

# **Improving Grade VII Students' Achievement in Procedure Text Through Still Pictures**

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## **ABSTRACT**

This study was conducted as an attempt to improve students' writing achievement in a procedure text by using Still Pictures. The method of the study was Classroom Action Research with two cycles and six meetings. The subject of the study was the students of Grade VII students' MTs. S. Syahbuddin Mustafa Nauli. The research was conducted in two cycles and each cycle consists of three meetings. The instruments for collecting data were taken from writing tests as quantitative data. The result shows the improvement of the students' score from orientation test to Cycles I and II tests. The mean of the students' score for orientation test as Test I was 50.41, Cycle I test was 66.25, and Cycle II test was 85.41. The total percentage of the improvement from Orientation test to Cycles I and II tests was 99.2 %. It can be concluded that the use of Still Pictures improves students' achievement in writing a procedure text. The qualitative data taken from Observation Sheet and Diary Notes show that the students' were enthusiastic and attracted in writing a procedure text because the Still Pictures encourage their creativities and ideas to write better. For English teachers, it is suggested to use Still Pictures as one alternative media of teaching writing a procedure text.

## **INTRODUCTION**

### **The Background of the Study**

Language has a very important function in the process of communication. It is used as a system to express meanings, ideas, thoughts, etc. Learning language is important and useful for people in the world. English is a language that has played a very important role in the era of globalization. It is an international language. It also becomes a second language that is used in many countries, but English is a foreign language for

Indonesia people. It is taught and learnt in schools, from Primary school level until University. It is important to be able to master it well, in order to fulfill the needs of many requirements in the work force in this globalized era. The purpose of learning English for Indonesian students is to enable them to use it as a tool of communication spoken as well as written forms. Therefore, one of the purposes of teaching English in Indonesian schools is to enable Indonesian students to use English in communication.

Writing is one of the four language skills that plays a very important role in second language learning. Basically, writing is expressing idea, opinion, experience, or information in the mind of the writer into the form of written language. It encourage thinking and learning to explore thoughts and ideas and make them visible and concrete. When the students learn English as a foreign language, most of them find some difficulties, especially in comprehending texts. Writing is one of the important communication tool. People use writing to express their feelings and ideas to communicate with others. People need to learn writing in English for academic purposes or occupational purposes.

Based on the Educational Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) for the junior high school students, it stated that one of the main objectives of learning English is to be able to write various short functional text type, monologue and essay in some text genres. One of the important genres needed to be mastered in the seventh grade syllabus is a procedure text. A procedure text is a kind of text which explained step by step how to make something.

Based on the researcher's experiences through Field Practice Experience (*Praktek Pengalaman Lapangan: PPL*) in Junior High School (*Sekolah Menengah Pertama: SMP*), it was found that when the students were assigned to write a procedure text, most of them just copied the materials from the internet. It was happened because they did not have ideas about what to write. Some of the students were not interested in writing and they did not pay attention to the learning process of writing. This situation might happen because the method was not suitable.

To solve the problems the researcher improved the students' achievement in writing a procedure text by using pictures. Pictures are really useful ways to prompt students into writing stories. The pictures attract the student to focus in writing and give more their attention in seeing pictures than reading the text. It also helps the students to

understand and generate their idea visually in writing sentence, so the students can write a story based on the pictures they see. By seeing pictures, the students are able to imagine what they want to write in the a procedure text. Because the pictures give the chronological steps in making or doing something.

The focus of using this media is to improve the ability in writing a procedure text. From the explanation above, the research was conducted to see how the application of pictures can improve the students' achievement in writing, particularly writing a procedure text.

#### *The Problem of the Study*

In the expectation of teaching writing English, it is required that the students are able to produce text in some genres including a procedure text. However, the students still find it difficult to write a procedure text especially in transforming the ideas into writing matter. Therefore, to solve the problem, Still Pictures are applied to improve students' achievement in writing. The problem of the study is formulated as follows: "*Does the use of Still Pictures significantly improve the Grade VII students' achievement in writing a procedure text?*"

#### *The Scope of the Study*

In teaching-learning process, a competent teachers should apply media. there are so many media that can be used and one of them is Still Pictures. This study is focused on the application of Still Pictures to improve the students' achievement in writing a procedure text.

