the following benefits to employing pictures:

- 1) The image serves as a familiar and affordable communication tool.
- 2) They can be organized in a sequence and customized for various objects, even though they are rarely in a set order.

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<sup>12</sup> Fajar Wirawan, 'A Study on the Teaching Media Used by the English Teacher at SMP Muhammadiyah 2 Malang', 5 (2020), 89–95.

3) Gathering images can be a student-led project or an ongoing task for a teacher, librarian, or material specialist working on image files.

4) Students use the picture in multiple ways, such as on flannel boards, projectors, and bulletin boards with varying degrees of opacity.<sup>13</sup>

From the explanation above, the image is a medium that is very close to us that is easy to find and can say cheap. With the use of images, students can easily arrange a sentence into a well-structured paragraph.

### **c. The Contributes of Using Pictures in Teaching Writing**

Students can more easily capture, comprehend, and communicate their thoughts when they write with the aid of visuals. We can see for example students are asked to describe a place such as Borobudur temple which maybe some students have never seen or do not know at all how the Borobudur Temple, well with the media images of students freely express or convey their ideas about the Borobudur temple. Without his image students will be difficult even hinder students in writing or describing their ideas. That is then the role of images in helping students to express or convey their ideas.

## **5. Concept Sequence Picture**

### **a. Definition of Sequence Picture**

Sequences are created by placing thoughts, objects, and events in a logical order (Baso, 2016, p. 111). However, images are a useful medium for teaching and learning since they make it simple for students to arrange

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<sup>13</sup> Lidia Hermawati, Op.Cit. p 5.

their thoughts in written language products and they also make learning activities more enjoyable.

According to Jusman (2014:3), sequence pictures are sets of pictures that are given to each other and represent sequential events, processes, or steps from the first to the last, systematically going from the beginning to the conclusion. Next, Harmer defines sequence pictures as images that depict situations or people acting out a certain action, as cited by Sidqi (2014: 5).<sup>14</sup>

The researcher concluded that the sequence image is a few images that describe sequentially an event from beginning to end or images that contain detailed information of a person or place that are arranged sequentially so as to produce accurate and structured information. With images that contain clear information, students will be easier to decrypt their ideas or ideas in writing and students become more enjoy working on a paper.

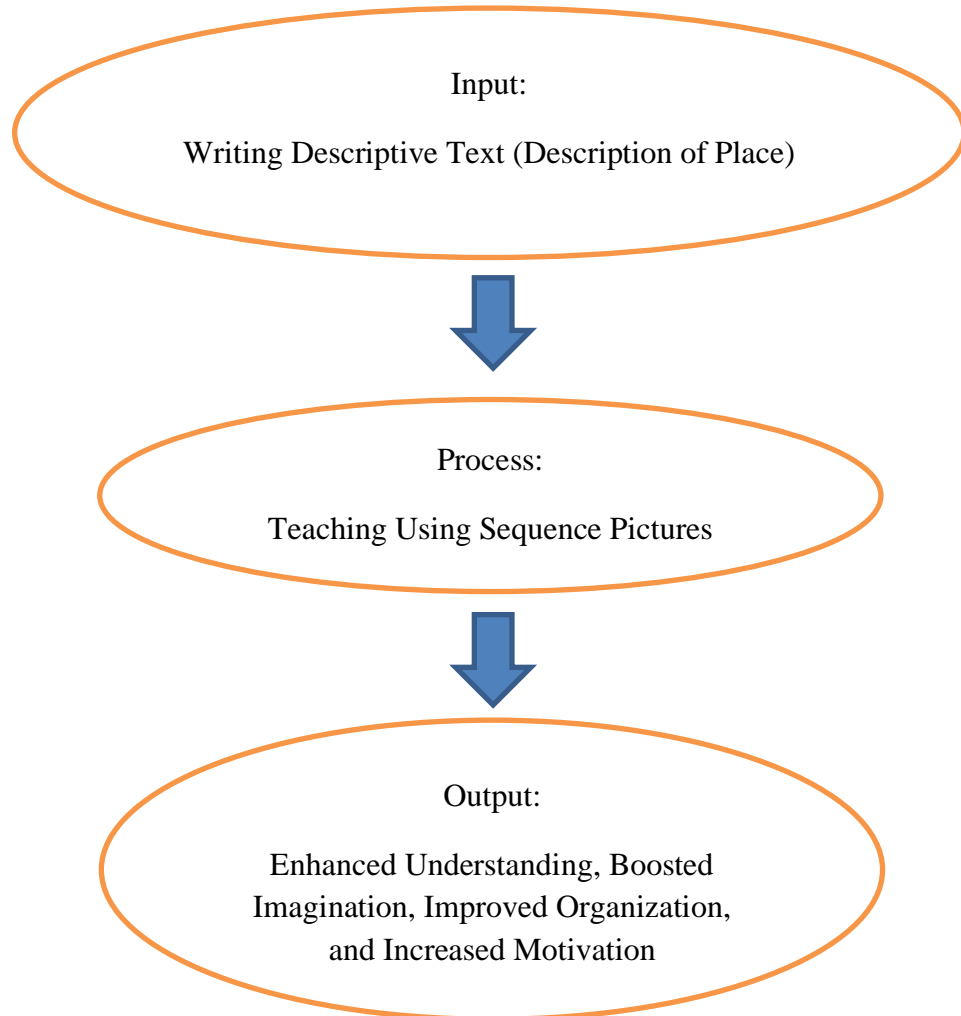
### **C. Conceptual Framework**

These studies suggest that sequence pictures can be an effective technique for improving descriptive text writing. They help students grasp and visualize the object being described, leading to more detail and vivid descriptions. Additionally, sequence pictures can aid in structuring the writing, making it easier for students to organize their ideas and write cohesive texts.

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<sup>14</sup> Dewi Wulan Suci, 'The Use of Sequence Pictures Strategy to Improve the Students Writing Skill on Recount Text for the Tenth Grade Students of SMA Negeri 1 Ambarawa in the Academic Year 2019/2020', 2020.

**Picture 2.1 Theoretical Framework**



Here's a summary of why sequence pictures might be beneficial:

1. *Enhanced understanding*: Sequence pictures provide a clear visual representation, allowing students to better understand the object's physical features, characteristics, and function.
2. *Boosted imagination*: Pictures help students visualize the object in more detail, enabling them to create more vivid and engaging descriptions.



