

**IMPROVING STUDENTS' ABILITY IN WRITING
PROCEDURE TEXT BY USING PICTURE TO THE SECOND
YEAR CLASS F STUDENTS OF SMP N 13 PONTIANAK**

A JOURNAL

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**(A Classroom Action Research to the Second Year Class F
Students of SMP N 13 Pontianak)**

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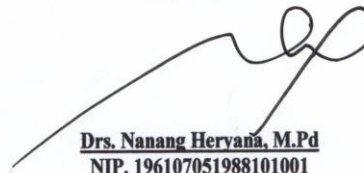
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IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT BY USING PICTURE TO THE SECOND YEAR CLASS F STUDENTS OF SMP N 13 PONTIANAK

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Abstract: This research is aimed to finding the answers' problems in teaching procedure text using picture to the students through classroom action research and have been done in three cycles. In cycle I, students were difficult to write their ideas into English because there were some unfamiliar words in the text. In cycle I, they were better because they divided into some groups. They were be motivated and paid more attention to the teacher. In the cycle III, the students more interested to the material because they have been met with the words likes lettuce, tomato, cheese, carrot, cucumber, butter, and bread. The researcher taken the average research's' result from student's score in each cycle, with the score; Cycle I was 50.16, higher score is 80 and lower score is 30; cycle II is 62.82, higher score is 85 and lower score is 45; cycle III is 79.22, higher score is 90 and lower score is 65. The result showed that students' ability improved and better in each cycle after they were teaching using a picture in writing procedure text.

Key words : *students' ability, writing, procedure text, picture*

Abstrak: Penelitian ini bertujuan untuk menjawab masalah dalam mengajar teks prosedur menggunakan gambar kepada siswa dengan menggunakan penelitian tindakan kelas dan selesai melalui tiga siklus. Pada siklus I siswa sulit untuk mengekspresikan ide mereka ke dalam bahasa inggris karena beberapa kata sulit yang terdapat dalam teks. Pada siklus II, mereka lebih baik karena dibagi menjadi kelompok. Mereka termotivasi dan memperhatikan penjelasan guru. Pada siklus III, siswa sangat tertarik pada materi yang disampaikan karena sering mereka dapatkan dalam kehidupan sehari-hari, seperti selada, tomat, keju, wortel, mentimun, mentega dan roti. Penulis mengambil hasil penelitian (nilai rata-rata) dari peningkatan siswa setiap siklusnya; siklus I adalah 50.16, nilai tertinggi 80 dan terendah 30; Siklus II adalah 62.82, nilai tertinggi 85 dan terendah 45; Siklus III adalah 79.22, nilai tertinggi 90 dan terendah 65. Hasil akhir penelitian menunjukkan bahwa kemampuan siswa meningkat dan menjadi baik disetiap siklusnya setelah mereka diajar menggunakan gambar dalam menulis teks prosedur.

Kata inti: kemampuan menulis, prosedur teks, gambar

Language is used as a means of communication in society. Language can be regarded as a human criterion only human being speaks a language. People use language to convey the message to other, also they believe that language is the way to introduce their social identity to the other. Oxford Advanced Learner's Dictionary states that "Language is the system of sounds and words used by humans to express their thoughts and feelings.

There are many kinds of language in our life. Now days, English has become a very powerful language in the world. As one of the international languages, most communities in the world use English in communication. As the most important foreign language in Indonesia, English is one of the compulsory subjects taught in Junior High School (SMP), Senior High School (SMA), University, and nowadays English also is taught in Elementary School and even in the Kindergarten. Moreover, English plays an important role for all aspects because the development of science and technology is mostly transferred through it.

English gives many benefits and also backwash for us. So, our government hopes through master English, the students can acquire science and technology. Based on real situation, learning English is not easy for Indonesian learners, because we know that English has become a Lingua Franca. A Lingua Franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a second language.

In English, there are four skills, they are speaking, reading, listening, and writing. Writing skill is one of important things in English. Through writing, the students can express their opinions or ideas into writing form. The researcher knows that the English writing is difficult; also it has language complex skills. A large number of research show that all this time teaching English writing only focuses on the theory of grammar or writing concept. In writing skill, teacher hopes the students can write kind of text, like recount text, descriptive text, procedure text, narrative text, and others.

