

**DEVELOPING PICTURE SERIES AS A MEDIA FOR
TEACHING WRITING PROCEDURE TEXT AT THE
THIRD YEAR STUDENTS OF PAHLAWAN
NASIONAL JUNIOR HIGH SCHOOL**

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ARTIKEL

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of Pahlawan Nasional Junior High School**

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**DEVELOPING PICTURE SERIES AS A MEDIA FOR TEACHING
WRITING PROCEDURE TEXT AT THE THIRD YEAR
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HIGH SCHOOL**

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ABSTRACT

The aim of this study is to develop Picture Series as a media for teaching writing procedure text at the third year students of Pahlawan Nasional Junior High School. The researcher used Research and Development (R &D) method through ten steps: observing, evaluating need analysis, developing first media, validating with experts, revising it, testing in small group, revising, testing in large group, revising, producing final product. The subjects of this research were 30 students from IX-1 class, and 34 students from IX-2 class. The instrument of collecting data was using questionnaires. The data were analyzed by descriptive text technique. The result of the product from two validators – an English lecturer from State University of Medan and an English teacher from Pahlawan Nasional Junior High School, was in scale of 4 which was in good quality. And the result from all of the students was in scale of 4 which was in good quality too. It means that the developed product/Picture Series is eligible to be used for teaching writing procedure text for the third year students in Pahlawan Nasional Junior High School.

Keywords: Research and Development (R & D), writing procedure text, picture series

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INTRODUCTION

Background of the Study

There are four skills in English that have to be mastered by students in school, those are listening, speaking, reading, and writing. Writing is a productive skill in English subject, because it produces a thinking process of ideas, experiences and feelings in written form. Students need to get a lot of sources so that they can organize their ideas, experiences and feelings in written text well. There are some aspects that students should be understood such as grammar, punctuation and spelling, organization, cohesive and coherent devices, and vocabulary (Novita, 2014). One of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in some other way; time to draft a piece of writing and then, with the teacher's help, perhaps, review it and edit it in various ways before, perhaps, changing the focus, generating more ideas, re-drafting, re-editing, and so on. This cannot be done in 15 minutes (Harmer, 2007).

The teachers should use appropriate or creative ways of teaching writing especially in Junior High School. They should put a big concern in making strategies in writing activities as well. However, there are still many teachers teach writing to students without creative ways and fun strategies, especially in teaching writing procedure text in Junior High School. If teachers teach with them especially in media, they will be easy to gain students' interest in class. Students will not only give more interest in teaching learning process but also in the teachers' strategies.

In procedure text, students will be taught how to arrange steps which have to be done in order to do something. In this case, teachers should help students to arrange their daily activities steps in effective way. They should motivate students, create the right conditions to produce bright ideas, convince them of the benefit of the activity, and encourage them to get a lot of benefits as well. But in reality, many teachers do not teach writing procedure text in class but still test it in exams. As a result, many students face disabilities in their writing, because lack of vocabulary, grammar, structure, and ways of composing sentences.

Teachers should make creative writing activities to engage students more active in learning process especially in writing procedure text. Pictures can provide stimulation for writing-habit activities (Harmer, 2007: 330). With pictures, students will get more information by observing and analyzing people, things, or steps from the pictures. In other word, pictures are the creative media for the creative writing activities that teachers should use in class, especially picture series. It is compatible with the procedure writing text; it can show some steps by the pictures that make learning process more fun. It can also foster student interest and can provide a link between the content of the material to the real world. (Arsyad, 2013: 89).

After the researcher did a brief observation in Pahlawan Nasional Junior High School in Medan, the researcher found that students still use KTSP (Kurikulum Tingkat Satuan Pendidikan) as their curriculum. The syllabus contents of procedure text as students writing subject. The researcher also found some problems those are:

1. Teachers were lack of creating teaching media
2. Students were not interested in learning writing procedure text, they couldn't write procedure text grammatically as well, and they didn't understand the function of the text. As the result, when observation, the researcher found that 16 students from IX-1 (40 students) didn't pass KKM when the researcher gave a simple test to them. And 22 students from IX-2 (34 students) didn't pass KKM when the researcher gave a simple test either. The questions and the results can be seen in.

This is the basic reason why researcher is going to develop the Picture Series in students' books to be a better media. Finally, the researcher wrote this thesis which is related to the development of picture series as media in teaching writing procedure text for the third year of Pahlawan Nasional Junior High School with a big hope that students will learn more active and have a fun writing class.

REVIEW OF LITERATURE STUDIES

Learning English is important for students' in Junior High School. In learning English, writing has been one of important aspects. Some experts state that writing is the most difficult aspect; the difficulties are in generating and organizing ideas, and translating these ideas into readable text.

Writing procedure text has been one of student subjects in Junior High School. It is in their subject because it is important. It teaches students how to organize their daily activities in some good steps. It trains them to make a good preparation when wanting to do something. And also, it can help them when entering world of working.

But unfortunately, there are still many teachers don't interest in teaching writing procedure text. It is because their lack of using creative media. This case was found in Pahlawan Nasional Junior High School. As the result, there are many students bored in learning it. It causes there are many students can't write it well. Moreover, students can't apply their writing knowledge or skill in their daily activities. But with an appropriate media, teachers will be easy to overcome the difficulties. One of the appropriate media is Picture Series.

Picture Series which is a creative and interesting media will attract students to learn writing more. Some previous studies found that it can help the students to generate ideas about what they are going to write at the first time in writing. It can draw students' attention out to be involved in writing process. It also can provide information of which one comes first and which comes next, provide clearer description about what happened, and represent the details of events as well.

In this case, the researcher is going to find out and develop the progress and the quality of the Picture Series for the best results it can give to students. And in this research, the students at the third year will be the subject and the researcher will focus on their writing subject which is procedure text. To do this research, the researcher will use Research and Development (R&D) method.