3. *Improved organization*: The sequential nature provides a clear structure for the description, making it easier for students to organize their thoughts and write a coherent text.

4. *Increased motivation*: Pictures can make writing lessons more interesting and enjoyable, potentially motivating students to learn more about writing.

Based on this research and the potential benefits, sequence pictures seem like a promising technique to improve descriptive text writing skills. Their use in classrooms for this purpose is highly recommended.

#### **D. Hypothesis**

A hypothesis is a temporary idea or notion used to explain a phenomenon in research whose truth must be known empirically. According To William G. Zikmund in his book entitled Business Research Methods explained that a hypothesis is a proposition whose nature is not yet known scientifically. Thus, the hypothesis must be submitted empirically with a research process that is in accordance with the appropriate methodology.

Drawing from previously explained material, the researcher proposed the following research hypothesis:

H<sub>1</sub>: Using sequenced pictures was effective to teach writing descriptive text.

H<sub>0</sub>: Using sequenced pictures was not effective to teach writing descriptive text.

## CHAPTER III

### METHOD

#### A. Research Method

According to the paradigm, one kind of study is quantitative research methodology. The quantitative approach is founded on the idea that by conducting different experiments, researchers may purposefully alter the environment. The goal of quantitative research is to gather and analyze numerical data in an unbiased manner. It is possible to identify quantitative research variables and measure the correlation between them.<sup>15</sup>

The study was experimental and only involved one group, hence the researcher used a one-group pre-test-post-test design. Prior to receiving treatment, the group was chosen at random and its stability and lucidity were not assessed. Pre-tests administered prior to treatment and post-tests administered following treatment for each learning series were used to measure the research design for one group. The researcher sought to determine whether using sequence photos to teach writing descriptive prose was beneficial, so this approach was selected.

**Table 3.1 Scheme of one group pre-test post-test design<sup>16</sup>**

<i>Pre test</i>	<i>treatment</i>	<i>Post test</i>
T <sub>1</sub>	X	T <sub>2</sub>

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<sup>15</sup> Jaya, F. A. I., Yahya, A., & Jufriadi, J. (2020). National Examination in SMPN 2 Palopo: A Case Study on Students' Readiness in English Test. *International Journal of Asian Education*, 1(2), 107-116.

<sup>16</sup> Rosa Susanti, 'Penerapan Pendekatan Demokrasi Nteraktif Untuk Menerapkan Pemahaman Konsep Fisika Siwa SMA', 2013, 19–29.

T1: A pre-test is performed before treatment.

X: Treatment given to the research sample by using Sequence Pictures

T2: Post-test performed after treatment

## **B. Variables**

The two variables in this study are the students' writing skills as the dependent variable and the use of sequenced pictures to teach writing descriptive text as the independent variable.

## **C. Population and Sample**

### **1. Population**

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions (Sugiyono, (2016:80)).<sup>17</sup> Based on the above understanding, the population of this study was the eleventh grade students at SMAN 5 Palopo that consist of 279 students from 9 classes. The reason researchers chose this school as a place of research because researchers feel that the school is very strategic and in accordance with the needs of researchers from the observations made by researchers, some students have difficulty in understanding English learning materials in writing skills given by teachers and students who are less attentive to learning. This was due to the use of limited and less interesting learning media provided by teachers and using monotonous teaching methods. Therefore, teachers need teaching media in the development of writing skills that can help students organize and

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<sup>17</sup> B A B Iii, 'Bab Iii Metoda Penelitian 3.1', November 2018, 2017, 23–34.

develop their imagination. The results of these observations then encourage researcher to conduct research at the school.

## **2. Sample**

Purposive sampling is the sample strategy employed in this investigation. Purposive sampling, according to Arikunto (2006), is a sampling strategy that is focused on factors that center on particular objectives rather than random, regional, or strata. Purposive sampling, according to Notoatmodjo (2010), is sampling that is done with a specific consideration in mind, such as the population's traits or previously recognized qualities. Because it is believed to be typical of the population and does not impede the teaching and learning process, this approach was chosen. The study's sample consisted of 18 students in the F2 eleventh grade.

## **D. Procedure of Collecting Data**

### **1. Preparation.**

The researcher needs to obtain and secure permission from SMAN 5 Palopo's authorities and the participating students (and their parents/guardians if necessary) to conduct the research.

### **2. Prepare the Instruments**

The instruments of this research were pre-test and post-test. The format of the test was a writing task with the type of descriptive text. Each test required 45 minutes. The task had similar in difficulty for both of the pre-test and post-test. The purpose of these tests was to measure the writing skills of the students before and after implementing the sequence pictures strategy.

### **3. Treatment**

The treatment in the teaching of writing descriptive texts using sequential images is carried out with five meetings. The steps that implement in the treatment as described as follows:

- a. The teacher presents a set of sequence pictures to the students. In this phase, Researcher introduces gives pupils an explanation of descriptive text, including its definition, goal, and general structure.
- b. Students analyze the pictures, identifying key details, the order of events/pictures, and the overall theme or message. In this phase, Researcher explains to the students how to write using sequence pictures, provide examples of descriptive text using sequence pictures.
- c. Based on the sequence pictures, students engage in writing activities designed to improve their writing skills as defined in point b. This may involve tasks such as:
  - 1) Creating a descriptive text based on the sequence.
  - 2) Describing the scene depicted in the pictures in detail.
  - 3) Writing sentences for a description shown in the sequence pictures.
  - 4) Completing a writing prompt inspired by the pictures.
- d. The teacher provides feedback and guidance throughout the writing process.

### **E. Technique of Data Analysis**

To investigate whether there is the effective of Sequence Pictures media toward writing skills at the eleventh graders of SMAN 5 Palopo, the researcher

has to know the writing ability and give writing test to the Students'. The score follow:

$$Score = \frac{Score\ of\ student's\ writing\ Test}{Total\ Aspects\ of\ writing\ assesment} \times 100$$

**Table 3.2** Aspect of Writing Assessment<sup>18</sup>

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>
<b>Content</b>	Provides rich and detailed description	Provides some details but lacks depth	Provides minimal details	Lacks specific details
<b>Vocabulary</b>	Uses a variety of descriptive words	Uses some descriptive words	Uses basic vocabulary	Limited vocabulary
<b>Sentence Structure</b>	Uses varied sentence structures	Uses mostly simple sentences	Sentences are short and repetitive	Sentence structure is incorrect
<b>Grammar and Mechanics</b>	Few or no errors in grammar, spelling and punctuation	Some errors in grammar, spelling, and punctuation	Frequent errors in grammar, spelling, and punctuation	Numerous errors in grammar, spelling, and punctuation
<b>Organization</b>	Text is well-	Text is	Text is	Text lacks

<sup>18</sup> Heaton, J. B. (1988). *Writing English language tests*. Longman

	organized and coherent	somewhat organized but lacks coherence	disorganized and difficult to follow	organization
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According to Arikunto (2010:221), the reliability of the test can be categorized as follows:

1. 81-100 ( Excellent )
2. 61-80 ( Good )
3. 41-60 ( Fair )
4. <40 (Poor)

Lastly, the mean score, which compares the achievement on the pre-test and post-test using the SPSS software.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Research Findings

The statistically tabulated and analyzed data is presented in this study. An overview of the students' pretest and posttest results, including their classification, is provided in this part, along with the mean and standard deviation calculations.