The students usually found some difficulties when they were learning about genre and its writing. They could not sit quietly and pay full attention during the lesson without doing anything, especially in procedure text. Because in this text type, the students were hoped can describe how something was accomplished through a sequence of actions or steps. So, it was better if they practiced it, for example "How to make something". But many students have difficulties in writing procedure text. In SMP N 13 Pontianak especially with students' of eighth grade class F, the students have difficulties in writing procedure text because sometimes the teacher only explains what are the social function, generic structure and the lexico-grammatical function. So, the students have difficulties when they have to write a procedure text based on their imagination and experiences only.

Regarding to those phenomena which was usually found in English teaching, especially in learning of writing procedure text. The researcher intends to used picture as an aid in this material because the researcher want to helped the

students to improve their ability in writing procedure text. The researcher hopes the students can learn English in a more interesting way. Furthermore, learning English through pictures did not make the lesson boring and uninteresting for students and may help the students to concentrate in the subject better. They enjoyed the lesson, and they wrote procedure text correctly.

There are three main reasons why the researcher takes this topic to study. First, writing is a difficult language skill for the Junior High School students, and on the other hand writing has little portion in English teaching learning process. Thus, need to be researched based on the practical conduct in the classroom. Second, the researcher believes that using pictures will improve students' ability in writing procedure text. Because pictures as an aid that can be found in our surrounding or media (internet, newspaper, magazine, etc.). The last, the teacher can get optimal result of students in teaching writing through pictures as an aid of teaching a procedure text.

In this research, the researcher did Classroom Action Research as a method. Classroom action research was a method that lets the researcher find the solution from the problem and solved it step by step in cycles. First made a plan, did the action, observed the process and then reflected it. If there still have problems, the researcher tried to solve it again until they got the improvement.

In this research that related to the title, the writer focused on the improvement of students' writing ability. And the researcher wanted to know whether there is improvement after the students taught using picture or not.

