

**IMPROVING STUDENTS' WRITING ABILITY IN PROCEDURE TEXT BY
USING PICTURE MEDIA AT THE ELEVENTH GRADE OF
SMA NEGERI 2 TAKALAR**

(A Classroom Action Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan*

MEWA AMELIAH

10535 5664 13

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018**



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Mewa Ameliah

NIM : 10535 5664 13

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **Improving Students' Writing Ability in Procedure Text by using Picture Media** (*A Classroom Action Research of Eleventh Grade Students at SMA Negeri 2 Takalar*)

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 22 Desember 2017

Yang membuat pernyataan

Mewa Ameliah



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Mewa Ameliah
NIM : 10535 5664 13
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun)
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi ini.
4. Apabila saya melanggar perjanjian seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 22 Desember 2017
Yang Membuat Perjanjian

Mewa Ameliah

Motto

**You have to endure caterpillars if you want to see
butterflies.**

anda harus tahan terhadap ulat jika ingin dapat melihat kupu-kupu.

*I deeply dedicate this thesis to my Parents, My Siblings, My Family,
My Close Friends and All members of Homina*

ABSTRACT

Mewa Ameliah, 2013. *Improving students' writing ability in procedure text by using picture media at the eleventh grade students' of SMA Negeri 2 Takalar.* Supervised by Ummi Khaerati Syam and Nunung Anugrawati.

This research aimed at finding out the Improvement the 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 that consisted of two cycle. One cycle had been conducted, where in cycle consisted of four meetings. It employed writing test as instrument. The numbers of subjects of the research were 33 students in class eleventh consisted of 24 women and 9 men. The researcher took real data from the school to know the students' writing ability.

The results of the student's writing test in cycle I had good scores. In cycle I, the students' achievement of content was 7.77. The other hand the students' achievement of organization in cycle I was 7.31.

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 using Picture Media could improve the students' writing ability in procedure text at the eleventh grade of SMA Negeri 2 Takalar.

Key words: Writing ability, procedure text, picture media, classroom action research.

ACKNOWLEDGEMENTS



Alhamdulillah, the research expresses thank you very much for the gratitude Allah SWT for His blessing and mercy on the writer during the process until the finished writing this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW, who has given him the best everything to complete the whole process of this work. The researcher realizes that this thesis would have never been completed without the assistance of a number of people. Therefore, he would like to express his deepest appreciation and thanks to those people who have helped and involved in completing this thesis, for their useful motivation, guidance and sacrifices.

Special thanks are also given to Muhammadiyah University of Makassar because of giving an opportunity to the research in getting undergraduate education. Therefore, the researcher also includes the thanks to the all people and instances that provide the best four years moment in this blue campus.

1. Rector of Muhammadiyah University of Makassar, Dr. H. Abd. Rahman Rahim, SE, MM.
2. Dean of Faculty of Teacher Training and Education (FKIP), Dr. Erwin Akib, M. Hum.
3. Head of English Education Department of FKIP UNISMUH Makassar, Ummi Khaerati Syam, S.Pd, M.Pd.
4. My high appreciation and great thankful are due to my first consultant Ummi Khaerati Syam, S.Pd, M.Pd and Nunung Anugrawati, S,Pd., M.Pd as the second consultant who have given their valuable time and guidance to finish this thesis.
5. My heartfelt thank to all lectures of the FKIP UNISMUH especially to the lectures of English Department and all staff of Muhammadiyah university of Makassar for their guidance during the years of my study.

6. Deep appreciation for the headmaster and English teacher of SMA Negeri 2 Takalar and all the student's of SMA Negeri 2 Takalar, especially for the eighth grades years class in academic year 2017/2018 who have spared their time and activities for being subject of this research.
7. Unforgettable also thank to all of my friends in Homina class English Education Department 2013.

I also express sincerely unlimited thanks to my beloved parents Abidin and Hasmi for my beloved grandmother and my sisters who have given me the best guidance and pure help from the beginning of his study until he could finish it. Therefore, the researcher always expects that he can always do everything by which their family can feel satisfy and also useful for everyone around him, for his religion and even for his country at once.

Finally, by reciting Alhamdulillah Robbil Alamin, the researcher could finish her research successfully according to the target of time and also target of the research. Hopefully, there is nothing left or forgotten anymore to do.

MEWA AMELIAH

LIST OF CONTENT

COVER	
TITLE PAGE	
LEMBAR PENGESAHAN	
APPROVAL SHEET	
SURAT PERNYATAAN	
SURAT PERJANJIAN	
MOTTO	
ABSTRACT	
ACKNOWLEDGMENT	
LIST OF CONTENT	
LIST OF TABLES	
LIST OF GRAPHIC	
LIST OF APPENDICES	
CHAPTER I: INTRODUCTION	
A. Background	1
B. Problem Statement	3
C. Objective of the Study	3
D. Significance of the Study	3
E. Scope of the Study	4
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Previous Research Findings	5
B. Some Pertinent Ideas	6
CHAPTER III: METHODOLOGY	
A. Research Design	24
B. Research subject.....	24
C. Successful indicators.....	24

D. Research Procedure.....	25
E. Research Instrument.....	27
F. Procedure of Data Collection.....	27
G. Technique of Data Analysis.....	30
CHAPTER IV: FINDINGS AND DISCUSSION	
A. Findings	34
B. Discussion	42
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	48
B. Suggestion	49
BIBLIOGRAFY	50
APPENDICES	51
CURRICULUM VITAE	

LIST OF TABLE

Table 1. Indicator of students writing in content of unity	30
Table 2. Indicator of students writing in content of completeness.....	30
Table 3. Indicator of students writing in organization of coherence	31
Table 4. Indicator of classify the students' score	32
Table 5. Indicator of students' active participation	33
Table 6. The Students' Improvement of Content	35
Table 7. The Students' Improvement of Organization.....	37
Table 8. The Students' Improvement in Writing.....	39
Table 9. The Percentage of the Students' Participation.....	41

LIST OF GRAPHICS

Graphic 1. Conceptual framework	23
Graphic 2. The Students' Improvement in content	36
Graphic 3. The Students' Improvement in organization	38
Graphic 4. The Improvement of the Students' Writing Skills	40
Graphic 5. The students' observation in learning writing ability	42

LIST OF APPENDICES

Appendices I : the result of the students' writing procedure-test

Appendices II : the improvement of students' percentage

Appendices III: RPP (Rencana Pelaksanaan Pembelajaran)

Appendices IV: teaching materials

Appendices V : test cycle I

Appendices VI: Documentation

CHAPTER I

INTRODUCTION

A. Background

English are multifunction in all fields of education, which has an important role in absorbing and developing science, technology, and culture. It is used of the english teacher for communication and establishing the relationship with other nations. Basically, english teaching in Indonesia gives emphasis on the teaching reading, listening, speaking and writing. In writing skill has a several part, one of them is procedure text.