##### 1. The Result of Students' Writing Test in the Pre-test

The researcher delivers the findings of the students' writing tests in this part, which were assessed based on *content, vocabulary, sentence structure grammar and mechanics* and *organization*. The data shows in the table were analysed using SPSS to calculate the average score. The pre-test results described in table 4.1.

**Table 4.1** According the Score of Writing Skill on Pre-Test

No.	Name	Score					Pre-Test	Score of test	Classification
		Con	Voc	SS	GM	Org			
1.	R1	2	2	1	2	2	9	45	Fair
2.	R2	3	3	2	3	1	12	60	Fair
3.	R3	1	2	2	2	1	8	40	Poor
4.	R4	2	2	2	2	1	9	45	Fair
5.	R5	3	2	2	2	2	11	55	Fair
6.	R6	3	3	1	2	2	11	55	Fair
7.	R7	1	1	1	1	1	5	25	Poor
8.	R8	2	2	1	1	1	7	35	Poor
9.	R9	1	1	2	2	2	8	40	Poor
10.	R10	1	1	1	1	1	5	25	Poor
11.	R11	1	1	2	2	1	7	35	Poor
12.	R12	3	2	3	3	3	14	70	Good
13.	R13	2	2	1	1	1	7	35	Poor
14.	R14	3	2	3	2	3	13	65	Good

15.	R15	4	2	3	3	3	15	75	Good
16.	R16	2	2	2	2	2	10	50	Fair
17.	R17	2	2	3	3	1	11	55	Fair
18.	R18	2	2	2	1	2	9	45	Fair
<b>Total</b>		38	34	34	35	30	171	855	
<b>Mean Score</b>								47,50	Fair

The students' pre-test writing results are shown in Table 4.1. The mean score for each of the five factors of writing skills *content*, *vocabulary*, *sentence structure grammar and mechanics* and *organization* was 47,50 before any treatment.

The researcher computed the mean using SPSS version 20 in order to ascertain the average score attained by the pupils. Table 4.2 displays a descriptive statistics table that summarizes the pretest data results.

**Table 4.2** Descriptive Statistics of Students' Pre-Test

	N	Min	Max	Mean	Std. Deviation
Pre-test Valid N (listwise)	18	25	75	47,50	14,37420

According to Table 4.2, which presents the descriptive statistics of students' pre-test scores, the highest score achieved by the students is 75, and the lowest score is 25. The average pre-test score is 47.50, with a standard deviation of 14.37420.

Additionally, the students' pre-test scores are displayed in a percentage format, as shown in Table 4.3.

**Table 4.3** The Rate Percentage of Students' Score in Pre-Test

No	Score	Classification	Pre-Test	
			Frequency	Percentage
1	81-100	Excellent	0	0%
2	61-80	Good	3	16,67%
3	41-60	Fair	8	44,44%
4	<40	Poor	7	38,89%
<b>Total</b>			18	100%

Table 4.3 shows that there were no students who obtained excellent scores. Students obtained 3 good scores, 8 fair scores, and 7 poor score.

## 2. The Result of Students' Writing Test in the Post-test

Table 4.4 displays the post-test results after the treatment. This table represents the results of the students' writing tests, which are evaluated based on *content, vocabulary, sentence structure grammar and mechanics and organization*.

**Table 4.4** According the Score of Writing Skill on Post-Test

No.	Name	Score					Post-Test	Score Post test	Classification
		Con	Voc	SS	GM	Org			
1.	R1	2	1	1	1	1	6	30	Poor
2.	R2	1	1	1	1	1	5	25	Poor
3.	R3	1	1	2	1	1	5	25	Poor
4.	R4	4	3	3	4	4	18	90	Excellent
5.	R5	3	3	3	4	4	17	85	Excellent
6.	R6	3	3	3	4	3	16	80	Good
7.	R7	2	2	1	1	1	7	35	Poor
8.	R8	3	3	3	3	4	16	80	Good
9.	R9	4	4	4	4	4	20	100	Excellent
10.	R10	1	1	1	1	1	5	25	Poor
11.	R11	2	2	2	4	2	12	60	Fair
12.	R12	3	2	3	3	4	15	75	Good

13.	R13	1	1	1	1	1	5	25	Poor
14.	R14	4	3	3	3	3	16	80	Good
15.	R15	4	4	4	4	4	20	100	Excellent
16.	R16	2	2	2	3	3	12	60	Fair
17.	R17	4	4	3	3	4	18	90	Excellent
18.	R18	3	3	2	3	2	13	65	Good
<b>Total</b>		47	43	42	48	47	226	1.130	
<b>Mean Score</b>								62,78	Good

The results in Table 4.4 demonstrate an improvement in students' writing abilities on the post-test. This is reflected in the fair post-test score of 62.78. These findings suggest that the students have made progress due to the treatment they received.

**Table 4.5** Descriptive Statistics of Students' Post-Test

	N	Min	Max	Mean	Std. Deviation
Post-test Valid N (listwise)	18	25	100	62,78	28,03476

According to the data in Table 4.5, the students' mean score was 67.78, with the greatest score being 100 and the lowest being 25. Furthermore, the data shows that the post-test's standard deviation is 28.03476.

**Table 4.6** The Rate Percentage of Students' Score in Post-Test

No	Score	Classification	Post-Test	
			Frequency	Percentage
1	81-100	Excellent	5	27,78%
2	61-80	Good	5	27,78%
3	41-60	Fair	2	11,11%
4	<40	Poor	6	33,33%
<b>Total</b>			18	100%

Based on data in Table 4.6, there are 5 students representing 27,78% of the total students who received “Excellent” rating with scores in the range (81-100). In addition, 5 students, or 27,78%, scored “good” in the range (61-80), 2 students representing 11,11% of the total students scored “fair” in the range (41-60), and 6 students representing 33,33% of the total students who received “poor” rating in the range (<40).