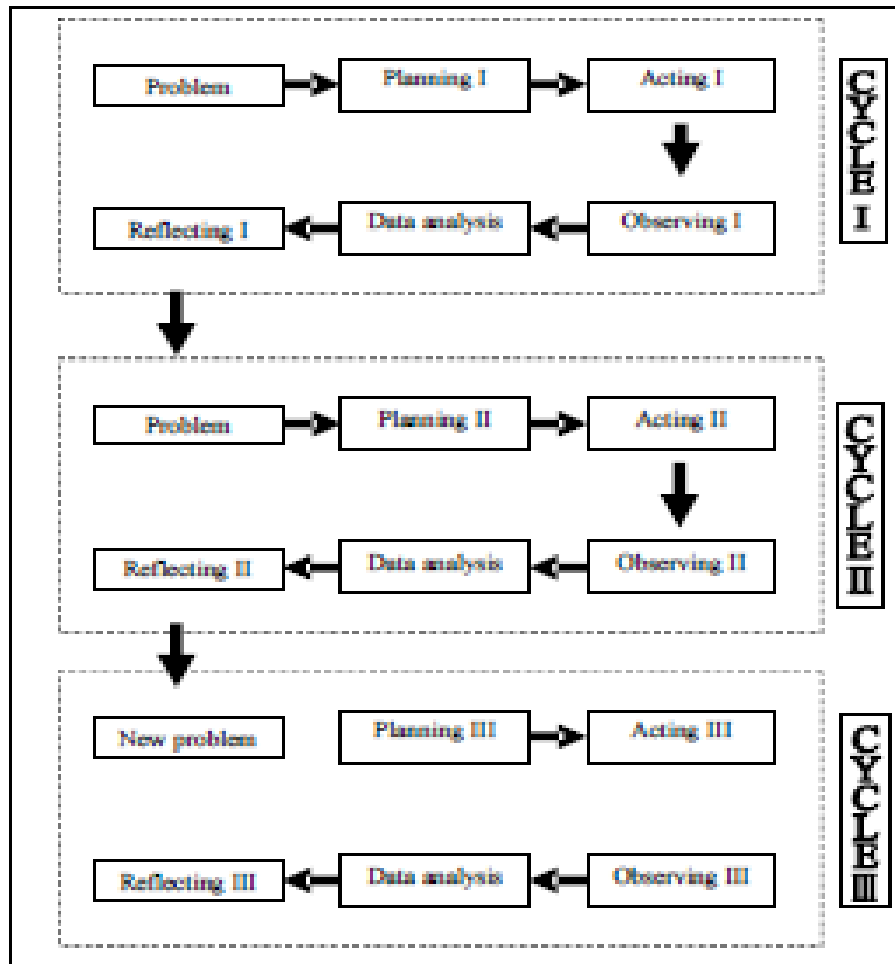
METHOD

SMP N 13 Pontianak located in Jl. Tebu, Pontianak City, West Kalimantan is selected as the research setting because of two major reasons. Firstly, its location is near for researcher to conduct the research. Secondly, the researcher has practiced teaching there, so she feels unfamiliar with SMP N 13 Pontianak. She has known that students' of grade VIII F have difficulties in writing. So, actually she wants to help the English teacher to improve students' ability in writing. This condition matches to the picture as a media which can be applied in the teaching of procedure text in classroom. The researcher chooses students' of grade VIII F which is consist of 32 students as participant.

Research method is a systematic activity using certain method to find new thing or to prove a theory. This research is classroom action research (CAR), it is kind of research that is conducted in the classroom by a teacher. This research can offer new ways and procedures to improve and increase teacher's professionalism in teaching learning process and students' learning result.

In doing this research, the researcher focused on the improvement of students' ability in writing procedure text. This research used a Classroom Action Research as a field research method. In writing this research, the researcher used qualitative design using mini test in each cycle to know the improvement of students' ability in writing procedure text. The steps of this research were arranged in four phases, those were: preliminary research, cycle 1, cycle 2 and cycle 3. There were four activities that should be done in cycle 1, cycle 2 and

cycle 3. Its steps in this kind of research where using some cycles and it was implemented to improve students ability. The four components consisted of planning, acting, observing and reflecting.



The Broad Outline of Classroom Action Research Procedures by Arikunto (2006)

Probably the most common way of classifying research studies is by categorizing them into either quantitative or qualitative approach. Quantitative is broadly used to describe what can be considered 'objective'. According to Michael J. Wallace, Qualitative is used to describe data which are not amenable to being conducted or measured in an objective way and therefore 'subjunctive'. In this research, the researcher uses descriptive qualitative approach, because the data are descriptive in the forms of written and result of test.

As other research, classroom action research also needs to collect data to support this research. It is fundamental thing to be well throughout by a researcher before to conduct a research. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, and test. In this research, the researcher gathered the data to support above. The researcher chose some of which were appropriate. In collecting the data, the researcher attempted to employ the following methods.

The researcher used criteria of assessment that is since the content of students' writing covered the generic structures. The element of writing was content, organization, grammar, vocabulary, and mechanics. After classifying the test items, the researcher gave score for each item.

Based on the object in this study, this research was a field research. It was a research that directly conducted in the field or the respondents. In this research, the researcher focused on improving students' ability of Grade VIII F ability in writing procedure text using picture.

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research was English teacher who teaches English to students of grade VIII F at SMP N 13 Pontianak. He is Mrs. Maura, S.Pd.

RESULT AND DISCUSSION

The researcher arranges data started from a first cycle to third cycle that had been done before, which includes the five elements of writing skills, consist of content, organization, vocabulary, language use and mechanic. Before the researcher was going to apply picture in teaching writing process, there is a preliminary research. This preliminary research was conducted at the beginning of the research. It was done Mrs. Maura as English teacher. The researcher just observed the classroom activity during the English lesson before students being taught writing using picture.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: the English teacher explained the material still use conventional method, the teacher only uses hand out during learning process, but the teacher explained the material systematically and communicatively. When the teacher explained the material, there were some did not pay attention to the teacher's explanation. In teaching learning process, the students did not being active in asking the teacher related to the material given. They just kept and did the task from the teacher. The students' attention, participation, activity were low during the English lesson. Then the researcher hopes that the use of picture to the next can make students become concentrating and paid attention to teacher's explanation.

1. First Cycle

This cycle was conducted on March 02nd 2015. This cycle explained how the teaching learning activity took place then would be continued with the next cycles according to the situation. From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, teacher greeted students and introduced herself to students of grade VIII F. It made them becoming concentrated and paid attention to teacher. Then teacher explained about procedure text and all related to it. Teacher explained about the social

function of procedure text, its generic structure and its lexico-grammatical feature to students. The generic structure consist of goal, materials and steps, also imperative in present tense, action verb, connective of sequence and numbering are involved in its lexico-grammatical feature. Thus, automatically the students know what procedure text is. Next, teacher gave a short conversation by the topic of “how to make fried rice” to each student. Teacher asked them to analyze which is the generic structure and lexico-grammatical feature based on the dialogue. Then, teacher asked two students to play a role based on the dialogue. Teacher looked that the class have got the point from the dialogue and they understood about it.