#### *The Objective of the Study*

Pictures are used to help presenting information to the class. Pictures can not only illustrate a topic but also can give the chronological steps in making or doing something. By using pictures, students are able to imagine what they want to write in writing a procedure text. Related to the problem of the study, the objective of this study is to investigate how Still Pictures improve students' writing a procedure achievement.

#### *The Significance of the Study*

This study is concerned with the use of Still Pictures to improve the students' achievement in writing a procedure text, the findings of the study are expected to be useful:

1. The students to improve their writing achievement especially in writing a procedure text.
2. The teacher to plan and conduct a better and interesting media in teaching writing in order to motivate the students to write.
3. Other researcher who are interested in doing research related to this study.

### **Conceptual Framework**

Writing is used to express human thoughts and feelings through combination of words to be sentences and then to a form of paragraph. Students imply that they simply do not have a competence for writing. The result of this attitude is that students to try avoid writing, and when they do write, they do not write well.

In writing a procedure text, the teachers should make the writing session to be attractive and interesting in order to make the students enjoy and able to understand the subject. Media are needed to help the teachers transfer the materials easily and clearly. There are many ways in improving students' skill in writing a procedure text. In this case, the researcher used pictures as the media that can be one alternative in teaching and learning English. Pictures are a kind of visual media which can be seen and touched by the students. In the classroom, the activities was provided and discussed a mode of a procedure text by giving Still Pictures. It doesn't need much time and much money to prepare the media.

Learning with visual media makes the students able to recognize things, remember and relate the concept to real life. A procedure is considered as a well text if the characteristics are well-fulfilled. Therefore, it is expected that the using of Still Pictures in a procedure text improved the students' writing achievement.

### *Genre of Writing*

A genre is a familiar pattern, a way of organizing information that has become so common that the readers will probably recognize each part belonging to the genre. When a genre of writing is written, it means a certain convention to organize messages is followed in order to make the readers recognize the social purposes (Hyland, 2002:54).

According to Gerot (1994) there are some kinds of genre, they are: 1) spoof, 2) recount, 3) report, 4) analytical exposition, 5) analytical exposition, 6) news item, 7)

anecdote, 8) narrative, 9) procedure, 10) description, 11) hortatory exposition, 12) explanation, 13) review.

### *A Procedure Text*

A procedure text is a kind of text which teaches on how to make something completely. A procedure text is dominantly structured with imperative sentence since it actually an instruction. A procedure text begins with the goal of the task, which is usually stated as a heading. Through a sequences of steps, a procedure text specifies how the goal is to be achieved. The steps may be accompanied by illustrations or diagrams to assist the reader with the task at hand (Knapp and Watkins, 2005)

### *Still Pictures*

In choosing the pictures to be used in the teaching-learning process, a teacher should plan the procedure, materials, language items, and follow-up activities. Pictures can be drawn on the blackboard, for example stick figures or cut-out from magazines and newspapers. As a means of communication, drawing is probably more ancient and certainly understood than language. With the help of drawings, students can review some of the positions that they have learned. While language is abstract, drawing, especially for children, tends to be concrete and therefore more real to the students and it can also be used as a way of testing the students comprehension.

The use of pictures is more efficient and practice than words, they are easier to recall and to remember than words, futhermore they expose real life situation although it happen a long time ago. Pictures are used to help present the information to the class. Therefore, in this study the researcher focused in Still Pictures as an alternative way of teaching. Pictures cannot only illustrate a topic but also can give the chronological steps in making or doing something. Therefore, to motivate the students to write, it is essential gave the students some practices in reacting in English by using objects or pictures.