### 3. Students’ Mean Score and Standard Deviation in Pre-Test and Post-Test

**Table 4.7** Descriptive Statistics of Students Pre-Test and Post-Test Score

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post -Test	47.5000	18	14.37420	3.38803
	Pre-Test	62.7778	18	28.03476	6.60786

The result of statistical test scores on paired samples presented in the table above show that the number of students’ (N) is 18. On the pre-test, the standard error mean was recorded at 3.38803 with average value of 47.50. Meanwhile, in the post-test, the standard error mean was recorded at 6.60786 with average value of 62.78. The comparison of pre-test and post-test results showed an improvement in students’ writing skills, with an average pre-test score of 47.50 lower than the average score in post-test that is 62.78. This descriptive data showed the use Sequence Pictures effectively improves students’ writing skills.

#### 4. Paired Sample Test

**Table 4.8** Paired Sample Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre- Test - Post- Test	-15.27778	24.34267	5.73762	-27.38310	-3.17246	-2.663	17	.016

The paired sample test reveals that the degree of freedom is 17 and the value of  $t_0$  (t-count) is -2.663 based on the data in table 4.8. Imam Ghozali claims that the (t-table) score on  $df=17$  is 1,740. Consequently, it was determined that the t-count was higher than the t-table.

The outcome of statistical analysis with degree of freedom ( $df$ ) =  $N-1$  and level of significance 0,05, where ( $N$ ) = 18,  $df$  = 17. It was less than a ( $0.016 < 0.05$ ) probability value. It showed that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. This indicates that pupils' writing is significantly impacted by sequence visuals.

#### B. Discussion

The purpose of this study is to assess how well Sequence Pictures can help eleventh grade students at SMAN 5 Palopo improve their writing abilities. The results demonstrated that using Sequence Pictures as a teaching tool greatly enhanced students' writing abilities in five domains: vocabulary, organization,

grammar and mechanics, sentence structure, and content. Following the application of sequence pictures, the average pretest score rose from 47.750 (fair) to 62.78 (good) on the post-test. The organization grew from 30 to 47, making it the highest growing of the five factors.

Pre-tests are conducted before to the treatment part of the study. This procedure was performed four times. Following this session, the students took the post-test to gauge how well the treatment had worked. The pre-test, treatment, and post-test were completed by up to 18 students. The complete procedure is recorded for research and used to evaluate students' writing abilities.

Before treatment, students' writing ability was still relatively low. At this point, they point out weaknesses in five key areas: content, vocabulary, sentence structure grammar and mechanics and organization. They are also not confident when writing in English. Students can then comprehend and use the information provided when the researcher administers treatment. Throughout the course of the treatment, the researcher provided information regarding descriptive writing and its three-part structure: introduction, main, and conclusion paragraphs. Students work in groups after the researcher gives them sequence photographs. in order for pupils to interact during the process. Regarding the challenges, some pupils still struggle with the English vocabulary. Naturally, nevertheless, as part of the treatment, pupils are given terminology, which aids them in producing descriptive texts.

Following the treatment, the researcher administered a post-test to gauge the students' progress in their writing abilities and determine their score. From the

results of student scores, students' writing skills increased significantly in five aspects: content, vocabulary, sentence structure grammar and mechanics and organization.

Researchers discovered that students' writing abilities can be greatly enhanced by employing Sequence Pictures as a teaching tool. Pupils get more interest and comprehension of the subject matter. Sequence drawings can be used to help pupils improve their writing abilities and add enjoyment to the learning process.

This study is in line with the results of several previous studies. This study found important results that are consistent with the findings of Farah Hidayati, as written in the image media can improve students' ability to write English and improve students' experience in conveying their expression<sup>19</sup>. The second by Nurdina Mecca Zathira, this study was conducted through two classes, namely classes that were given teaching sequences pictures and control classes that were not given the same treatment with pre-test and post-test designs and the results of learning using sequence pictures can have a positive influence on student writing performance<sup>20</sup>. Finally, this study is useful to improve students' writing skills.

As for the difficulties faced by researcher when providing treatment, namely when giving teaching materials, it's just that there are some students who are not focused or even do not pay attention to learning so that it also becomes a factor that causes students to not understand the material provided.

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<sup>19</sup> Farah Elmi Hidayati, 'The Use of Sequence Picture Media for Improving Students' Writing Skill of Recount Text at SMA N 2 Kendal in Academic Year 2023/2024', 2023 <<http://repository.unissula.ac.id/31404/>>

<sup>20</sup> Farah Elmi Hidayati, 'The Use of Sequence Picture Media for Improving Students' Writing Skill of Recount Text at SMA N 2 Kendal in Academic Year 2023/2024', 2023 <<http://repository.unissula.ac.id/31404/>>



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Researcher investigated the impact of the use of Sequence pictures to improve the writing skills of students in Grade 11 SMAN 5 Palopo. Based on the research, in the pre-test the average value of students is 47.50, and for the post-test the average value of students is 62.78, meaning that after four treatments using sequence pictures students better understand how to write descriptive text. The results confirmed that the use of sequence pictures as a learning medium is effective in improving students ' writing skills in the eleventh grade of SMAN 5 Palopo.

#### **B. Suggestion**

For individuals directly involved in this research, recommendations are given. These suggestions are supported by the following research findings:

##### **1. For Teachers**

It is strongly advised that sequence pictures be used when teaching writing in order to help pupils become better writers. To avoid boring teaching strategies, educators can employ sequence pictures as a teaching tool.

##### **2. For Students**

It is anticipated that using sequence pictures will help students produce more detailed texts. Additionally, the media sequence picture might boost pupils' enthusiasm for learning.

### **3. For Researcher**

Since the researcher is aware that this thesis is still far from perfect, constructive criticism and recommendations are required to improve it. The results of the study are expected to be useful to readers. It is expected that readers would have a better understanding of how visual aids are used in writing education. Future research on a variety of topics and student specializations is expected to use this study as a resource.