A 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.

In procedure text, the researcher used picture media as a technique for teaching. Wright (2005) states pictures can play a key role in motivating students in the form of nonverbal stimulus for what was said or written. Using picture was influence and reflects the interest, motivation and attitude of the students. Besides, pictures provide a clear context of what is being taught. By showing pictures, the students know and understand the context.

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. Writing, for obvious reasons, is one of the most visible products of education, and incorrect usage and spelling have been taken to be signs or a personal scholastic failure and an alleged widespread deterioration of writing ability and indication of inadequacies in whole school systems. Crimmon (1983) Sais that writing is hard work. Therefore students need a lot of practices to apply their writing ability. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others.

The study was focused on writing a procedure text which one of the materials in English lesson for SMA Negeri 2 Takalar especially on the second year students.

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, and the target score is about 7,5. In this case, the students have to write with good, and the teacher must select the suitable material to teach it.

Based on the students' problem above, the research will apply technique in teaching writing the tittle "Improving students' writing ability in procedure text by using picture media at the eleventh Grade students of SMA Negeri 2 Takalar Based on the students' problem above, the researcher will apply procedure text technique in her research because it is a suitable technique in writing very tittle "***Improving***

students' writing ability in procedure text by using picture media at the Eleventh Grade students of SMA Negeri 2 Takalar”

B. Problem Statement

Based on the background of the study, formulates the statement of problem as follow “How does picture as media improve the students’ writing ability at the Eleventh Grade of SMA Negeri 2 Takalar?”

C. Objectives of the Research

Based on the problem statement above, 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.

D. Significance of the Research.

The significance of the research were:

1. Theoretically, the result of the research theoretically. It is expected 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 is expected to be very useful references to create some strategies how to make their learning and teaching process enjoyable.

- c. For the curriculum designer, it is expected to be a consideration in arranging a curriculum.
- d. For the next researcher, the result of this research is expected to be useful information and to create another idea about the good technique to improve the writing ability.

E. Scope of the research

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 technique through the learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Research Findings

There were some researchers conducted researches related to the teaching of writing are:

1. Vandiwani (2013) that entitled “using picture series to teach writing procedure text at first grade of SMP Muhammadiyah 3 in Mentoro Sumobito, Jombang.” This study indicated that picture series is attractive and affective for teaching English especially for teaching writing procedure text; it also can arouse the students’ interest and help them to understand more about the materials from the teachers.
2. Astuti (2011) that entitled “improving students’ ability in writing recount text through picture sequence: A Classroom Action Research at the first year of MA Darul Ma’arif.” It showed that picture sequences can improve effectively the first year students’ ability in writing recount text.
3. Yuliani (2007) on the title *The Use of Picture as Media in Writing a Descriptive Text in The Case of Year VII Students of SMPN I Tarub, Tegal in The Academic Year of 2006/2007*. The similarity is that this research focused on writing skill. The result of this research is the achievement of students taught with pictures for writing a descriptive text is better than those taught with a conventional method. So that the researcher concludes

that the use of pictures as media gives contribution to improve their skills in writing a descriptive text.

In this research design that will use is classroom action research. The purpose of the research to know is the writing in procedure text of the eleventh grade students of SMA Negeri 11 Bulukumba can be improved by using picture media. Different with some research before that focus about writing skill, writing a descriptive text, and writing a recount text. In this research that focused about writing in procedure text by using picture media.

B. Some Pertinent Ideas

1. The Concept of Writing

a. The definition of writing

“Writing is functional communication, making learners possible to create imagined worlds of their own design.” Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Oshima (1999: 20) state that Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a progressive activity. This means that when you first write something down, you have already

been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes and corrections.

Therefore, writing is never a one-step actions; it is a process that has several steps. Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer doesn't actually appear on the page. It is a means of communication.

It means that writing is a way to produce language that comes from our thought. In the writing process, the writer tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other.

b. Types of writing

The type of writing system which exists in the native language is an important factor in determining too easy of speech with which students learn to write. There are two types of writing:

1) Narration

Oshima (1999: 27) explained that Narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. In other words, you used time order to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this: orientation, complication, and resolution.

2) Description

Oshima (1999: 50) explained that descriptive writing to the senses, so it tells how something looks, feels smells, tastes, and/or sounds. A good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: introduction, body, and conclusion.

c. The writing process

This section included a description of the activities leading to the writing of the previous essay. These activities include prewriting, writing and rewriting.

1) Prewriting

Graham and Perin (2007: 18) explained that pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write.

Alexander (1990: VI-3) states that in this section, the students are required to cluster or list what they know for each topic before deciding on one

topic as the subject of their report of information essay. Some students list subtopics for two or three choices and then select the topic that yield the greatest number of subtopics.

2) Writing

Graham and Perin (2007: 20) state the process of writing approach stress activities that emphasize extended opportunities for writing. Writing for real audiences, self-reflection, personalized, instruction and goals, and cycles of planning, ad reviewing. in the process of writing, you are ready to write. Simply put your pencil to paper and write. Don't fuss with the writing. Don't worry about organizing ideas. Don't fuss about spelling or punctuation. Just Write.

According to Oshima (1999: 85) there are several steps in writing process, as follows:

- a. Prewritten to get previous ideas
- b. Organize the ideas
- c. Write the rough draft
- d. Editing the rough draft
- e. Write the second draft
- f. Write the final draft

3) Rewriting

At this stage, you will need to work more careful. Read what you have written and repair it as you can. Finally, when you are satisfied that your writing is clear and correct, write it out its final form. Write carefully. Make your work as neat as possible.

d. Recount Text

1) Definition of Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

2) Generic structure of recount

- a) Orientation: introducing the participants, place and time.
- b) Events: describing series of event that happened in the past.
- c) Reorientation: it is optional. Stating personal comment of the writer to the story.

3) Language feature of recount

- a) Introducing personal participant; I, my group, etc.
- b) Using chronological connection; then, first, etc.
- c) Using linking verb; was, were, saw, heard, etc.
- d) Using action verb; look, go, change, etc.

e) Using simple past tense.

e. Component of writing

Jacob, et, al, (1981:31) pointed out five components in writing; content, organization, vocabulary, language use, and mechanic.

1) Content

The content of writing should be clear for the readers so they can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

a) Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences (Arbor, 1999:10). If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

b) Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. Baker in Rachmi (2006) comments out the controlling idea with develops thoroughly by these of

particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

2) Organization

In organization of the writing concern with the ways through writer arranges and organizes the ideas to order the message in the words. There are many ways used by the researcher to organize or arrange the writing. This organization is mainly recognized as order. There are two parts of organization in this case, as follows:

a) Coherence

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraph is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentence paragraph.

b) Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the

interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

3) Vocabulary

Vocabulary is one of the language aspects dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

Vocabulary as one of the important components of writing should take in to consideration by the English learner and teacher; because there is no doubt that learning the words of the language.

