USING PICTURE MEDIA TO ENHANCE WRITING ABILITY IN PROCEDURE TEXT

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ABSTRACT

The use of procedure text is described how something is accomplished through a sequence of actions or steps. Students can find procedure texts in game rules, cooking recipes, and using ATM machines. It is helpful for the students in learning procedure in writing. This research aimed at finding out the improvement of students' writing ability in procedure text by using picture media at the Eleventh Grade of SMA Negeri 2 Takalar. It employed Classroom Action research. This research consisted of two cycles. One cycle had been conducted, wherein cycle consisted of four meetings. It employed the writing test as an instrument. A number of subjects of the research were 33 students in class eleventh conducted with 24 women and 9 men. The results of the student's writing test in the cycle I had good scores. In the cycle I, the students' achievement of content was 7.77. In the other hand, the students' achievement of organization in cycle I was 7.5. From the findings indicated that the students' achievement in writing ability in cycle 1 reached the standard target achievement KKM 7.5. From these findings, the researcher concluded that by using Picture Media could improve the students' writing ability in procedure text at the eleventh grade of SMA Negeri 2 Takalar.

Keywords*: Writing ability, procedure text, picture media, and classroom action research.*

INTRODUCTION

Procedure text is a text designed to describe how something is accomplished through a sequence of actions or steps. Here, the procedure text is not only a text learned at school but also the one found in the daily life. Students can find procedure texts in game rules, cooking recipes, using ATM machines. Those are examples of the authentic texts of procedure texts that students can find in the daily life. It is helpful for the students in learning procedure writing. The image is processed into concepts and whole dimensions of thought. So, reading process not only involve physical processing (by using eyes) but also mental processing (by using prior knowledge).

Referring to above condition, the writer believes that writing is a skill that needs extra works to be mastered. The purpose of teaching writing is to improve students' ability write effectively. Crimmon (1983) Sais that writing is hard work. Therefore, students need many practices to apply their writing ability. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others.

The study will be focused on writing a procedure text which one of the materials in English lesson for SMA Negeri 2 Takalar especially on the first year students. Procedure is one of text that is to help the readers how to do, use, or make something completely. Sometimes, the students create the procedure text without care about the generic structure specifically. They also get problem in using imperative verb and temporal conjunction. Therefore, the result of learning procedure text is not optimal.

Based on the result interview of the English teacher at second year of SMA Negeri 2 Takalar, the Teacher said that the mean score of the students' achievement in writing English at 2017-2018 academic year is very low, it is about 5,00 and the target score is about 7,5. In this case, the students have to writing with good, and the teacher must select the suitable material to teach it.

The research statement was does picture as media improves the students' writing ability at the Eleventh Grade of SMA Negeri 2 Takalar? In addition, the main objective of this research was to find out the students' writing ability by using picture media at the eleventh grade of SMA Negeri 2 Takalar. The significance of the research were:

1. Theoretically, the result of the research theoretically. It expects to be useful as new information for science or knowledge especially in teaching technique in writing.

2. Practically:

a. For the students, it can help the result of this research expect the students to understand about English, especially when they will read the text and to make them interested to read anything, especially English text.

b. For the English teacher, it expects to be very useful references to create some strategies how to make their learning and teaching process enjoyable.

c. For the curriculum designer, it expects to be a consideration in arranging a curriculum.

d. For the next researcher, the result of this research expects to be useful information and to create another idea about the good technique to improve the writing ability.

This study focused on the classroom action research of the teaching writing procedure text by using picture media. The effectiveness of the method identified after comparing between the students' result before and after applying the method through the learning process.

LITERATURE REVIEW

Concept of Procedure Text

Procedure text is one of the texts in genre-based approach. In this research, procedure text is a piece of writing that tell us in formation of making or doing something through several steps or directions. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instruction sofa tool, science experiment. However, the procedural texts that are used in this research are cooking recipes and manual steps of doing something.

Concept of Picture Media

Picture is one of the media that can be used by the teacher in teaching writing skill. In this case, it focuses on teaching writing procedure text for junior high school. Pictures are a type of media, which is very interesting to study especially the various pictures; and pictures that the students like are the colorful and amusing pictures (Hornby, 1980:629).

(Heaton, 1986:101) Picture can be a common base that leads to a variety of language activities. By using picture, students can focus in special sentence, structure and language form. It clears that picture can help and increase the students' ability in writing. In addition, variety of pictures with various objects

can avoid a boring class situation as well as prevent the students from getting bored.

METHOD

Research Design

The research design used in this research was Classroom Action Research (CAR). The purpose of Classroom Action Research was to solve the problem in learning English. The research divided the cycle of this research into two cycles, cycle 1 and cycle 2, where each cycle consisted of four phases, planning, action, observation, and reflection. This classroom action research conducted at SMA Negeri 2 Takalar. It was applied at the eleventh grade students' in 2017/2018 academic year in class XI IPA 3 that consists of 33 students.

There were some methods of collecting the data. They are test cycle 1 that consist of four phases planning, action, observation and reflection. In this research instrument that used to collect the data were observation sheet and writing test.

