

**IMPROVING STUDENT'S SKILL IN WRITING PROCEDURE TEXT USING
PICTURE SERIES ON THE ELEVENTH GRADE STUDENTS AT SMA N 2
YOGYAKARTA IN THE ACADEMIC YEAR 2016/2017**

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Abstract

This study was conducted to improve the students' skill in writing procedure text in the eleventh grade of XI PMIIA 5 class of SMA N 2 Yogyakarta academic year 2016/2017 by using picture series. The subject of this study was consisted of 32 students' XI PMIIA class. The researcher and the collaborator were collaborated in conducting study. The researcher was as a teacher and the collaborator as observer. The researcher taught procedure writing through picture series. This study was conducted following procedures of the action research: planning, acting, observing, and reflecting. The study was carried out in two cycles. Each cycle consisted of three meetings. The data were conducting in this study through pre test and post test. The results of the study showed that there was improvement of the students' skill in writing procedure text through pictures series. The results of the study showed that there was improvement of the students' skill in writing procedure text by using pictures series. Most of the students gradually gained good scores at the second cycle. The score of Minimum Master Criterion (Kriteria Ketuntasan Minimal) of English lesson is 75. The students' mean score in the preliminary study was 60.72. The mean score in the first cycle was 75.34. The mean score in the second cycle was 81.53. Besides, it showed that there were 56.25 % of students passed the KKM in the first cycle and 81.25 % students achieved the KKM in the second cycle. It meant that this study had been reached the criteria of success; 75 % students could pass the KKM. Moreover, the class condition during teaching learning process was also better in every cycle. In addition, there was a positive response from the English teacher and the students about implementing the action. So, It could be concluded that picture series to improve students' skill in writing procedure text.

Key word: Picture Series, Procedure, writing, SMA N 2 Yogyakarta

Abstrak

Penelitian ini dilakukan untuk meningkatkan kemampuan siswa dalam menulis teks prosedur dalam kelas XI PMIIA 5 SMA N 2 Yogyakarta tahun ajaran 2016/2017 dengan menggunakan gambar seri sebagai media. Subjek penelitian ini terdiri dari 32 siswa pada kelas XI PMIIA. Peneliti dan kolaborator yang bekerja sama dalam melakukan penelitian. Peneliti berperan sebagai guru dan kolaborator sebagai observer. Siswa diajarkan menulis prosedur menggunakan gambar berseri. Penelitian ini dilakukan melalui beberapa prosedur berikut dimulai dari penelitian tindakan: perencanaan, acting, observasi, dan refleksi. Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari tiga pertemuan. Data yang diambil saat melakukan penelitian ini melalui pre test dan post test. Hasil penelitian menunjukkan bahwa ada peningkatan keterampilan siswa dalam menulis teks prosedur melalui serangkaian gambar atau gambar berseri.. Sebagian besar siswa secara bertahap mendapatkan skor yang baik di siklus kedua. (Kriteria Ketuntasan Minimal) pelajaran Bahasa Inggris adalah 75. Skor rata-rata para siswa dalam penelitian adalah 60,72. Skor rata-rata pada siklus pertama adalah 75,34. Skor rata-rata pada siklus kedua adalah 81,53. Selain itu, menunjukkan bahwa hanya 56,25% siswa lulus KKM pada siklus pertama dan

81,25% siswa mencapai KKM pada siklus kedua. Ini berarti bahwa penelitian ini telah mencapai kriteria keberhasilan; 75% siswa bisa lulus KKM. Selain itu, kondisi kelas selama mengajar proses pembelajaran juga lebih baik dalam setiap siklus. Selain itu, ada respon positif dari guru bahasa Inggris dan siswa tentang pelaksanaan tindakan. Jadi, dapat disimpulkan bahwa gambar seri untuk meningkatkan keterampilan siswa dalam menulis teks prosedur.