4) Language Use

Cole, et, al in Neni (2004:7) states that language use in writing description and other form of writing involves correct usage and point of grammar can help the learner improve the use of formal language. In order to have good language in writing, writer should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, and clause; (adjective or non-clause, articles, etc). The lack of good grammar will make the content of writing vague and misunderstanding.

5) Mechanics

There are three parts of mechanic in writing namely capitalization, punctuation and spelling appropriately. Punctuation is important as the way to clarify meaning. In English writing, the use of capitalized correctly, ambiguous meaning and misunderstanding will appear. It also helps us to different one sentence from other spelling. There are three important rules followed in using spelling appropriately, they are suffixes addition, plural formation, and handling i.e. or i.e. within the words.

f. Purposes of writing

According to O'Malley and Pierce (1996), there are three purposes of writing based on the types of writing in English language learning, those are:

1) Informative

It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2) Expressive or Narrative

It is represented by "expressive writing" or "narrative writing is" that is purposed to share a personal or imaginative expression. Expressive or narrative

often used to perform a pleasure discovery, story, poems, or short play.

3) Persuasive

It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

2. The Concept of Procedure Text

a. The definition of procedure text

Procedure text is one of the text sin genre based approach. In this research, procedure text is a piece of writing that tells us information 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 instructions of a tool, science experiment. However, the procedural texts which_are used in this research are cooking recipe sand manual steps of doing something. In addition, there are two important parts that students have to consider. They are the generic structure and the language features of procedure text. The generic structure of procedure text divided into three parts, such as goal, ingredients or material and method or steps. Goal or purpose in procedural text describes someone wants to do. It usually states in the title of the text.

b. Purpose of procedure text

The purpose of procedure text is to tell the reader how to do or make something through a sequence of action or steps.

c. Function of Procedure Text

Especially, the social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something.

d. Generic Structure of Procedure Text

- 1) Goal/Purpose can be the title of the text.
- 2) Ingredients/Materials are things to be prepared.
- 3) Steps/methods provides sequence step in making or doing something.

3. The Concept of Picture Media

a. The definition of picture

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 painting, drawing, and sketch of something, especially as work. 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).

According to Hornby (2005:5) that a picture is representation of individual painting or drawing and visual impression. Salaman (1985:1) states the picture photographs, illustration/drawing, diagrams, and maps have been as common as any other means of communication. Pictures serve their

basic information function as to allow as to see objects or science that are/are ways of storing, accumulating and transmitting knowledge to successive generation of mean similarly for speaking-listening and writing-reading.

Wright (2005) explains that in language learning pictures can contribute to interest and motivation, a sense of context, and a specific stimulus. By using pictures the students can be more motivated because pictures provide the real material which can be observed and identified by the students. This is in line with the statement of Akbari (2008) that picture can motivate students and nowadays, motivation is found to be important factor in learning everything. Pictures are also contextual in which a teacher can draw certain situation on them. Pictures bring the outside world into the classroom in a concrete way. They can improve students' stimulus because after observing the picture, the students will immediately need the vocabularies, idiom, and sentence structures to discuss or to explain what they see.

Writing products which are accompanied with pictures will make the readers more interested. Dils (2009) says that this is interesting to open a book that is both beautifully illustrated and beautifully written. The harmony between the written and the visual will be able to inspire and entertain the readers. It can be concluded that pictures also contribute to inspiring and entertaining.

There are some positive effects of using aids in writing process through pictures is intended for learners of English at lower level (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 short, writing by using picture can help the students write a good sentence. In addition, variety of pictures with various objects can avoid a boring class situation as well as prevent the students from getting bored. It is know that there are some types of pictures that can used to make students interested in studying. They are poster, photographs, and charts.

Furthermore, picture can be found almost everywhere like in magazines, album, textbooks, outdoor either as signs, at billboards, on cans, or even just somewhere on the walls. Picture as visual aids can be helpful to the teachers of foreign language in a number of different ways. It can brighten up the classroom and bring more variety into language lessons. Pictures give students motivation to develop their ability (Andriani, 2006: 18)

b. Types of Picture

It is undeniable that there is a large number of objects in this world that cannot be directly experienced by most of us because they are thousand miles away from our environment or event because they are have disappeared years ago. There was an abundance of pictures that can be found in books, newspaper, magazines, brochures, etc. Wright (2005) proposed

types of picture, as follow:

- 1) picture of single object
- 2) picture of person (people)
- 3) picture of place
- 4) picture of fantasies
- 5) picture of maps and symbols
- 6) cartoon pictures
- 7) ambiguous pictures
- 8) explanatory pictures

Picture is one of visual aids used by the teachers to help learning. Using a picture in writing activity can help generate and capture plenty of ideas, which individuals can then adapt or select from to make their own back stories and (Bearne and Wolstencroft). Raimes (1983) cited in Akbari (2008) states that pictures can help teachers and students in teaching and learning vocabulary, and other language components. In addition, picture can help students to imagine the real object. As pointed out by Krashen pictures are considered as an efficient tool for limited English proficiency learners to increase their comprehension. It can be concluded that picture is very helpful for the teacher and the students in teaching and learning writing for its benefits.

c. The Advantages of Using Picture

Many language teachers are cancer to help the students to develop as

human and their ability to relate to others as they are to help them to develop their ability to use the English language. It is important to have as wide a range of resource as possible in the classroom so that the students can have enrich base and stimulus for this development. And the source must include picture. We state not only from what we hear but from what we see around us and also from what we remember that had been seen. Pictures are not just an aspect of method but through their representation of places, object and people they are essential part of experiences we must help our students to cope with.

Wright (2005) states pictures can play a key role in motivating students in the form of nonverbal stimulus for what is said or written. Whatever the type or the source, pictures constitute a large portion of the various experiences by which people know the world. Through pictures, students can show people, places, animals, and things from area outside their own experience because they had disappeared years ago.

Psychologically, using picture will influence and reflect the interest, motivation and attitude of the students. Besides, pictures provide a clear context of what is being taught. By showing pictures, the students know and understand the context.

Rahman (1985:4) in his paper entitles “Pictorial Image” pointed out that pictures were assumed to have such potential function when

accompanying text material, as follow:

- 1) To attract and direct attention to text.
- 2) To enhance enjoyment and effect emotion and attitude.
- 3) To facilitate comprehension of the text information.
- 4) To facilitate retention of the text information.
- 5) To accommodate poor readers and newly literate adults.