After she finished her explanation, that was time to teacher showed a gum to students. Suddenly class became noisy because some students were happy and asking questions to teacher related to the picture showed. They looked very enthusiasm with teacher’s explanation. Teacher persuaded them to give attention and asked about how to eat gum. Actually they can express its steps using Indonesian well, but teacher asked them to express using English, although that is difficult for them. They were still confused about how to write the procedure “how to chew gum” appropriately. So that teacher explained it again and again until they understood enough.

After the teacher finished her explanation, she distributed a piece of paper consist of picture about procedure to chew gum for each student in that class. They accepted it happily. Then teacher asked students to write “how to chew gum” according to the picture. Next, students were assigned by teacher to write a procedure text based on picture that they have. It is assumed as the exercise or test of first cycle. The duration of this test is for about 30 minutes. In this test, students were also full of permitted to open dictionary. Students doing the test, they are looked confused. But on the other hand, they were still enthusiasm to do the test. Their faces were looked seriously. And sometimes, teacher turned around to check students’ answer one by one. Finally they collected the student’s worksheet to teacher.

Then the researcher analyzed student’s worksheet and calculated it. In researcher’s analysis of student’s work of first cycle, she found that many students still made some mistake in their writing of procedure text especially in lexico-grammatical feature. Some of them cannot use some connective sequences and numbering well. They also still had difficulties in composed generic structure accurately, although they have got explanation from the teacher before doing the test.

The calculation result shows that the average of students’ test result of first cycle was 50.16. The highest and the lowest score of 80 and 30. Although only a view, it was an improvement if this result be compared with the previous score from the real teacher. Because the average of students’ test result was 45.93 with the highest and the lowest score of 70 and 25.

2. Second Cycle

This cycle was conducted on March 09th 2015. This activity was done just like the previous one that was teaching and learning process of procedure text writing using picture.

On previous cycle, students still made some mistake in their procedure text writing composition. So that in this activity the teaching learning process was focused to overcome the students' difficulties or errors that were found in previous cycle. Teacher gave input to students about how to write a good procedure text.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, the teacher greeted students. They also greeted her. Then, teacher began the lesson by discussed the last activity with students. Then, she started the lesson by explaining how to arrange and compose procedure text appropriately, effectively, and accurately. Students were expected to be active in the lesson by asking and discussing about their latest test that they have done. While the lesson, some of students were also asked to write a procedure text in front of class by teacher's guidance. By doing this strategy, students were expected to be more understood and confidence which; the social function, generic structure and lexico-grammatical feature of procedure text. By this way, she found that most of students understood enough with the material; even some of them got unsatisfied score on the previous cycle. Teacher was also motivating them to be more confident in writing English text, especially procedure text.

When it was finished, they were asked to do a test by some rules as previous one. Teacher divided class into five groups, so each group consists of six students. Then teacher gave picture such as; Water, Glass, Tea, Spoon, Sugar, and etc. to each group. Teacher demonstrated "how to make a glass/a cup of tea in front of class to all groups. Suddenly some of students became noise. Teacher asked them to work in group to practice how to make a glass/a cup of coffee too. At the time teacher became confuse because each group was noise, so she tried to manage the class well. After finished, she also checked these groups one by one. They have finished practicing for about 10 minutes. After 10 minutes left, actually each group has finished the practice. Then teacher gave instruction to students, to express their practice in writing about "how to make a glass/a cup of coffee according to picture for about 25 minutes. And they looked very enthusiasm to do the assignment independently. And the last, each students collect their work to teacher.

The researcher's analysis shows that the average of students' test result of the second cycle was 62.82 the highest and the lowest score of 85 and 45. The average of students test result of second cycle was better than previous one. The researcher concluded that students improved their writing in procedure text.

3. Third Cycle

This cycle was conducted on March 16th 2015. This cycle was done just like the previous one that was teaching and learning process of procedure text writing using picture.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, as usually the teacher greeted students as sign that the lesson will be began. Students were enthusiasm to respond teacher's greeting.

In this cycle, the teacher reviewed all of material which has been taught from the first cycle up to the latest or second cycle. This was because the students' understanding is crucial before they did a last test. Then after she finished her explanation, she gave a new topic of procedure text about "how to make a sandwich". Teacher practiced it in front of class. In that time, students were quiet and gave attention to teacher's explanation. Their faces were looked seriously.