Kata kunci: gambar berseri, teks prosedur, menulis, SMA N 2 Yogyakarta

Introduction

Writing skills is the last sequence in the process of learning the language after listening skills, speaking, and reading. Brown (2003:335) also has been proposed similar concepts that teaching writing has process and product approach. Process approach tends to the process of learning where the students are viewed as a creator. The students are directed to focus more to the content and message rather than the grammatical aspects. Product approach focuses more to place the teacher as the center of learning process. Writing process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers (Nunan: 2003). Among all the four language skills, writing skills are the most difficult to master.

Similar with the common people, the students of Class XI PMIIA 5 of SMA N 2 Yogyakarta suffer the same problem to birth the ideas, to arrange the ideas into good unity as paragraph. Writing skills typically associated with learning composing the text. Sometimes it makes students lazy to learn more. The existence of many skills that determine whether or not writing to make a major factor in the difficulty of learning writing. Teachers usually only teach basic writing. It makes learning flat and make the students are not interested in the subjects. At least the teachers make a difference in learning so that students do not get bored fast. In addition, conditions which sometimes does not support class for students to concentrate on learning.

Regarding to those problems which are usually found in learning of writing procedure text, the researcher intends to use picture series as media to improve the students' skill in writing procedure text. As Wright stated that pictures have some benefits such as pictures can motivate students and make them want to pay attention and want to take part. Pictures contribute to the context in which the language is being used. They bring the world into the classroom. Pictures also can prompt students into writing story, attract the students to focus in writing and give more their attention in seeing pictures than reading the text. Pictures also help the students to understand and generate their idea visually in writing sentence, so they can write a story based on the pictures they see because pictures give a true, concrete, and realistic concept. By seeing pictures, the students are able to imagine what they want to write.

In addition, using pictures series make the student interested to learning writing. Student can imagine then applied it in their paper. Most students still considered that writing is difficult. Whereas, writing is one of the four language skills should be mastered by students besides listening, speaking, and reading. Because of many problems who had been around of the students in learning writing. In this the researcher chooses the topic "Improving Student's skill in writing procedure text using picture series on the Eleventh Grade Students at SMA N 2 Yogyakarta in the Academic Year 2016/2017".

Research Methods

The type of this research is action research. Kurt Lewin's model, Classroom Action Research is a device to get self-reflection and device to understand the situation in learning activity in the classroom. It might be essential for learning innovation that leads to improve the quality of school in education. In conducting the study, the writer used Classroom Action Research model design which consists of two cycles. Each cycle consists of four phases. These are planning, acting, observing, and reflecting. The research was conducted in SMA N 2 Yogyakarta. The research was conducted in the first semester of academic year 2016/2017. This action research was conducted in two cycles. The first cycle consisted of three meetings and the second cycle consisted of three meetings. The subjects of the research were 32 students of Class XII PMIIA 5 of SMA N 2 Yogyakarta. This research used qualitative data and was supported by quantitative data. The researcher conducted observation and interview to collect the qualitative data. The collected data were in the form of field notes, interview transcripts. Meanwhile, the quantitative data were collected from pretest, post test 1 and post test 2.

In processes analyzing the data that data collected were kinds of qualitative and quantitative data. The researcher agrees to what are suggested by Anderson, Herr, and Nihlen's (2009:108) that are: assembling the data, coding the data, comparing the data, building meaning and interpretation, and reporting the outcomes. In addition, the quantitative data were collected by using the score of pre-test and post-test. The score were accounted to find the mean score. It was based on the students' product of writing.