Lesnusa in Husain (2010:19) points out some features from using pictures in making story, as follow:

- 1) Pictures give students motivation to use their abilities and the most important ingredient in learning to write a foreign language.
- 2) Picture have important role in teaching of English writing on the early stage because they illustrate print more vividly than word.
- 3) Picture make students interested and involved them unconsciously.
- 4) Picture is effective device for teaching of English writing as they can make the fact more understandable and interesting.
- 5) Using picture, student have greater opportunities to improve their learning of writing.

d. Kinds of Media

Media can integrate the experience from the concrete things to the abstract ones. Harmer (2004:177) states that media such as range of objects, pictures, cards and other things can be used for presenting and manipulating language. It lets the

students to be active in all activities in the class. Vernon (1996) states that there are six kinds of media:

1) Drawing or teacher made drawings

Drawing can be constructed and supported to the topic which is being taught. This media can be designed and applied easily in the class room to achieve the goal of the teaching and learning process.

2) Still pictures

This media can be shown with their all object sort the events of them out in the classroom. As still picture is Cordoba copy of areal objector event of which is the size may belong error smaller than there all objector events, for examples: photograph, bulletin board material, brochure, etc.

3) Audio recording

Recording is a mode of magnetic or on motion picture so untracks. Sound is presented in these sequences in which they actually happened or edited. Audio recording may be used individually by the teachers or display indirectly to the

4) Motion picture and TV

A motion picture or video tape recording is a moving image or picture on color or black and white produced from live action or from graphic presentation which is presented in the TV monitor or computer.

4. Procedures in Teaching Writing of Procedure Text using pictures

Feez and Joyce (1998:27) explain that there are five stages in teaching-

learning cycle using the genre approach.

a. Building the context

In this stage, the teacher tries to develop students' prior knowledge of procedure text by doing brain storming. Here, teacher asks some questions based on the topic which related to the procedure text. Furthermore, teacher gives series of picture and asks some questions based on it. Series of pictures in this stage can enhance students' motivation and interest in writing. Moreover, it also can stimulate students' students to find what they going to write.

b. Modeling of the text

In this stage, teacher tries to develop students' understanding of procedure text from its feature and purpose. Here, teacher give the text based on the give series of pictures. Then, ask the student stored and explore a series of picture. Finally, teacher and students try to analyze the structural pattern and language features of the model text. They will also try to compare the model text with other examples of the text-type.

1) Joint construction of the text

In this third stage, teacher tries to develop students' writing skill to make procedure text. Students here start to have group discussion related to the text. Doing some activities such as matching the sentences to the suitable pictures, arranging the jumble sentences into a correct order and combining

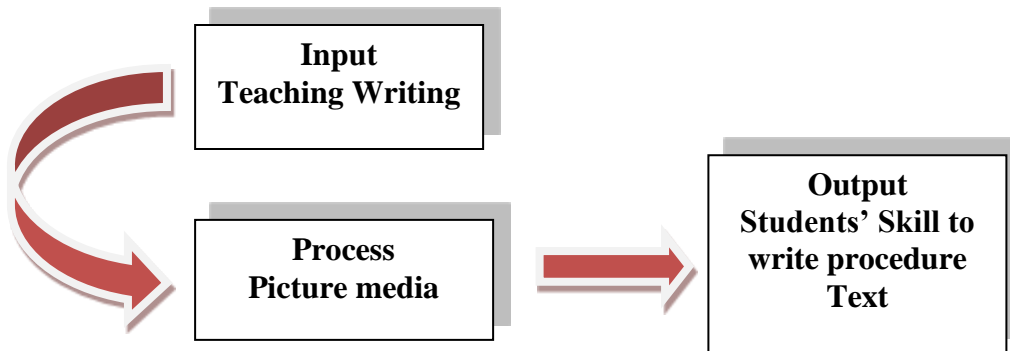
them into a good writing based on a series of pictures. Then, having discussion to find the right answer.

2) Independent construction of the text

The fourth stage lead students to have independent activities. They will construct (write) a text that is being studied independently, for example. Here, teacher tries to develop students' writing skill to produce, procedure text individually.

5. Conceptual Framework

This research is supported with theoretical framework, which concluded the instruction that presents in the following diagram:



Graphic 1. Conceptual Framework

The main component above described as follows:

- Input : Refers to writing material.
- Process : Refers to the teaching and learning of writing by using picture media.
- Output : Refers to the students' skill to write procedure text through picture.

CHAPTER III RESEARCH METHOD

A. 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.

In planning phase, teacher explained about planning before teaching students in the classroom. In action phase, it was about how the teacher and the students in learning process. In observation phase, explained about the teacher observe the situation of teaching learning and the students' participation in teaching learning process using observation sheet and oral test at the end of the first cycle. In Reflection phase, the result of the second cycle action process, to analys, understand and make conclusion activity.

B. Research Subject

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 consisted of 33 students.

C. Successful indicators

Based on the curriculum that SMA Negeri 2 Takalar suggested the minimum score which was considered to be the minimum standard score of English mastery is

7.5. In case the students got mean score in cycle 1 was 7.5 or more, the research did not continue to cycle 2. And in this research, the used of picture media success to solve the students' writing ability in procedure text. However, in case the cycle 1, the student's mean score was less than 7.5 it means that, the researcher continued to cycle 2.

D. Research procedure

In this research used the classroom action research (CAR) principle to collect the data. The research divided into two cycles where each cycle consisted of four phases. However, in case the cycle 1 the students got the minimum score that SMA Negeri 2 Takalar suggested is 7.5 to be the standard score in English mastery, it means that this method was success to solve the problem in students writing ability.

The cycle in this classroom action research consisted of planning, action, observation and reflection as follows:

a. Planning

The activities which was done in this stage as follows:

- 1) Teacher understood the curriculum used in the eleventh grade as an object.
- 2) Teacher designed lesson planning based on the curriculum for the implementation of action.
- 3) Teacher designed instrument which used in this research
- 4) Teacher prepared test for the students.

b. Action

This action was held in four meetings. The steps as follows:

- 1) Teacher explained that material which was learned.
- 2) Teacher gave a test for the students
- 3) Teacher showed the picture about procedure text for the students
- 4) Students analyzed the picture and the test
- 5) Teacher controlled and checked the students' mistakes when students are writing.
- 6) Students collected the assignment
- 7) Teacher gave feedback and correction to the students' writing mistake during the activities.

c. Observation

In this phase, the teacher observed the situation of teaching learning and the students' participation in teaching learning process used observation sheet and oral test at the end of the first cycle. The teacher evaluated the students' improvement in writing English.

d. Reflection

Reflection was done to see the result of the second cycle action process, to analyzed, understand and make conclusion activity. The researcher analyzed second cycle where the action of this cycle reach success criteria based on test result of second action.

E. Research Instrument

In this research instrument that used to collect the data were observation sheet and writing test.