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## **APPENDICES**

### **Appendix 1. Pre-Test Instrument**

#### **Pre-Test**

**Please write a Descriptive Text based on the criteria below:**

1. The Descriptive text must consist until 150 words.
2. The Descriptive text must pay attention to Descriptive generic structure:
  - a. Identification
  - b. Description
  - c. Conclusion
3. Choose one topics about a place you know well. It could be your school, home, or a place you often visit.

## **Appendix 2. Post-Test Instrument**

### **Post-test**

**Please write a Descriptive Text based on the criteria below:**

4. The Descriptive text must consist until 150 words.
5. The Descriptive text must pay attention to Descriptive generic structure:
  - d. Identification
  - e. Description
  - f. Conclusion
6. Choose one topics about a place you know well. It could be your school, home, or a place you often visit.

### Appendix 3. Meetings 1-4

#### First Meeting

##### PPP LESSON PLAN TEMPLATE

<b>CLASS/LEVEL</b>	<b>The Second-Grade Students/Senior High School</b>
<b>TOPIC</b>	<b>Introductory Paragraph of Descriptive Text</b>
<b>OBJECTIVES</b>	<b>Students are able to understand introductory paragraph</b>
<b>VOCABULARIES</b>	<b>Crowded, Peaceful, and sensory details vocabulary, etc.</b>
<b>MATERIALS</b>	<b>Pictures and marker.</b>
<b>TIME</b>	<b>2 x 45 minutes</b>
<b>POTENTIAL PROBLEM</b>	<b>Distracted behavior. Mixed Ability.</b>

**Present:** Get SS ready to discuss topic (activate background knowledge). Review language,

if needed, teach new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings</b> T: Assalamu'alaikum warahmatullahi wabarakatuh T: Good morning! How are you today?  <b>Praying</b> The research asks one of the students to lead a prayer before studying.  <b>Attention grabber</b> T: clap one! clap two! clap three sssttt!	T-SS	10 minutes

<p>S: clap one! clap two! clap three sssttt!</p> <p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>- The researcher warming up the students with "Brainstorm descriptive Words".</li> <li>- Start by asking students: "What words can we use to describe a place?" Create adjectives related to the place, such as "crowded, peaceful, ancient, modern, large, colorful and etc". It can help students be more prepared and familiar with the words concepts they will use when writing descriptive text about place.</li> <li>- The teacher will lead students to guess about today's learning topic based on the previous activity.</li> </ul> <p>(okey student, can you guess what the topic for today?) Elicit answer from the students.</p>		
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- The teacher explains to the students what a descriptive text is, the structure of the descriptive text (Introductory, Main Paragraph and Conclusion), and what its purpose is.</li> </ul> <p>Guru harus bisa menjelaskan dengan bahasa yang mudah dipahami oleh siswa apa yang dimasuk dengan descriptive text? Tidak mesti menggunakan bahasa inngris terus menerus.</p> <ul style="list-style-type: none"> <li>- The teacher give example of descriptive paragraph.</li> </ul>	TTT	25 minutes



(The Wonderful Lake Toba)		
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**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>- The teacher divides students into 5 until 6 groups.</li> <li>- The teacher distributes several pictures to each group (Palopo Pictures)</li> <li>- Students are asks to write Descriptive Text based on the pictures</li> <li>- After completion, each group are ask to come forward to read the results of their work</li> <li>- The researcher assesses students' abilities based on classification test scores.</li> <li>- The researcher provides corrections to students.</li> </ul>	T-SS	15 minutes

**Produce:** Production activities give student opportunity to use new vocabulary on their own.

Production Activities	Interaction	Time
<b>Closing</b> <ul style="list-style-type: none"> <li>- The students are able to ask questions dealing with the material.</li> <li>- The teacher asks the students to conclude the material.</li> <li>- The teacher closes the class with giving students motivation and greeting.</li> </ul>	T-SS	30 minutes

## Lake Toba Text

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### **Title: The Wonderful Lake Toba**

**Introduction Paragraph:** Lake Toba is a magical place in North Sumatra, Indonesia. It's like a giant mirror reflecting the sky and the surrounding hills. Imagine standing on the shore, feeling the gentle breeze and listening to the water lapping against the rocks.

**Main Paragraph:** The water in Lake Toba is so clear that you can see fish swimming near the surface. On Samosir Island, which sits right in the middle of the lake, you'll find friendly people who live in traditional houses. They tell stories about the lake's creation—a legend involving a fish and a magic sword. You can also explore the island's lush forests and discover hidden waterfalls.

**Conclusion Paragraph:** Lake Toba is a treasure. It's a place to relax, play, and learn about nature. Whether you're swimming, fishing, or just sitting by the water, Lake Toba will capture your heart. Don't forget to take a photo to remember this beautiful spot!

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## Sequence Pictures

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6





Picture 7



Picture 8



## 2nd Meeting

### PPP LESSON PLAN TEMPLATE

<b>CLASS/LEVEL</b>	<b>The Second-Grade Students/Senior High School</b>
<b>TOPIC</b>	<b>Introductory Paragraph of Descriptive Text</b>
<b>OBJECTIVES</b>	<b>Students are able to make introductory paragraph</b>
<b>VOCABULARIES</b>	<b>Sensory details vocabulary, etc.</b>
<b>MATERIALS</b>	<b>Pictures and marker.</b>
<b>TIME</b>	<b>2 x 45 minutes</b>
<b>POTENTIAL PROBLEM</b>	<b>Distracted behavior. Mixed Ability.</b>

**Present:** Get SS ready to discuss topic (activate background knowledge). Review language,

if needed, teach new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings</b> T: Assalamu'alaikum warahmatullahi wabarakatuh T: Good morning! How are you today?(ask to the students one by one)  <b>Praying</b> The teacher asks one of the students to lead a prayer before studying.  <b>Attention grabber</b> T: clap one! clap two! clap three sssttt!	T-SS	5 minutes

S: clap one! clap two! clap three sssttt!		
<b>Warm Up</b>		
<b>Presentation</b> <ul style="list-style-type: none"> <li>- The teacher reviews the materials at the previous meeting, namely descriptive text, the purpose of descriptive text and the structure of the descriptive text (Introductory, Main Paragraph and Conclusion).</li> <li>- The teacher explains the introductory paragraph and what vocabulary is used (Sensory Details).</li> <li>- The teacher gives example of introductory paragraph of descriptive text. (Palopo City)</li> <li>- Teach students how to write an introductory paragraph.</li> </ul>	TTT	25 minutes

