Media Influence*photo Story* On The Ability To Write Procedure Texts Of Grade VII At Mts NW Pringgasela

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Article Info	Abstract
	The purpose of this study is to describe the influence of the use of photo story in learning to write procedural texts for class VII MTS NW Pringgasela. This study evaluates the influence of the use of mediaphoto story in learning to write procedural texts in the experimental class compared to the control class. The results of the study showed that the average score of students in the experimental class (82.67) was significantly higher than that of the control class (72.67). The paired t-test showed a very significant difference between the pretest and posttest scores in both classes, with a significance value (sig) of less than 0.05. This indicates that the use of mediaphoto story has a significant positive impact on improving students' procedural text writing skills. The implications of this study underscore the effectiveness of the media photo story as a learning tool that can motivate students and improve their understanding of writing procedural texts

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1. INTRODUCTION

Education is an inseparable part of human life. This is because it is crucial for progress and development. The world of Indonesian education is inseparable from learning in schools. Indonesian Language and Literature is one of the subjects that encompasses four essential skills: listening, speaking, reading, and writing.

Writing skills are an essential aspect of every learning topic. Writing is the act of expressing thoughts, ideas, and concepts in written form. As Tarigan (2013: 22) states, writing is the act of producing or depicting graphic symbols that represent a language understood by a person so that others can read the graphic if they understand the language and the graphic representation. Writing is crucial in education because it facilitates critical thinking, clarifies thought processes, and enhances perception. Writing is a productive and expressive activity (Tarigan, 2013). Therefore, writing is considered a language skill used to communicate indirectly in written form.

Considering that writing is an integral part of the entire learning process experienced by students, especially in Indonesian language learning based on the 2013 Curriculum that has been implemented, the Indonesian language subject uses a test-based approach that requires students to be able to write and produce writing based on the texts taught. One type of writing skill text in schools is the skill of writing procedural texts.

One of the schools implementing the 2013 Curriculum is MTS NW Pringgasela. The author limits the research specifically to the basic competencies of procedural texts. This learning is listed in the 2013 Curriculum for MTS class VII, specifically in basic competency 4.6, namely presenting data on a series of activities in the form of procedural texts (about regional culture, regional food, etc.) by paying attention to the structure, linguistic elements, and content orally

and in writing. When writing procedural texts, students are required to master linguistic rules, how to write steps/procedures, and express ideas and thoughts in written language.

Learning to write procedural texts provides students with the opportunity to write down the steps needed to achieve a specific goal. Devi (2018) states that procedures are considered crucial because they contain a variety of information about steps or methods for achieving a desired goal. Students are required to understand how to use appropriate conjunctions between steps. According to the Great Dictionary of the Indonesian Language, a procedure means an activity to complete an activity. Most daily activities are carried out based on procedures. Failure to follow the steps according to the established procedures will result in less-than-optimal goal achievement (Kristanto, 2016).

Students' procedural text writing abilities are quite varied. This is because students face various problems, including: (1) a lack of student writing skills, (2) a lack of learning media during the teaching and learning process, which makes students tend to get bored, and (3) students who are passive during the learning process (Alvionita, 2020). These obstacles result in low student learning motivation when learning procedural texts. This has an impact on low student learning outcomes and the failure to achieve learning objectives.

Media is a tool that helps teachers deliver learning materials in a more concrete way than if the material were delivered solely through lectures. Sanjaya (2012) states that the media is an intermediary from the source of information to the recipient, for example, video, television, computers, and so on. These tools are used to convey the information to be conveyed. Media is a tool that conveys or delivers learning messages (Arsyad, 2015).

The presence of media in the teaching and learning process plays a crucial role, as unclear material presented during learning activities can be addressed by using media as an intermediary. The complexity of the material presented by teachers can be simplified with the help of media. Media can represent a number of materials that are difficult to explain using specific words or sentences. The abstractness of the material can be concretized with the presence of media, so that learning objectives can be optimally achieved. Learning media can be used in conjunction with learning methods or techniques to make the learning process more engaging and increase student motivation. Therefore, educators must be able to select and use learning media that are appropriate to the characteristics of students, learning methods, and competencies or materials being studied by students (Shihombing and Lubis 2018).

Based on the results of the researcher's interview with the Indonesian language teacher of grade VII MTS NW Pringgasela, namely Mrs. Nurussonah, S.Pd, it was found that students' skills in learning to write procedural texts were still low. This was influenced by the method used by the teacher when teaching, which was still traditional, namely using the lecture method.

One of the media that can be used to overcome students' problems in making it easier to understand procedural text material is the media *photo story*. *Photo story* is a form of presentation of photographic images taken based on the required topic or event that is arranged (Daryanto, 2011). Each photographic image is able to convey a story, and it is hoped that students can grasp the meaning of each photo displayed. The Media *photo story* will help students write procedural texts because the media used by the author consists of photos that are arranged or obtained according to an event or topic that will be used as a procedural text.

Every photo used in the media photo *story is designed* to encourage students to think, which will then be developed into a coherent story, so that it can help students in writing procedural texts according to the stages. Media *photo story has* several advantages, including being able to convey messages and lessons effectively, being able to improve students' learning abilities in the classroom, training students to think systematically and logically, and being able to increase students' learning motivation because the media *photo story* is a medium in which students are presented with various photos that put together a story.