1. Observation sheet

Observation sheet 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.

F. Procedure of Collecting Data

There were some methods of collecting the data. They are test cycle 1 and test cycle 2.

1. **Test cycle I**

- a. Planning

- 1) The teacher prepared the material for four meeting.
- 2) The teacher made lesson plan for the first meeting, the second meeting, the third meeting, and the fourth meeting.
- 3) Making checklist observation to observe the students' ability.
- 4) Making research instrument.

- b. Action

- 1) Reinforced about procedure text

- 2) The teacher explained about the definition and generic structure of procedure text
- 3) The teacher gave one example of procedure text
- 4) The students do assignment about procedure text.

c. Observation

In this phase the researcher made observation sheet as follows:

- 1) Students' present
- 2) Observation sheet
 - a) Students' learning process
 - b) The students' responds to the material
 - c) The students' activeness in doing the task

d. Reflection/Evaluation

Reflection was done to see the result of the second cycle action process, analyzed, understand and made conclusion activity. The researcher analyzed second cycle where the action of this cycle reach success criteria based on test result of second action.

And in this research, the used of picture media success to solve the students' writing ability in procedure text. In this cycle, the student's mean score was more than 7.5 it means that, the researcher did not continue to cycle 2.

G. 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	9 - 10	Transition from one sentence is constructed and provides reader with clear understanding that sentence.
Very Good	8 - 8.5	Some transition of sentence evidence
Good	7 - 7.5	There are few transitional markers or repetitive transitional markers
Fairly Good	6 - 6.5	No transitional markers
Fair	5 - 5.5	No evidence of sentence

(Harmer jeremy, in Aini Rahman, 2006: 30)

- b. Completeness

Table 2. Indicator of students writing in content of completeness

Classification	Score	Indicator
Excellent	9 - 10	Shows a clear understanding of writing, sentence and personal experience.
Very Good	8 – 8.5	Shows a good understanding of writing, sentence and personal experience.
Good	7 – 7.5	Shows some understanding of writing. Sentence and less personal experience.

Fairly Good	6 – 6.5	Shows a little evidence of sentence understanding.
Fair	5 – 5.5	No evidence of concept of writing.

(Harmer jeremy, in Aini Rahman, 2006: 31)

2. Organization

a. Coherence

Table 3. Indicator of students writing in organization of coherence

Classification	Score	Indicator
Excellent	9 - 10	They construct sentence effectively and excellent of using personal experience. They construct sentence effectively and
Very Good	8 – 8.5	Very good of using personal experience.
Good	7 – 7.5	They construct sentence effectively and good of personal experience.
Fairly Good	6 – 6.5	They construct sentence not effectively fairly good of using personal experience.
Fair	5 – 5.5	They construct sentence not effectively and fair of using personal experience.

(Harmer jeremy, in Aini Rahman, 2006: 32)

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:

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

Notation:

\bar{X} : Mean Score

$\sum X$: Total Scorer

N : A Number of Students

(Gay, in Nurbaeti 2016)

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

$$P = \frac{Fq}{N} \times 100 \%$$

Where:

P = Percentage

Fq = Number of frequency

N = Number of sample

(Sudjana in Nurbaeti, 2016)

- 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

(Depdikbud in Najamuddin, 2010: 29)

- 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.

(Dekdikbud in Saleha, 2008: 22)

Percentage the students' participation through the following formula:

$$P = \frac{Fq}{4 \times N} \times 100$$

Where: P : Percentage

Fq : Sum of all the students' score

N : Total of students

(Sudjana in Najamuddin, 2010: 29)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consist of the data obtained through achievement test to see the students' achievement after being taught the materials of writing by using Picture Media and data collected through observation sheet and test to see the students' improvement in writing ability after given treatment of the research.

A. Findings.

The research findings indicate that teaching writing by using Picture Media can improve the students' writing ability in terms of finding the content (unity and completeness) and also can improve the students' writing ability in tems of finding organization (coherence). The further interpretations of the data analysis are given below:

1. The Improvement of Students' Content .

The use of Picture Media in the form of teaching English Writing skills could improve the students' content. It was proved by the writing test as indicated by the significant difference between the score of the diagnostic test and the result of cycle I in the following table.

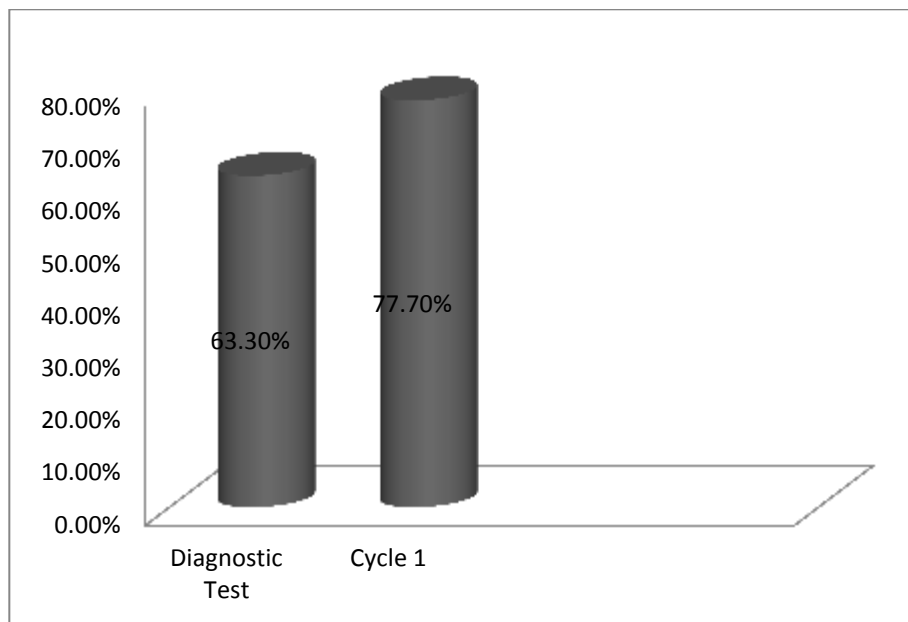
Table 6. The Students' Improvement in Content (unity and completeness)

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
ΣX		12.67	126.70	15.54	154.40	8.68
\bar{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 at the students' writing ability by using Picture Media, 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 is greater than diagnostic test and classified as good.

Based on the percentages above there are significant improvements of the students by using Picture Media. To see clearly the improvement of the students' writing content, the following graphic is presented.

Graphic 2. *The Students' Improvement in Content (unity and completeness)*



The graphic above shows the significant difference of the students' improvement in the diagnostic test to the cycle I. The students' mean score in diagnostic test is 6.33 (63.30 %) while the students' mean score in the result of cycle I is 7.77 (77.70 %). So, it means that there is improvement from the diagnostic test to the cycle 1 by applying Picture Media.