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>- Sentence Matching           <ul style="list-style-type: none"> <li>• Prepare several simple descriptive sentences (without an introduction) and mix them up.               <ul style="list-style-type: none"> <li>➤ The Beach: The warm sand beneath my feet felt soft and comforting.</li> <li>➤ A Garden: The scent of fresh flowers filled the air with sweetness.</li> <li>➤ A Busy City: Tall skyscrapers reached for the sky, casting long shadows.</li> <li>➤ Mountains: The cool mountain air refreshes the lungs with every breath I</li> </ul> </li> </ul> </li> </ul>	T-SS	25 minutes



<p>take</p> <ul style="list-style-type: none"> <li>➤ Waterfall: The soothing sound on the waterfall trickling down from a height calms the ears.</li> <li>➤ Forest: the dense green forest is filled with the scent of damp earth and leaves.</li> <li>➤ Bakery: The scent of freshly baked bread fills the cozy little bakery.</li> <li>➤ Lake: The crystal clear lake reflects the surrounding mountains like a giant mirror.</li> </ul> <ul style="list-style-type: none"> <li>• Students have to match the sentences with the places in the pictures.</li> </ul>		
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**Produce:** Production activities give student opportunity to use new vocabulary on their own.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> <li>- Students are asked to make paragraph based on the adjectives mentioned.</li> <li>- After completion, students read the paragraph they have made one by one.</li> <li>- The researcher provides corrections.</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- The students are able to ask questions dealing with the material.</li> <li>- The teacher asks the students to conclude the material.</li> <li>- The teacher closes the class with giving students motivation and greeting.</li> </ul>	T-SS	25 minutes

## **Pictures that used in 2<sup>nd</sup> Meeting**

### **1. The Beach**



### **2. A garden**



### **3. A Busy City**



#### 4. Mountains



#### 5. Waterfall



#### 6. Forest



## 7. Bakery



## 8. Lake



### **The Sentences that used in 2<sup>nd</sup> Meeting**

1. The warm sand beneath my feet felt soft and comforting.
2. A Garden: The scent of fresh flowers filled the air with sweetness.
3. A Busy City: Tall skyscrapers reached for the sky, casting long shadows.
4. Mountains: The cool mountain air refreshes the lungs with every breath I take
5. Waterfall: The soothing sound on the waterfall trickling down form a height calms the ears.
6. The dense green forest is filled with the scent of damp earth and leaves.
7. The scent of freshly baked bread fills the cozy little bakery.
8. The crystal clear lake reflects the surrounding mountains like a giant mirror

### 3<sup>rd</sup> Meeting

#### PPP LESSON PLAN TEMPLATE

<b>CLASS/LEVEL</b>	<b>The Second-Grade Students/Senior High School</b>
<b>TOPIC</b>	<b>Main Paragraph of Descriptive Text</b>
<b>OBJECTIVES</b>	<b>Students are able to make main paragraph</b>
<b>VOCABULARIES</b>	<b>Sensory details vocabulary, etc.</b>
<b>MATERIALS</b>	<b>Pictures and marker.</b>
<b>TIME</b>	<b>2 x 45 minutes</b>
<b>POTENTIAL PROBLEM</b>	<b>Distracted behavior. Mixed Ability.</b>

**Present:** Get SS ready to discuss topic (activate background knowledge). Review language,

if needed, teach new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p><b>Greetings</b></p> <p>T: Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good morning! How are you today?(ask to the students one by one)</p> <p><b>Praying</b></p> <p>The teacher asks one of the students to lead a prayer before studying.</p> <p><b>Attention grabber</b></p> <p>T: clap one! clap two! clap three sssttt!</p> <p>S: clap one! clap two! clap three sssttt!</p> <p><b>Warm Up</b></p> <p>The teacher warming up the students with "Brainstorm</p>	<p>T-SS</p>	<p>10 minutes</p>

<p>descriptive Words”.</p> <ul style="list-style-type: none"> <li>• Vocabulary Brainstorm <ul style="list-style-type: none"> <li>➤ Ask students to think of a place (a beach, a park, their favorite room, etc).</li> <li>➤ Then encourage them to brainstorm vocabulary related to the five senses: <ul style="list-style-type: none"> <li>- Sight: What can you see?</li> <li>- Sound: What can hear?</li> <li>- Smell: What can you smell?</li> <li>- Taste: (If applicable)</li> <li>- Touch: What can you feel?</li> </ul> </li> </ul> </li> </ul>		
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- The teacher reviews the materials at the previous meeting, namely descriptive text (Introductory paragraph) and what tenses it used.</li> <li>- The teacher explains the main paragraph (Palopo City) and what vocabulary is used (Sensory Details).</li> <li>- The teacher gives example of main paragraph of descriptive text.</li> <li>- Teach students how to write a main paragraph.</li> </ul>	TTT	25 minutes

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>- The teacher divides students into 5-6 groups.</li> <li>- The teacher gives fill in the blanks assignments to each group.</li> <li>- Students are asked to read the paragraph carefully and understand the context.</li> <li>- They then fill in the blanks with appropriate adjectives or nouns.</li> <li>- Students use words that clearly describe what is being described.</li> </ul> <p>Choice of Adjectives</p> <ul style="list-style-type: none"> <li>• Beautiful (Cantik/Indah)</li> <li>• Large (Besar)</li> <li>• Tall (Tinggi)</li> <li>• Quiet (Tenang)</li> <li>• Colorful (Berwarna)</li> <li>• Fresh (Segar)</li> </ul> <p>Choice of Nouns</p> <ul style="list-style-type: none"> <li>• Trees (Pohon)</li> <li>• Flowers (Bunga)</li> <li>• Birds (Burung)</li> <li>• City (Kota)</li> </ul>	T-SS	30 minutes



<ul style="list-style-type: none"> <li>• Lake (Danau)</li> <li>• Bench (Bangku)</li> </ul> <ul style="list-style-type: none"> <li>- After completion, students read the assignments they have made one by one.</li> <li>- The researcher provides corrections.</li> </ul>		
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**Produce:** Production activities give student opportunity to use new vocabulary on their own.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> <li>- Students are asked to make main paragraph based on the adjectives mentioned.</li> <li>- After completion, students read the paragraph they have made one by one.</li> <li>- The researcher provides corrections.</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- The students are able to ask questions dealing with the material.</li> <li>- The teacher asks the students to conclude the material.</li> <li>- The teacher closes the class with giving students motivation and greeting.</li> </ul>	T-SS	15 minutes

### **Tugas Meeting 3 dan jawabannya**

#### **Fill in the Blanks**

The park near my house is a very ...**Quiet**... place. It has many ...**flowers**... that bloom in the spring, making the whole area look ....**colorful**.... . There are also .....**benches**.... where people can sit and enjoy the view. In the middle of the park, there is a .....**large**..... pond with clear water where you can see fish swimming. Many ....**birds**.... fly around the park, adding to the peaceful atmosphere. I love coming here in the morning to enjoy the ....**fresh**.... air and relax.