2. MATERIALS AND METHODS

The research was conducted at MTS NW Pringgasela, located in Pringgasela. The study was conducted from October to November, specifically during the odd semester of the 2025/2026 academic year. The research design used quantitative experimental research, intended to examine the effects of a treatment. This study aimed to determine whether or not there was an influence of digital media use *photo story* on the writing ability of procedural texts of class VII students of MTS NW Pringgasela. This research design used two groups, namely the experimental class with learning using media *photo story,* with a control class using conventional learning, or without using media *photo story,* with the intention of involving one related variable that implements the media *photo story*. Meanwhile, the dependent variable in this study is the descriptive text writing ability of seventh-grade students of MTS NW Pringgasela. In this study, they were grouped into two classes, namely the experimental class and the control class. The experimental class group is the group of students who were given treatment with a media *photo story,* and the control class group, namely the group of students who were given treatment with a conventional learning model or without using media *photo story* Before using learning media in the form of *photo story,* It would be better to explain first how the manufacturing process works, namely:

a. Taking pictures to make a photo *story*.
b. Edit and add words to photos that have been taken.
c. Print the photos.
d. Arrange the printed photos in chronological order, from the first to the last.

The samples in this study were taken randomly *Simple Random Sampling,* namely a sampling method that is carried out randomly without considering the population level. The researcher chose this sampling technique to fulfill the requirements of data analysis techniques in the form of parametric statistical tests, where the research sample must be taken randomly. Sampling was carried out by making small rolls of paper containing each class VII name, namely from class VII A and B, and then the researcher took one roll of paper at random. The sample in this study was class VII A, which consisted of 15 students. The data collection techniques used in this study were tests and non-tests. The test technique was carried out twice, while the non-test technique was carried out through observation and documentation.

Observations were conducted to directly observe the learning media used by teachers during the teaching and learning process. Therefore, researchers were able to observe the learning media during the study *photo story* that is to be researched. Testing is a data collection technique carried out by giving written questions. The test is carried out twice, namely *pre-test is in the post-test. Pre-test* carried out at the beginning of learning without using the media photo story. Researchers took data from tests for descriptive text writing work, which would be assessed according to the level of ability, according to the established assessment indicators.

3. RESULTS AND DISCUSSION

This research was conducted to see whether or not there is an influence of the media *photo story on* the ability to write procedural texts before and after being applied to the experimental class. The sample taken from this study consisted of two classes, namely class VII B as the control class and class VII A as the experimental class. The control class used conventional learning while the experimental class used a media *photo story*. After researching students in grades VIIA, and VIIB, the researcher obtained data in the form of pre-test and *post-test control* class and experimental class. The results of the normality test for the control class and *experimental* class showed that the significance value obtained was greater than 0.05 *pre-test of* the experimental class obtained a score of 113, and the post-test score in the experimental class obtained a result of 125, while the post-test score in the control class was 126, and the value of the *post-test* control class was 175. From all these results, it can be seen that all variables are normally distributed, meaning that they can continue to the next requirement test. In the homogeneity test, the samples' variances were proven to be homogeneous, with the results of the homogeneity test for the control class and the experimental class showing a significance value greater than the alpha level of 0.05. The average value pre-test and *post-test in* the experimental class is higher than the increase in

the average value pre-test and *post-test in* the control class. The average value pre-test in the experimental class was 49.33, and the average value post-test in the experimental class was 82.67. Meanwhile, the average value pre-test in the control class was 47.57, and the average value post-test of 72.67. After conducting a hypothesis test using the t-test, it was found that neti the results of the paired t-test showed that the significance value (2-tailed) for pre-test and *post-test in* the experimental and control classes was 0.000, where the sig. value (2-tailed) > 0.05, so there was a very significant *difference* between the results of *Pré-test and post-test* on students' procedural text writing skills using the media *photo story*. In addition, it is also known that the significance value (sig) of 0.000 is smaller than 0.05, so it can be concluded that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

4. CONCLUSION

From the explanation above, it can be seen that the use of media *photo story has* a positive influence on students' ability to write explanatory texts. The Media *photo story will* help students to write procedural texts because the media used by the author consists of photos that are arranged or obtained according to an event or topic that will be used as a procedural text. Each photo used in the media photo *story is designed* to encourage students to think, which will then be developed into a coherent story form, so that it can help students in writing procedural texts according to the stages. This research is in line with research conducted by Einy Anriani to determine the influence of the use of photo stories in writing descriptive text. Based on the results of research conducted on writing descriptive text, it can be concluded that there is an influence of the media *Photo Story* on the ability to write descriptive texts by class VII students of SMPN 01 Pringgasela in the 2019-2020 Academic Year, this was proven after a hypothesis test was carried out at a significance level of $\alpha = 0.05$ with Db = N1 + N2 – 2 = 58, then the t table was 1.672, thus it can be seen that t count> t table, namely 60.28> 1.672, so the hypothesis was accepted and proven to be true.

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