2. The Improvement of the Students' Organization

The application of Picture Media as one of teaching method of English writing can assess the students' progress of writing skill to the good organization of coherence with the writing test as indicated by the significant difference between the mean score of the diagnostic test and the result of the cycle I as shown in the following table.

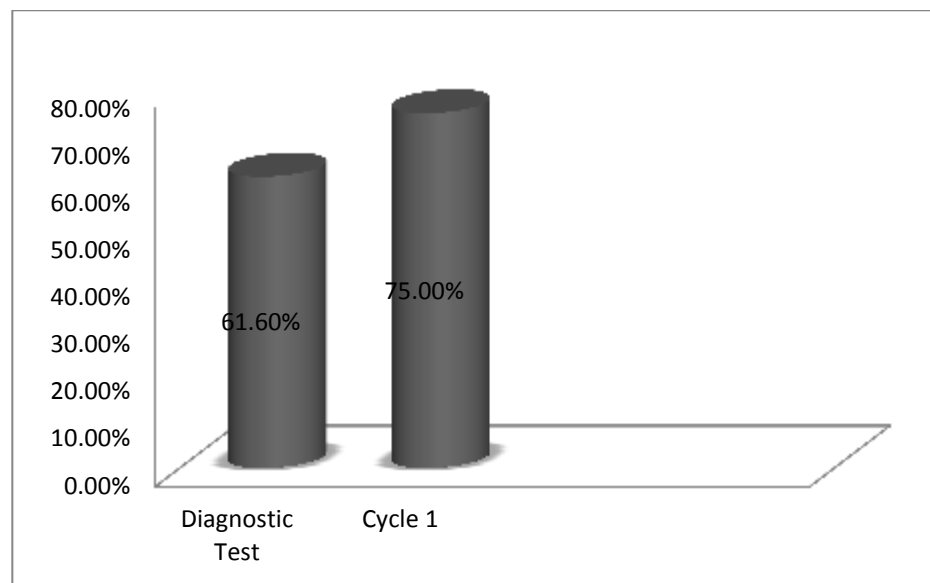
Table 7. The Students' Improvement in Organization of Coherence

No	Indicators	D - T		C I		Improvement
		Score	%	Score	%	DT - CI
1	Coherence	6.16	61.60	7.5	75	4.06
	$\sum X$	6.16	61.60	7.5	75	4.06
	\bar{X}	6.16	61.60	7.5	75	4.06

The table above shows the students' writing skill in organization of coherence as the result of calculating of the diagnostic test and students' test at the students' writing skill by using Picture Media, 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 7.5 (75%). The mean score in diagnostic test is 6.16, the students' test in cycle I is 7.5. The achievement of cycle I is greater than diagnostic test (75% > 61.60%) and classified as good.

Based on the percentages above there are significant improvements of the students by using Picture Media. To see clearly the improvement of the students' writing organization, the following chart is presented.

Graphic 3. *The Students' Improvement in Organization of coherence*



The graphic above shows the significant difference of the students' mean score in the diagnostic test and result of cycle I. The students' mean score in diagnostic test is 6.16 (61.60%), while the students' mean score in the result of cycle

1 is 7.5 (75%). So, it means that there is improvement from the diagnostic test to the cycle 1 by applying Picture Media.

The result of the reflection in the cycle I shows that there is a significant improvement from the diagnostic test to the cycle I. So, the researcher concluded that the indicator in writing could be achieved; it means that the researcher didn't need to do next cycle. It can be seen by the following table:

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	7.5	75	1.34
ΣX		12.49	124.90	15.27	152.7	2.59
\bar{X}		6.24	62.40	7.63	76.30	1.39

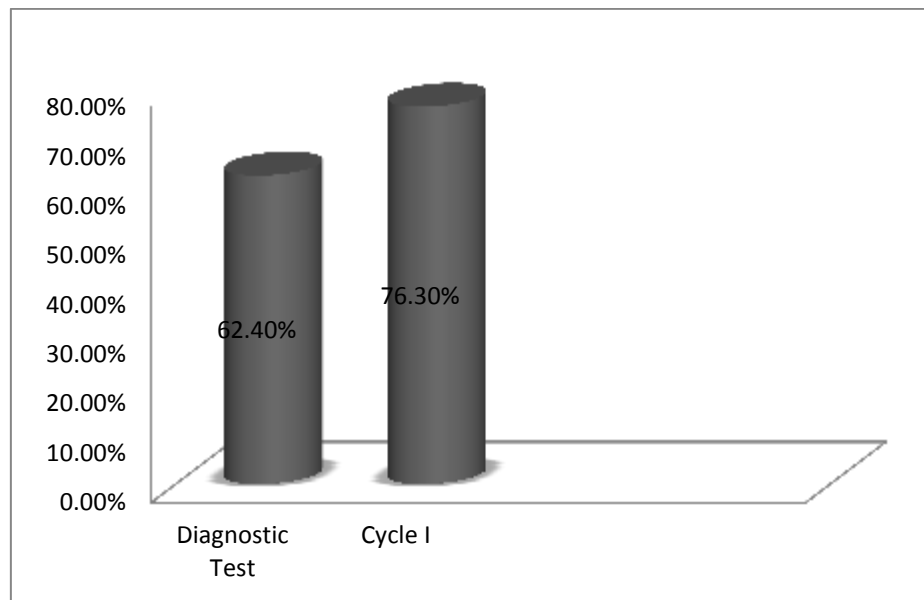
The table above indicates that there are improvement of the students' writing skills from D-Test to cycle I, which in D-Test the students' mean score (62.40%) and categorized as average achievement. After evaluation in cycle I the students' writing

skill becomes (76.30%) and categorized as good. The improvement of students' writing skill achievement from D-Test to cycle I (1.29%).

The table above proves that the use of Picture Media in teaching and learning process is able to improve the students' writing skills after taking action in cycle I where the students' achievement in cycle I is greater. (cycle I > Diagnostic-Test).

To see clearly the increase of the students' writing skills, following chart is presented:

Graphic 4. *The Improvement of the Students' Writing Ability*



The chart above shows that the improvement of the students' writing skill in cycle I higher (76.30%) than diagnostic test (62.40%). The result of Diagnostic-Test is the lowest achievement. The students' achievement in diagnostic-test is categorized as average. After evaluation in cycle I, there is significant improvement of the students' writing skills where the result of cycle I is categorized as good (Average-Good).