#### 4<sup>th</sup> Meeting

#### PPP LESSON PLAN TEMPLATE

<b>CLASS/LEVEL</b>	<b>The Second-Grade Students/Senior High School</b>
<b>TOPIC</b>	<b>Conclusion Paragraph of Descriptive Text</b>
<b>OBJECTIVES</b>	<b>Students are able to make conclusion paragraph</b>
<b>VOCABULARIES</b>	<b>Sensory details vocabulary, etc.</b>
<b>MATERIALS</b>	<b>Pictures and marker.</b>
<b>TIME</b>	<b>2 x 45 minutes</b>
<b>POTENTIAL PROBLEM</b>	<b>Distracted behavior. Mixed Ability.</b>

**Present:** Get SS ready to discuss topic (activate background knowledge). Review language,

if needed, teach new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings</b> T: Assalamu'alaikum warahmatullahi wabarakatuh T: Good morning! How are you today?(ask to the students one by one)  <b>Praying</b> The teacher asks one of the students to lead a prayer before studying.  <b>Attention grabber</b> T: clap one! clap two! clap three sssttt!	T-SS	10 minutes

S: clap one! clap two! clap three sssttt!		
<b>Warm Up</b>		
<b>Presentation</b> <ul style="list-style-type: none"> <li>- The teacher reviews the materials at the previous meeting, namely descriptive text (conclusion paragraph) and what tenses it used.</li> <li>- The teacher explains the conclusion paragraph (Palopo City) and what vocabulary is used (Sensory Details).</li> <li>- The teacher gives example of main paragraph of descriptive text.</li> <li>- Teach students how to write a conclusion paragraph.</li> </ul>	TTT	25 minutes

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>- The teacher divides students into 5-6 groups.</li> <li>- Each group is given a descriptive text.(Toraja)</li> <li>- Then each group writes a conclusion paragraph based on the descriptive text.</li> <li>- After completion, students read the assignments they have made one by one.</li> <li>- The researcher provides corrections.</li> </ul>	T-SS	30 minutes

**Produce:** Production activities give student opportunity to use new vocabulary on their own.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> <li>- Students are asked to make conclusion paragraph based on the adjectives mentioned.</li> <li>- After completion, students read the paragraph they have made one by one.</li> <li>- The researcher provides corrections.</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- The students are able to ask questions dealing with the material.</li> <li>- The teacher asks the students to conclude the material.</li> <li>- The teacher closes the class with giving students motivation and greeting.</li> </ul>	T-SS	15 minutes

## **Tugas Meeting 4**

### **Title: Toraja**

**Introductory:** Toraja is a beautiful area in South Sulawesi, Indonesia. It is famous for its unique houses called "Tongkonan." These houses have tall roofs that look like buffalo horns and are decorated with colorful carvings.

**Main:** The people in Toraja have special ceremonies when someone passes away. These ceremonies are called "Rambu Solo." During these events, they often sacrifice buffaloes to honor the dead. This shows how much they care about their ancestors.

In Toraja, you can also find interesting burial places. Some tombs are carved into cliffs or located in caves. They often have statues called "Tau-Tau" that look like the deceased person.

**Conclusion:.....?**

## Appendix 4. Students Pre-Test and Post-Test

Nama: Aulia  
kelas: XI. FF2

senin 19 agustus 2024

**Pre-Test**

TOPAJA

Topaja is one of the country's exotic tourist destinations which has many fans. <sup>cap</sup>Topaja is a very <sup>cap</sup>exotic and beautiful place. <sup>cap</sup>This place is very popular not only for local but also international tourists. It is not surprising that <sup>cap</sup>topaja tourism is the developing so rapidly. in <sup>cap</sup>topaja, you can find many ancient sites that hold so much history. you also have the opportunity to witness directly various <sup>cap</sup>types of traditional rituals there. such as the <sup>cap</sup>sambu <sup>cap</sup>golo' ritual at funerals and <sup>cap</sup>rambu <sup>cap</sup>tuka when entering a new traditional <sup>cap</sup>house. <sup>cap</sup>this place has a very beautiful view. <sup>cap</sup>the natural environment there is also still very natural.

Nama: RHEZA YUNIEL  
Kelas : XI. FF.2

Describe of Place : Agro

**Pre-Test**

tourist attraction <sup>cap</sup>which I will discuss, based on my experience, namely <sup>cap</sup>agro/located in the Lotuppa tourist area, <sup>cap</sup>poiopo <sup>cap</sup>this place offers several interesting facilities and activities for all ages. there are various interesting facilities and activities <sup>cap</sup>such as: hotels, restaurants, water parks, <sup>cap</sup>beautiful natural atmosphere, <sup>cap</sup>spacious environment, as for several advantages namely, affordable prices, strategic location, complete facilities and a pleasant atmosphere. How to get to <sup>cap</sup>poiopo <sup>cap</sup>agro/tourism can be accessed easily via various transportation, <sup>cap</sup>such as <sup>cap</sup>private vehicles and transportation such as buses or local public transportation <sup>cap</sup>with affordable prices and a pleasant atmosphere. <sup>cap</sup>poiopo <sup>cap</sup>agro tourism is the right choice for a family holiday.

**Pre-test**

Name : Vania Theola Eldad  
Class : XI. FF. 2

Describe of Place : school

Atmosphere in the classroom  
XI. FF. 2

At my school, there are many very interesting places to visit, such as classes, <sup>cap</sup>chemistry lab, <sup>cap</sup>biology lab, <sup>cap</sup>computer lab, <sup>cap</sup>library, <sup>cap</sup>canteen, <sup>cap</sup>teacher's room, and so on. <sup>cap</sup>but, my favorite place is the classroom, where I spend almost every day in the classroom.

## Post test

Date:  
Page:

Nama: Aulia

Kelas: IX. EF2

### KOMODO ISLAND

one of the famous islands in Indonesia is komodo island. This island is famous because in it there is one species of animal that is almost extinct, namely the komodo dragon. This island is a bit remote and needs special preparation to be able to visit this island.