There are some steps that will be conducted. First is finding out some materials about procedure text and Picture Series, such as picture examples and procedure text topics that appropriate for students. Second is designing the Picture Series into a book. Third is validating the appearance and the content of the product with validator. Fourth is testing the product to the students and ask them

to made testimonies about the quality of the product. Fifth is revising and reproducing the product by considering the testimonies before. Sixth is repeating the fourth and fifth process. The last is producing the final product.

RESEARCH METHODOLOGY

This study was going to use Research and Development (R&D) as the research method. It was one of the research methods which were aimed to develop and validate educational product, such teaching method, teaching learning media, teaching learning book, module, or class management and so on. Sugiyono (2008: 407) stated that it was used for producing certain product and examining the effectiveness of the product. He meant to say that to produce a certain product and to examine the effectiveness of the product, it would need a research, for example a need-analytical research.

He stated that it was a longitudinal research method (p. 407). It meant that the research was conducted through many stages and needed a long time in order to make the product could be useful for public needs. In this research, there were ten steps of R&D that would be conducted, they were:

1. Observing
2. Evaluating and need analysis
3. Developing the product
4. Validating product
5. Revising product
6. Testing product in small group
7. Revising product

8. Testing product in large group
9. Revising product,
10. Final product.

This research was going to be conducted at Pahlawan Nasional Junior High School Medan. It was located on Jl. Durung Medan, Kecamatan Medan Tembung, Kabupaten Kota Medan, Provinsi Sumatera Utara. There were twelve classes of the third year in the school. Every class consists of 35-40 students. The researcher was going to use purposive sample as sampling technique with some certain considerations. In this research, researcher chose the sample based on the field observation that was conducted in field experience program from August to October 2016. The researcher chose students of IX-1 and IX-2 because of the researcher's judgment that those classes were good in following English learning.

Technique of Data Analysis

The researcher used descriptive analysis as the data analysis. The data that would be analyzed came from the students' questionnaires before. The steps to analyze the data were following:

1. First, changed the evaluation score that still in the qualitative form into quantitative form by using Likert scale with the following provisions:

Category	Score
Very Good	5
Good	4
Fair	3
Poor	2
Very Poor	1

Sugiyono (2008: 138)

2. Second, summed all of the scores with the formula below for each student.

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

Explanations:

X = Average score N = Number of testing subject

$\sum x$ = Total of score

(Sudijono, 2012: 81)

3. Finally, calculated all of the student scores with the formula before, and change the quantitative back to the qualitative form.

RESEARCH RESULTS AND DISCUSSION

The objective of this research was to develop Picture Series for teaching writing procedure text to the third year students in Pahlawan Nasional Junior High School. To get the best development of Picture Series, there were some steps that the researcher had been conducted as Tangkas suggestion (2017). To find out the students need, the researcher did a brief observation to evaluate and analyze their needs. As the result, they were lack of attractive learning media in writing procedure text.

After that, the researcher had designed an attractive and fun media to teach them writing procedure text easily which the product was the collection of procedure tasks book. To find out the quality of the product, the researcher gave it

to the experts to be validated. The experts or the validators came from an English lecturer from State University of Medan that was Dr. Rahmad Husein, M.Ed. as the first validator, and an English teacher from Pahlawan Nasional Junior High School that was Soni Harsono, S.Pd. as the second validator. As the result, the first validator stated that the product was in *Good* quality with the evaluation of validation was 4 in content and visual aspects, and the second stated that it was in *Very Good* quality with the evaluation of validation was 5 in content and visual aspects.

After revising the product, the researcher tested it to the small group of product testing that was consist of 5 students from IX-1 and 5 students from IX-2 that they were the top five ranks in their class. As the result, 4 students gave Very Good to the quality of understanding, 7 students gave Very Good to the quality of independence learning, and 4 students gave Very Good to the quality of media. And the researcher got 4 for the product quality from their questionnaires. It meant that the product was in *Good* quality.

Because there was no revision from the small group, the researcher continued to test it to large group scale that consisted of 74 students from IX-1&2. The researcher used purposive sampling because they were the top class from other class. As the result, 58 students gave Very Good to the quality of understanding, 57 students gave Very Good to the quality of independence learning, and 64 students gave Very Good to the quality of media. The researcher got 4 for the product quality after analyzing their questionnaires. It meant that the product was in *Good* quality as the researcher wanted for it.

CONCLUSIONS AND SUGGESTIONS

The Conclusions

Based on the development result of the research in the fourth chapter, the researcher could conclude that there were some steps to develop the Picture Series; (1) Observed, (2) Evaluated need analysis, (3) Developed/designed the first product, (4) Validated it to the experts, (5) Revised it, (6) Tested it to small group, (7) Revised it again, (8) Tested it to large group, (9) Revised it again, (10) Got the final product. The quality of the developed Picture Series or the product was in *Good* quality by having the score in the number of 4 (4.4). The score came from the evaluation of the IX-1&2 class (74 Students) – classes from Pahlawan Nasional Junior High School. They scored the product with 3269 as the total score, 44.1 as the average score, 4.4 or even 4 as the quality score, and *Good* as the quality level. In addition, 64 students very like to the quality of media than the quality of understanding and independence learning of the product.

The Suggestions

There were two suggestions that the researcher could give, they were:

1. For teachers, the use of teaching media should be more emphasis on the visual aspects such as the use of picture series, so as to improve students' writing ability and interest .
2. For the school, The Pahlawan Nasional Junior High School Medan is expected to provide infrastructure and equipment especially visual media learning, such as picture series.

3. For other researchers, in developing the research further they need to improve students writing ability with picture series.

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