After that, students were asked to write procedure text about "how to make a cheese omelet". Teacher divided them into six groups as previous cycle, so each group consists of six students. She distributed a piece of picture for each group such as egg, cheese, milk, salt, pepper, cooking oil, and etc. They practiced in group using time allotment for about 10 minutes. Actually they were discussing seriously in their own work. Usually while students practiced, teacher walked around to check these groups one by one. After finished, students back to their seat, because teacher asked students do its written individually. The procedure of doing the test was the same as previous one. The time allocation given for doing the test was 25 minutes. The test ran smoothly, while students were doing the test; they were looked serious.

Then, after it was finished, the researcher analyzed students' worksheet. In the researcher analysis of students worksheet in this cycle, she found that were improvements on their ability in writing procedure text. Some mistake at previous cycle, now become solved and almost of them were disappear in this cycle. It showed from their writing scores that improve cycle by cycle.

From the researcher's analysis, it shows that the average of students' test result of third cycle was 79.22, with the highest and the lowest score of 90 and 65. There were improvements from one cycle to the other cycle. The result of this cycle was also considered as implementation. It was better than the previous one. The researcher concluded that the students' difficulties in writing procedure text were solved enough through the use of picture.

After the researcher implemented the use of picture in teaching writing procedure text, she got the data. It showed there were several improvements from the students and teacher performance. Students were being enthusiastic in learning English, especially writing procedure text. Most of students paid attention to the teacher's explanation and could accomplish the task well. It was analyzed of each

cycle, the mean of the students' score from the preliminary research until the third cycle briefly can be seen in the diagram below.

The use of picture could improve the students' ability in teaching writing procedure text. It can be seen from the diagram above. So, this classroom action research of the use of picture in teaching writing procedure text at SMP N 13 Pontianak was success. The improvements of mean of students' ability were 50.16 in the first cycle, 62.82 in the second cycle, and 79.22 in the third cycle.

There were many factors that influenced the result of study. One of factors was teaching aid or media used in teaching. If a teacher employs an appropriate teaching aid or media that is suitable with the method, the students will enjoy the lesson. Actually, learning with the use of picture is only limited by students' imagination. It is possible to use picture in teaching writing procedure text and moreover almost any subject such as vocabulary and grammar. Picture stimulates students' mind and is one way of encouraging creativity by involving the sense. Picture saves time in teaching writing. In addition, learning using picture also provides multi-sensory impressions such as: seeing, hearing, touching, and manipulating item. So, students can improve their ability in writing procedure text.

Process in writing is more complicated intellectual undertaking than other. So, writing is difficult. Students need to be creative enough to generate ideas and goal directed enough to organize those ideas into meaningful text in writing. But, the use of picture as teaching aid in writing procedure text made students easy to understood procedure text material that is delivered by the teacher. A fun learning can stimulate students' spirit to be active connecting material with the practice of procedure text such as how to chew gum, how to make a glass of coffee, and how to make a cheese omelet using picture which is provided by the teacher from surrounding environment. Students can understand the process or steps in writing procedure text clearly and systematically.

CONCLUSION AND SUGGESTION

Conclusion

Teaching writing procedure text using picture is implemented through the following activities, how to chew gum, how to make a glass of coffee, and how to make a cheese omelet.

Teaching writing procedure text using picture can be enjoyable for both teacher and students. In fact, students can improve their writing procedure text after being taught using picture.

Students' writing after taught using picture was improved as well as their motivation to learn English. They become understood in writing procedure text. Results of the research showed that the students also improved their writing skills in almost of the five writing elements (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging procedure text effectively and efficiently.

Suggestion

As a candidate of teacher, we must try to create conducive situation in our class. An enjoyable relationship between teacher and students is the most important thing in teaching learning activities. So that, both of teacher and students will get success together through a good communication.

Teaching writing procedure text using picture for eighth grade students of Junior High School is not easy as we thought, there are many difficulties both of teacher and students had. The eighth grade students of Junior High School are categorized children at transition period. They often bored and sometimes losing their motivation to learn English. As a professional teacher, we must push their enthusiasm always in teaching learning English by several ways as well as we can.

At the end, the researcher realizes that this thesis is far from being perfect, because of that; contrastive critics and advice are really expected for the perfection of the thesis. Finally, the researcher hopes that this study can be useful for all of us.

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