The small 200 sq km island known as komodo island is located between the island of Sumbawa and Flores. This island is famous for its giant lizard which is considered the last species left in the world today, the komodo dragon. called oca by the locals, the komodo dragon, called waga (*Varanus komodoensis*) is actually a giant monitor lizard. with a length of 3 to 4 meters, its ancestors roamed the earth about half a million years ago. komodo dragons live on goats, deer, and even caribou of their own kind.

this island's only human population is in a fishing village called komodo who supplement their income by breeding goats, which are used to feed the lizards. komodo dragons are protected by law and although they are considered harmless it is advised to keep their distance - komodo island is now a nature reserve home to a number of rare bird species, deer and wild pigs, which are also prey for lizards.



## Post test

No.:

RHEZA YUNEL (XIFF 2)

Date:

Title: The Serene Beach of Bali

Introduction Paragraph: Bali, an Indonesian island, is known for its stunning beaches. Among them, Kuta Beach stands out as a favorite destination for tourists. It's the perfect place to relax, surf, and enjoy nature.

The soft, golden sand of Kuta Beach stretches for miles, making it ideal for a peaceful walk. The warm, crystal-clear water gently laps against the shore, and the sound of waves crashing creates a calming rhythm. Palm trees line the beach, providing shade for those who want to escape the sun. The beach is also famous for its breathtaking sunsets, where the sky transforms into a canvas of orange and pink hues. Surfers enjoy the consistent waves, while beachgoers indulge in sunbathing or sipping coconut water from the local vendors.

Kuta Beach in Bali is a perfect getaway for anyone seeking relaxation and adventure. Whether you're there to surf, swim, or simply watch the sunset, the beach offers something for everyone.

Name: Vania Theola

No.:

Class: XI-FF.2

## Post test

Date:

Post-test

### Beauty in Seko

Seko is an island area in North Luwu, South Sulawesi. This area is very famous for its very beautiful natural scenery.

The natural scenery in Seko has green mountains and also it has customs, traditional dances, special food, and also has mysterious about the Seko area. Apart from that, Seko also has its own language which is divided into three: central Seko, Lemo Seko, Padang Seko. In this area we will also find very friendly local residents.

In this area you must visit, because you can enjoy the good natural atmosphere, you can also learn the local culture and you can also learn the language of this area and you will also enjoy typical regional food dishes.


## Appendix 5. Documentation







## Appendix 6. Research Permission Letter

  
**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
Makassar 90231

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Nomor	: 21821/S.02/PTSP/2024	Kepada Yth. .
Lampiran	: -	Kepala Dinas Pendidikan Prov.
Perihal	:	Sulawesi Selatan

di-  
Tempat

Berdasarkan surat Dekan Fak. Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo Nomor : B.2058/IN.19/FTIK/HM.01/08/2024 tanggal 08 Agustus 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: NURWAHID
Nomor Pokok	: 2002020010
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Agatis Balandi Palopo

Bermaksud untuk melakukan pengumpulan data di daerah/kantor saudara , dengan judul :

**" MENGGUNAKAN GAMBAR URUTAN DALAM PENGAJARAN KETERAMPILAN MENULIS  
PADA SISWA KELAS SEBELAS DI SMAN 5 PALOPO "**


Yang akan dilaksanakan dari : Tgl. **19 Agustus s.d 19 Novemebr 2024**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada Tanggal 19 Agustus 2024

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU  
SATU PINTU PROVINSI SULAWESI SELATAN**




**ASRUL SANI, S.H., M.Si.**  
Pangkat : PEMBINA TINGKAT I  
Nip : 19750321 200312 1 008

Tembusan Yth

1. Dekan Fak. Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo;
2. *Pertinggal.*

## Appendix 7. Research Statement Letter

  
**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**CABANG DINAS PENDIDIKAN WILAYAH XI**  
**SMA NEGERI 5 PALOPO**  
Alamat : Jln. H. Andi Kaddi Radja, Kel. Takkalala, Kec. Wara Selatan, Kode Pos 91926  
Website : <http://www.sman5-plp.sch.id> Email : [sman\\_limaplp@yahoo.co.id](mailto:sman_limaplp@yahoo.co.id)

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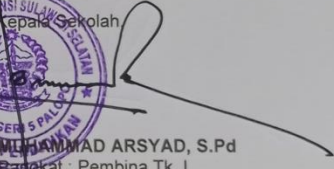
**SURAT KETERANGAN**  
NOMOR : 421.3/260-SMA.05/PLP/DISDIK

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Negeri 5 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	: NURWAHID
NIM	: 2002020010
Program Studi	: S1, Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan – IAIN Palopo


Benar telah melaksanakan penelitian di SMA Negeri 5 Palopo, Dalam rangka Penyusunan penulisan Skripsi dengan judul “ *Using Sequence Pictures and Teaching Writing Skill At the Eleventh Grade Students At SMAN 5 Palopo* ”

Demikian Surat Keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 31 Oktober 2024  
Kepala Sekolah  
  
**MUHAMMAD ARSYAD, S.Pd**  
Pangkat : Pembina Tk. I  
Nip. 19700223 199803 1 006

Tembusan Yth:

1. Dinas Pendidikan Provinsi Sulawesi Selatan  
Kepala Cabang Dinas Pendidikan Wilayah XI di Palopo
2. Rektor IAIN Palopo di Palopo
3. Arsip,-

  
**#BerAKHLAK** **#SIPAKATAU** **#CERDASKI**  
BERAKHLAK : BERAKHLAK, BERAKHLAK, BERAKHLAK  
SIPAKATAU : SIPAKATAU, SIPAKATAU, SIPAKATAU  
CERDASKI : CERDASKI, CERDASKI, CERDASKI

## **CURICULUM VITAE**



“Nurwahid was born on 26, October 2002 in Burau, his father’s name is Junaid and his mother’s name is Nurwadi. He went through his education at Elementary School (SDN 102 Burau) in 2008 and graduated in 2014, after that he continued at Pondok Pesantren Nurul Junaidiyah Lauwo he graduated in 2017, and continued his education at SMAN 7 Luwu Timur, he graduated in 2020, after that in 2020 he continued his studies at the palopo state Islamic intitute (IAIN Palopo) and majored in English Education Study Program at the Islamic institute (IAIN Palopo)”. Using Sequencing Pictures in Teaching Writing Skills at the Eleventh Grade Students at SMAN 5 Palopo.