1. Observation sheet

   Observation sheet is aimed to find out the students' data about their presence and activeness in learning process.

2. Writing test

   Writing test aimed to get information about students' writing improvement after teaching and learning process in procedure text by using picture media.

Technique of Data Analysis

To collect the data is done with the following procedures:

1. Content

   a. Unity

   Table 1. Indicator of Students Writing in Content of Unity

Classification	Score	Indicator
Excellent	90-100	Transition from one sentence is constructed and provides reader with clear understanding that sentence.
Very Good	80-89	Some transition of sentence evidence
Good	70-79	There are few transitional markers or repetitive transitional markers
Fairly Good	60-69	No transitional markers
Fair	50-59	No evidence of sentence

   b. Completeness

   Table 2. Indicator of Students Writing in Content of Completeness

Classification	Score	Indicator
Excellent	90-100	Shows a clear understanding of writing, sentence and personal experience.
Very Good	80-89	Shows a good understanding of writing, sentence and personal experience.
Good	70-79	Shows some understanding of writing. Sentence and less personal experience.
Fairly Good	60-69	Shows a little evidence of sentence understanding.
Fair	50-59	No evidence of concept of writing.

2. Organization

   a. Coherence

   Table 3. Indicator of Students Writing in Organization of Coherence

Classification	Score	Indicator
Excellent	90-100	They construct sentence effectively and excellent of using personal experience. They construct sentence effectively and
Very Good	80-89	Very good of using personal experience.
Good	70-79	They construct sentence effectively and good of personal experience.
Fairly Good	60-69	They construct sentence not effectively fairly good of using personal experience.
Fair	50-59	They construct sentence not effectively and fair of using personal experience.

In giving score with the students' ability in writing some categories the researcher used as follows:

a. To calculate the mean score of the students' test result. The researcher will use the following formula:

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

Notation:

$\overline{X}$: Mean Score

$\sum X$: Total Scorer

N : A Number of Students

b. To know the percentage of the students' increase by applying the following formula:

$$P = \frac{Fq}{N} \text{ X } 100\%$$

Where:

P = Percentage

Fq = Number of frequency

N = Number of sample

c. To classify the students' score, there are seven classifications which will be used as follow:

Table 4. Indicator of Classify the Students' Score

Classifications	Score
9-10	Very good
7-8,5	Good
5-6,5	Average
3-4,5	Poor
1-2,5	Very poor

d. To analyze the students' participation in research toward the material and activities in teaching and learning process by checklist. The students' active participation described followed:

Table 5. Indicator of Students' Activeness

No	The students' Active Participation	Score	Indicator
1	Very Active	4	Students' respond to the material very active
2	Active	3	Students' respond to the material actively
3	Fairly active	2	Students' respond to the material just once or twice.
4	Not active	1	Students just sit down during the activity without doing something.

Percentage the students' participation through the following formula:

$$P = \frac{Fq}{4xN} x100$$

Where: *P*   **:** Percentage

            Fq   **:** Sum of all the students' score

            N   **:** Total of students

FINDINGS

The use of Picture Media in the form of teaching English Writing skills could improve the students' content of cycle I in the following table.

Table 6. The Students' Improvement in Content (unity and completeness)

No	Indicators	D – T		C I		Improvement %
		Score	%	Score	%	DT -CI
1	Unity	6.39	63.90	8	80	4.87
2	Completeness	6.28	62.80	7.54	75.40	3.81
	$\sum X$	12.67	126.70	15.54	154.40	8.68
	$\overline{X}$	6.33	63.30	7.77	77.70	4.34

The table above shows the students' writing skill in content for unity and completeness as the result of calculating of the diagnostic test and students' test cycle I, where the students' score in diagnostic test is different from the students' test in cycle I. The score for unity in diagnostic test is 6.39 (63.90%) in cycle I is 8 (80%). The score for completeness in diagnostic test is 6.28 (62.80%) in cycle I is 7.54 (75.40%). The mean score in diagnostic test is 6.33 (63.30 %) in cycle I is 7.77 (77.70 %). The assessment of cycle I was greater than diagnostic test and classified as good.

The application of Picture Media as one of teaching method of English writing can assess the students' progress of writing skill as shown in the following table.

Table 7. The Students' Improvement in Organization of Coherence

No	Indicators	D – T		C I		Improvement %
		Score	%	Score	%	DT – CI
1	Coherence	6.16	61.60	7.31	73.10	3.48
	$\sum X$	6.16	61.60	7.31	73.10	3.48
	$\overline{X}$	6.16	61.60	7.31	73.10	3.48

The table above shows the students' writing skill in organization of coherence as the result of calculating of the diagnostic test and students' test, where the students' score in diagnostic test is different from the students' test in cycle I. The score for coherence in diagnostic test is 6.16 (61.60%) in cycle I is 7.31 (73.10%). The mean score in diagnostic test is 6.16, the students' test in cycle I is 7.31. The achievement of cycle I is greater than diagnostic test (73.10% > 61.60%) and classified as good.