## **Methodology**

### *Research Design*

This research was conducted by applying Classroom Action Research (CAR). The researcher begins with a questions or about classroom experiences, issues, or challanges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve.

CAR is a way for the instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching. CAR is a form of self-reflective enquiry undertaken by participants (teachers, students, or principals, for example) in social (including educational) situations (Carr and Kemmis, 2008). It is typically designed and conducted by practitioners who analyze data from their workplace to improve their own practice.

#### *Research Instrument*

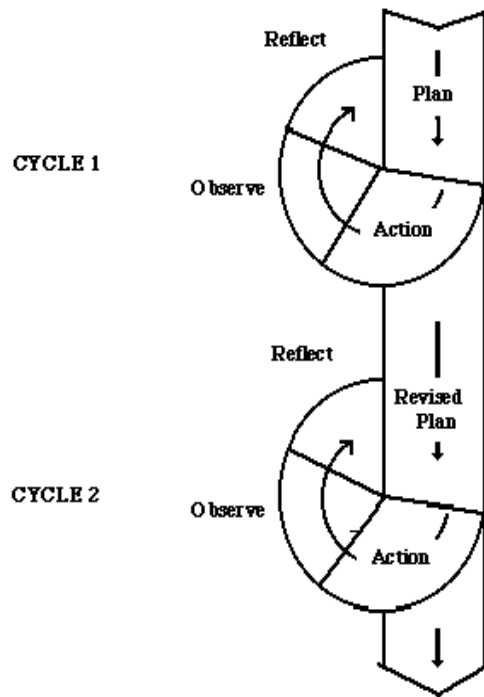
The data collection was an important part in conducting a research. The data of this study was collected by using quantitative and qualitative data. In collecting quantitative data, the research used writing test as the instrument used in order to measure their competence in writing. The students were tasked in writing a procedure text by using Still Pictures.

The qualitative data were taken from observation sheet and diary notes. Observation sheet was used to know the students' reaction and to see the development that is existing since applying Still Pictures. Diary notes were used to write the result of the observation. Diary notes contained the writer's personal evaluation about the class and the progress of the project.

#### *Procedure of Data Collection*

The procedure of data collection of this research were conducted by administering an action research which was divided into two cycles; Cycle I and Cycle II in which planning, action, observation and reflection were applied in each cycle. Each cycle was carried out in Three meetings.

Kemmis & McTaggart (1998) develop a concept for action research. It consists of two cycles and each cycle included four steps namely: planning, action, observation, reflection.



**Figure 3.1 : Simple Action Research Model**

*Technique of Data Analysis*

This research conducted by using qualitative and quantitative data. The qualitative data is taken from the observation sheet and diary notes. They describe the situation during the teaching and learning process. The quantitative data is taken from students' test score and is used to analyze the improvement of the students' writing achievement in each cycle.

To know the mean of the students' score of each cycle, the researcher apply the formula below:

$$\bar{X} = \frac{\sum X}{N} X100\%$$

Where:

- X : the mean of the students' score
- $\sum x$  : the total score of the students
- N : the number of the students

Then, to categorize the number of students who are competent in writing, the following formula applied:

$$P = \frac{R}{T} \times 100$$

Where:

P = the percentage of those who get the points up to 75

R = the number of students who get the points up to 75

T = total number of the student

### *Data Analysis*

This study was a quantitative and qualitative data. The quantitative data were taken from the mean of students' score in writing tests. And qualitative data were taken from observation sheet and diary notes. The data were taken from a class which consisted of 24 students. The research consisted of two cycles. This Cycle I including orientation test and Test I that was conducted in three meetings and the Cycle II including Test II was conducted in three meetings, so there were six meetings altogether.

#### *Analysis of Quantitative Data*

The quantitative data were taken from the results of writing a procedure text tests during the research that was conducted in six meetings. The orientation test was given in the first meeting. The score of the students showed the improvement. The improvement of the students' score in writing a procedure text through Still Pictures can be seen in Table 4.1. Table 4.1 shows the improvement of the students' score from orientation test to Cycles I and II tests. (see the Table 4.1).