3. The Improvement of the Students' Activeness

The result of observation of the students' activeness in teaching and learning process toward the application of Picture Media in improving the students' writing ability which is conducted I cycle during 4 meetings is taken by the observer through observation sheet it can be seen clearly through the following table:

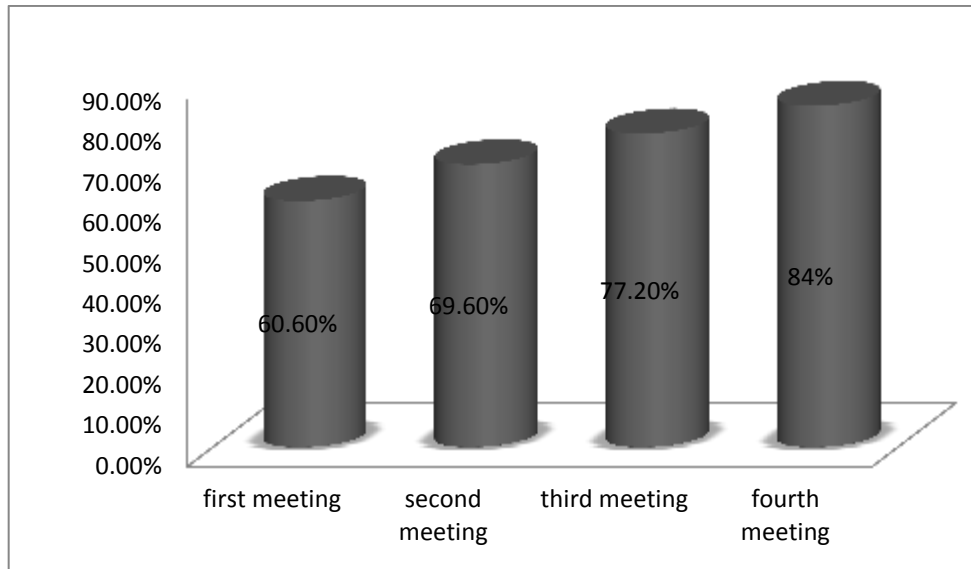
Table 9. The Percentage of the Students' Activeness

Cycle	Students' Activeness				Average Score
	MEETING (%)				
	1 st	2 nd	3 rd	4 th	
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%. To know the improvement clearly, look at the following chart:

Graphic 5. *The students' observation in learning writing ability*



The chart above shows that the students' participation in learning writing by using Picture Media. In chart above, presented the students' situation during teaching and learning process in cycle I for the first meeting during the fourth meetings. 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%.

B. 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:

1. 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 continue to the next cycle.

The result of this research related with the Jacob, et, al, (1981:31) statements that there were five components in writing; content, organization, vocabulary, language use, and mechanic. Content of writing should be clear for the readers so they can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

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.

The result above also proves that the use of Picture media is able to improve the students' content of unity where the result of cycle I is higher than diagnostic-test (Cycle I > Diagnostic-Test).

The result of this research was related with the (Arbor, 1999:10) statement that writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences

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.

The result above also proves that the use of Picture media is able to improve the students' content of unity where the result of cycle I is higher than diagnostic-test (Cycle I > Diagnostic-Test).

The result of this research was related to the Baker in Rachmi (2006) comments out the controlling idea with develops thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

2. 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 7.5. 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).

The discussion of this research was related to the Jacob, et, al, (1981:31) Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraph is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentence paragraph.

3. Observation Result of Students' Participation

The result of observation of the students' activeness in teaching and learning process to ward the application of Picture Media in improving students' writing ability in procedure text by using picture media at the eleventh grade students of

SMA Negeri 2 Takalar in class XI IPA 3 which is conducted in 1 cycles during 4 meeting is taken by the observer though observation sheet.

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%.

Vandiwi (2013) that entitled “using picture series to teach writing procedure text at first grade of SMP Muhammadiyah 3 in mentoro sumobito, jombang.” This study indicated that picture series is attractive and affective for teaching English especially for teaching writing procedure text; it also can arouse the students’ interest and help them to understand more about the materials from the teachers.

However, in this research the researcher find out the students’ writing ability by using picture media at the eleventh grade of SMA Negeri 2 Takalar. It 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. The results of the student's writing test in

cycle I had good scores. In cycle I, the students' achievement of content was 7.77.

The other hand the students' achievement of organization in cycle I was 7.5.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter consists of two sections. The first section deals with the conclusion of the finding, and the second one deals with suggestions that cover recommendation concerning the classroom implication of the findings and for further related researcher.

A. Conclusion

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

1. The implementation of Picture Media can increase the students' writing ability. This led the conclusion that implementing Picture Media is needed in English language teaching and learning in increasing their ability to organize their idea. Picture Media gives them more chance and times to collect their ideas related to the Picture and organize them into a paragraph. The implementation of Picture Media also gives the students' freedom to organize their ideas, so they can decide the content that they want to write and they write the content under the guidance of the teacher.
2. 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%.

3. The students' writing ability in writing organization of diagnostic test is 6.16, the cycle I is 7.5. The students' progress from the diagnostic test to the cycle I is 4.06%.
4. 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. It means that the use of Picture Media is able to improve the students' activeness in learning English especially in teaching writing.

B. Suggestion

Based on the findings, the writer stated suggestions as follows:

1. It is suggested to the teachers of English to apply Picture Media as one of the alternative ways in teaching writing.
2. The students are expected to increase their intensity in learning writing through Picture Media.
3. It is suggested to the teachers of English to give guidance maximumly to the students in learning and teaching writing process.
4. For the Students
Students need practice and learn more not only in the formal education, but also the informal education to improvement their writing skill.

BIBLIOGRAPHY

- Akbari, Omid. 2008. *Teaching Vocabulary Items through Contextualization and Picture to Elementary Iranian EFL Students. The Asian EFL Journal Quarterly, 10 iss. 3, pp. 53-77.*
- Alexander, Francie. 1990. *Writing Assessment Handbook California: California Department of Education*
- Astuti. 2011. *Using picture series to teach writing procedure text at first grade of SMP Muhammadiyah 3 in mentoro sumobito jombang.*
- Cole in Neni, 2004. *The Use of L1 in Communicative English Classrooms.* Institute of Foreign Language Education , Kurume University.
- Dils, Tracey E. 2009. *You Can Write Children's Book 2nd Ed.* Ohio: Writer's Digest Books.
- Falmer, Crimmon. 1983. *Teaching Academic Writing.* London: Centre of Language and Communication.
- Feez, S., & Joyce, H. (1998).** *Writing Skills: Narrative and factual text types.* Sydney: Phoenix Education.
- Gay in Nurbaeti, 2016, *Educational Research; Competencies for Analysis and Applications.* Columbus: Charcks, E. Merril Publishing Co.
- Gay, L.R, 1981, *Educational Research; Competencies for Analysis and Applications.* Columbus: Charcks, E. Merril Publishing Co.
- Gerlach Vernon, S and D. P. Ely. 1980. *Teaching and Media: Systematic Approach.*New Jersey: PrenticeHall.
- Graham, steve and Dolores Perin. 2007. *Writing skill next.* Washintong, DC: Alliance for Excellent Education
- Harmer, J. 2004. *Howto Teach Writing.* Essex: Pearson Education Limited.
- Heaton in Nurbaeti. 2016. *Secondary analysis of qualitative data: an overview.* In Historical Social
- Heaton. 1985. *Secondary analysis of qualitative data: an overview.* In Historical Social