Table 8. The Students' Improvement in Writing Ability for Content and Organization

No	Variables	D – T		Cycle I		Improvement %
		Score	**%**	**Score**	**%**	**DT –CI**
1.	**Content**	6.33	63.30	7.77	77.70	1.44
2.	**Organization**	6.16	61.60	7.31	73.10	1.15
	$\sum X$	12.49	124.90	15.08	150.8	2.59
	$\overline{X}$	6.24	62.40	7.54	75.40	1.29

The table above indicates that there are improvement of the students' writing skills from D-Test to cycle I, which in D-Test the students' mean score (62.40%) and categorized as average achievement. After evaluation in cycle I the students' writing skill becomes (75.40%) and categorized as good. The improvement of students' writing skill achievement from D-Test to cycle I (1.29%).

The result of observation of the students' activeness in teaching and learning process through observation sheet it can be seen clearly through the following table:

Table 9. The Percentage of the Students' Activeness

Cycle	Students' Activeness				Average Score
	MEETING (%)				
	1ˢᵗ	**2ⁿᵈ**	**3ʳᵈ**	**4ᵗʰ**	
Cycle I	80	92	102	111	385
Persentage	**60.6%**	**69.6%**	**77.2%**	**84%**	**291%**

The table above explains about the average of the students' activeness in giving materials teaching and learning process through observation sheet by

observer. The table above shows the process the students' activity in each meeting. Based on the indicator of the students activeness in the first meeting, where 5 students got very active, 9 students got active, 14 students got fairly active, and 5 students got not active. In the second meetings, where 3 students got very active, 20 students got active, and 10 students got fairly active. In the third meetings, 7 students got very active, 22 students got active, and 4 students got fairly active. In the fourth meetings, 14 students got very active, 17 students got active, and 2 students got fairly active. The percentages of the cycle I from the first meeting to the fourth meeting are 60.6%, 69.6%, 77.2% and 84%. The average score in cycle I is 291%.

DISCUSSION

In this part, the discussion covering the interpretation of finding derived from the result of findings is based on the problem statement. To know clearly the discussion of finding in writing project, following is presented:

Content

The improvement of the students' skills to write good paragraphs through Picture Media has an effective effect. Where, the teacher finds in the diagnostic test in content of unity that the students get score about 6.39, it means that it is not far from the target, and then after implies the Picture Media; the students get score about 8 in the cycle I.

In the diagnostic test in content of completeness the teacher finds that the students get score about 6.21, and then after implies the Picture Media, the students get score about 7.54 in cycle I. It means that the target has been achieved and the research not continues to the next cycle.

Following is presented the improvement of students' content percentage as the result of teaching learning observation:

a. Unity

The percentage of the students' content of unity in writing indicates that 28 students (84.84%) get average, 5 students (15.15%) get good. After taking an

action in cycle I through Picture Media Experience, the percentage of the students' content of unity is 30 students (90.90%) get good, and 3 students (9.09%) get very good.

b. Completeness

The percentage of the students' content of completeness in writing indicates that 29 students (87.87%) get average, 4 students (12.12%) get good. After taking an action in cycle I through Picture Media Experience, the percentage of the students' content of completeness is 33 students (100%) get good.

Organization

After implementation of Picture Media in the class, the teacher finds that the mean score of diagnostic test in organization is 6.16. And in the cycle I, the students get 7.31. The percentage of the students' organization of coherence in diagnostic-test indicates that 31 students (93.93%) get average, and 2 students (6.06%) get good. After taking an action in cycle I through Picture Media, the percentage of the students' organization of coherence is 32 students (96.96%) get average, and 1 student (3.03%) get very good. The result above also proves that the use of Picture Media is able to improve the students' organization of coherence where the result of cycle I is higher than diagnostic-test (Cycle I>Diagnostic-Test).

Observation Result of Students' Participation

Based on the indicator of the students activeness in the first meeting, where 5 students got very active, 9 students got active, 14 students got fairly active, and 5 students got not active. In the second meetings, where 3 students got very active, 20 students got active, and 10 students got fairly active. In the third meetings, 7 students got very active, 22 students got active, and 4 students got fairly active. In the fourth meetings, 14 students got very active, 17 students got active, and 2 students got fairly active. The percentages of the cycle I from the first meeting to the fourth meeting are 60.6%, 69.6%, 77.2% and 84%. In addition, the average score in cycle I is 291%.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher inferential in the following conclusion.

1. The students' writing ability in writing content of diagnostic test is 6.33, in cycle I is 7.77. The students' progress from the diagnostic test to the cycle I is 4.34%.

2. The students' writing ability in writing organization of diagnostic test is 6.16, the cycle I is 7.31. The students' progress from the diagnostic test to the cycle I is 3.48%.

3. The students' activeness in the first meeting of cycle I is 60.6%. After repair the weakness and take action in teaching and learning process by using Picture Media, the students' activeness becomes 84% in the last meeting of cycle I. Its mean that the use of Picture Media is able to improve the students' activeness in learning English especially in teaching writing.

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