**Table 4.1****The Students' Score in The Writing a Procedure Text Test**

No	The Initial of the Students' Name	Orientation Score	Cycle I Score	Cycle II Score
1	AS	45	70	90
2	AL	55	65	75
3	AK	50	70	80
4	ALE	50	75	80
5	ASS	35	65	75
6	BP	40	60	75
7	CK	50	60	80
8	DS	70	80	95
9	DP	45	55	90
10	DM	60	75	80
11	EE	55	60	75
12	EG	50	70	85
13	FR	45	55	80
14	FS	50	75	85
15	HH	75	80	90
16	HR	50	65	80
17	IS	45	50	85
18	JE	50	60	85
19	JM	50	65	90
20	JS	60	70	90
21	KD	50	65	85
22	KS	45	60	80
23	LS	40	65	90
24	MD	45	60	90
	$\sum X$	<b>1210</b>	<b>1575</b>	<b>2010</b>
	$\bar{X}$	<b>50.41</b>	<b>65.62</b>	<b>83.75</b>

The improvement of the students' score in writing a procedure text achievement through Still Pictures can be also seen from the mean of the students' score in orientation test until Cycles I and II tests. The mean in Cycle II test was the highest among the other tests.

The students' score in this three tests were varied. In orientation test, the lowest score was 35 and the highest one was 75 . In Cycle I test, the lowest score was 50 and the highest one was 80. In Cycle II test, the lowest score was 75 and the highest one was 95.

## **Research Finding**

Based on the data analyses, the result of research indicates that there was improvement on the students' writing a procedure text achievement which taught through Still Pictures. It was proved by the data, the mean of the students' score in the Cycle II 83.75 was the higher than in the Cycle I 65.62 and also in the Test I 50.41.

The qualitative data that were taken from observation sheet and diary notes also showed that the students' interest in writing a procedure text increased because they could write the writing a procedure text.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

After analyzing the data, it was found that the students' score increased from Cycle I to the Cycle II. It means that there was the improvement in students' writing a procedure text achievement when they were taught through Still Pictures. The students' score continuously improve in each test. Therefore, it can be concluded that Still Pictures significantly improve students' writing a procedure text achievement. The improvement of the students' score scores in writing a procedure text achievement through Still Pictures can be also seen from the mean of the students' score in the first writing a procedure text test until the third writing a procedure text test. The mean in the third writing a procedure text test was the highest among the other tests.

The students' score in those three test were varied. In orientation test, the lowest score was 35 and the highest one was 75. In Cycle I test, the lowest score was 50 and the highest one was 80. In Cycle II test, the lowest score was 75 and the highest one was 95.

In the first writing a procedure text test 8.3 % ( 2 students) who got score of over 70. In Cycle I test 37.5 % (9 students) who got score of over 70. It means that there was an improvement about 29.2 %. In Cycle II test, all of students got scores over 70 (100 %). There was an improvement about 70 % from Cycle I test, and about 99.2 % from orientation test to Cycles I and II tests. Most of the students' score increased from orientation test to Cycles I and II tests. Based on the analysis of the data, it was concluded that the students' writing a procedure text test score had improved for each student from orientation test to Cycle II test through still pictures.

## Suggestions

The results of this study show that the use of Still Pictures improve the students' writing a procedure text achievement. The following suggestions are offered to:

1. English teachers, are encouraged to use Still Pictures in teaching writing a procedure text because it helps the teacher in monitoring and encouraging the students. So that the students can expand the ideas easily. The teacher should choose the technique and materials that are appropriate with the students needs and experiences so the class atmosphere become enjoyable and interesting.
2. students, in order to visualize their ideas, to write accurately and to improve their writing skill.
3. to other researcher who are keen to conduct a further study on the application of using Still Pictures in teaching other types of genres.

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