Findings and Discussions

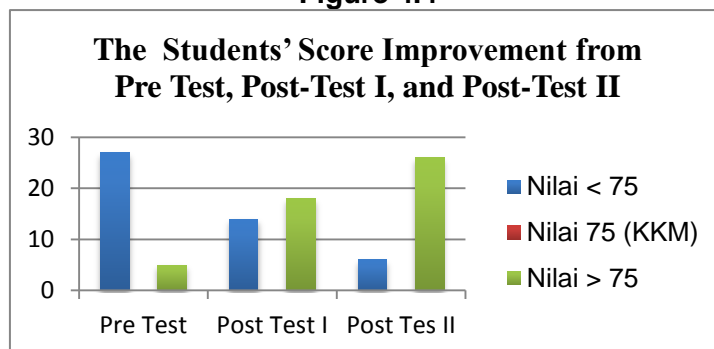
In Findings and Discussions, the researcher presented the data of the research that had been collected. The data discusses the way to improving student's skill in writing procedure text using pictures series on the eleventh grade students at SMA N 2 Yogyakarta in the Academic Year 2016/2017. From the instrument of observation sheet (from pre-observation until the observation on cycle 1 and cycle 2), it could be seen many improvements from the students' side. In the pre-observation, many students seemed not to have motivation, some did not pay attention to their teacher, and they were chatting each other.

These behaviors started to decrease in cycle 2 where the teaching learning process had been done well although the class still had some problems, such as: some of the students cheated and made noise in the middle of the teaching process. In the last observation on cycle 2, the class condition was better than the previous cycle. The students were ready to follow the lesson, they paid fully attention to their teacher, and they did the task individually. Furthermore, they could response the teacher by answering the questions, the class looked easy to handle.

In the post-interview, the English teacher said that picture sequence was the effective media in teaching writing of procedure text. It gave a good impact to improve the students' writing skill of procedure text. From the instrument of test, it could be seen that the students' scores from pre-test, post-test 1 and post-test 2 were improving. In the pre-test, the mean score of students on writing test before carrying out Classroom Action Research (CAR) was 60.72 and it showed there were only 5 students who were able to pass the KKM (75) and there were 27 students who did not pass the KKM. Furthermore, the mean score in the post-test 1 was 75.34. It meant there were some students' score improvement from the previous test (pretest). That was 14.62 (75.34 – 60.72) or 24.08 %. Meanwhile, The class percentage which passed the KKM in post-test 1 was 56.25 %. It showed there were 18 students who

passed the KKM and 14 students were still under the KKM. Consequently, the writer and the English teacher decided to continue to the cycle 2 because it could not achieve the target of success yet: that is 75 % (or at least 24 students) from the class percentage. Next, the mean score in the post-test 2 was 81.53. It showed the students' improvement score 6.19 (81.53 – 75.34) from the post-test 1 (75.34) or 34.27 %. Meanwhile, the class percentage which passed the KKM was 81.25 %. It meant there were 26 students whose the scores passed the KKM and there were only 6 students whose the scores were under the target of the KKM. The post-test 2 had fulfilled the criteria of success; that was above 75 % students could pass the KKM. Automatically, it could be said that the Classroom Action Research (CAR) was success and the cycle was stopped.

Figure 4.4



Conclusion

The conclusion acquired based on research findings and discussion there was any effectiveness of pictures series in teaching procedures text at eleventh grade of SMA N 2 Yogyakarta in the academic year 2016/2017, it can be concluded that the students could improve their writing skill of procedure text through picture series. It could be proven by several facts; related to observation result, students were more interested and motivated in learning writing of procedure text, and they were able to make a procedure text correctly. Related to the interview result, the teacher' and the students' response about the implementation of picture sequences was positive and would be an alternative way in teaching and learning writing. Related to the test result, there was some progress of students' score from pre-test to the post-test 2. In the pre-test, there were only 5 or 15.62 % students who passed the KKM and the mean score of pre-test was 60.72. Then, in the post-test 1, there were 18 or 56.25 % students who passed the KKM and the mean score of post-test 1 was 75.34. Next in the post-test 2, there were 26 or 81.25 % students who passed the KKM in which their mean score of the post-test 2 was 81.53.

Based on the result, the researcher concluded that picture series improve students' skill in writing procedure text at the eleventh grade of SMA Negeri 2 Yogyakarta.

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