- Hornby, A.S. 2005. *Oxford Advanced Learners Dictionary*. Oxford: Oxford University press
- Huda, Miftahul. 1999. *Model-model Pengajaran dan Pembelajaran Penulis*. Pustaka Belajar.
- Jacobs, 1981. *components of writing narration*. skandar. 2009. *Penelitian Tindakan Kelas*. Jakarta : Gaung Persada Press.
- Lesnusa in Husain 2010, *three-dimensional viewer pictures*. Columbus: Charcks, E. Merril Publishing Co.
- Najamuddin, I. 2010. *Developing The Students' Speaking Skill through Student-Team-Achievement-Division Type of Cooperative Learning Method*. Thesis: FKIP Unismuh Makassar.
- O'Malley, J.M., & Pierce, L.V. 1996. *Authentic assessment for English Language Learners: Practical approaches for teachers*. New York: Addison–Wesley, pp.268
- Oshima, A & Hogue, A.1999. *Writing Academic English* (3rdEd). NewYork: Addison Wesley Longman.
- Rahman, Aini. 2008. *Using Model-Explanation-Practice Procedure to Improve The Students' Writing Ability*. FKIP Muhammadiyah University Makassar.
- Rachmi. 2006. *The Ability to Write Narration Using Personal Experience*. Thesis: FKIP Unismuh Makassar.
- Sudjana in Nurbaeti. 2016. *Teknik Analisis Data Kualitatif*. Bandung: Tarsito.
- Sudjana. 1995. *Teknik Analisis Data Kualitatif*. Bandung: Tarsito.
- Tri Yuliani, 2007. *Using Picture as media in writing descriptive text to Improve the Ability of the year VII students of SMP N 1 Tarub*, Unpublished S1 Thesis. Malang: English Department, Faculty of Letters, State University of Semarang.
- Vandiwi, Acik Lisna “using picture series to teach writing procedure text at first grade of SMP Muhammadiyah 3 in mentoro sumobito, jombang : Sekolah tinggi keguruan dan ilmu pendidikan 2013.
- Vernon. 1996. *Otitis Media and the Social Behavior of Day-Care-Attending Children*. Child Development.

Wright, Andrew. 2005. *Pictures for Language Learning*. Proceedings of the National Academy of Sciences of the United States of America.

APPENDICES

APPENDICES I**THE RESULT OF THE STUDENTS' WRITING PROCEDURE-TEST OF
SMA NEGERI 2 TAKALAR**

Sample	Content		Organization	Mean Score
	Unity	Completeness	Coherence	
S-1	6	5.5	6	5.83
S-2	6.5	6.5	6	6.33
S-3	6.5	6	6	6.16
S-4	6	6.5	6.5	6.33
S-5	6	6.5	6	6.16
S-6	6.5	6	6	6.16
S-7	6	6	6	6
S-8	6.5	6.5	6.5	6.5
S-9	6.5	7	7	6.83
S-10	7	6.5	6	6.5
S-11	6.5	6	6	6.16
S-12	6	6	6.5	6.16
S-13	6	5.5	5	5.5
S-14	6	6.5	6	6.16
S-15	6.5	6	6	6.16
S-16	6.5	5.5	6	6
S-17	7	6.5	6.5	6.66
S-18	6.5	6	6	6.16

S-19	6.5	6.5	6	6.33
S-20	6	6	6	6
S-21	6.5	6	6.5	6.33
S-22	6	6.5	6	6.16
S23	7	7	6.5	6.83
S-24	6.5	6.5	6	6.33
S-25	7	7	7	7
S-26	6	6.5	6	6.16
S-27	6.5	6	6	6.16
S-28	6	6.5	6	6.16
S-29	6.5	6.5	6	6.33
S-30	6.5	6	6	6.16
S-31	6	6	6.5	6.16
S-32	7	7	6.5	6.83
S-33	6.5	6.5	6.5	6.5
ΣX	211	207.5	203.5	207.2
\bar{X}	6.39	6.28	6.16	6.27

THE MEAN SCORE FOR D-TEST

1. Content

➤ Unity

$$X = \frac{\Sigma x}{N} = \frac{211}{33} = 6.39$$

➤ Completeness

$$X = \frac{\Sigma x}{N} = \frac{207.5}{33} = 6.28$$

2. Organization

➤ Coherence

$$X = \frac{\Sigma x}{N} = \frac{203.5}{33} = 6.16$$

Mean Score

$$X = \frac{\sum x}{N} = \frac{207.2}{33} = 6.27$$

- X** : Mean Score
 $\sum x$: Total Score
N : Number of Students

**THE RESULT OF THE STUDENTS' WRITING TEST IN CYCLE I OF SMA
NEGERI 2 TAKALAR**

Sample	Content		Organization	Mean Score
	Unity	Completeness	Coherence	
S-1	7.5	7.5	7	7.33
S-2	7.5	7.5	7.5	7.5
S-3	7	7	7	7
S-4	7.5	7	7	7.16
S-5	7.5	7	7	7.16
S-6	7.5	7	7	7.16
S-7	8	7	7	7.33
S-8	8	8.5	7	7.83
S-9	8.5	8.5	7	8
S-10	8.5	8	7	7.83
S-11	7.5	7	7.5	7.33
S-12	8	7	7	7.33
S-13	7	7	7	7
S-14	8	8	7	7.66
S-15	8	7.5	7.5	7.66
S-16	8	7	7.5	7.5

S-17	8	7.5	7.5	7.66
S-18	8.5	8	7	7.83
S-19	7.5	7.5	8	7.66
S-20	8.5	7	7	7.5
S-21	7.5	7.5	7.5	7.5
S-22	8.5	8	7	7.83
S23	9	8.5	8	8.5
S-24	8	8	7	7.66
S-25	9	8	9	8.66
S-26	8.5	7	7	7.5
S-27	8	7.5	8	7.83
S-28	7.5	8	7.5	7.66
S-29	8	8	7	7.66
S-30	8.5	7	7	7.5
S-31	7.5	7.5	7.5	7.5
S-32	9	8	8.5	8.5
S-33	8.5	7.5	7	7.66
ΣX	264	249	247.5	251.39
\bar{X}	8	7.54	7.5	7.61

THE MEAN SCORE IN CYCLE I

1. Content

➤ Unity

$$X = \frac{\Sigma x}{N} = \frac{264}{33} = 8$$

➤ Completeness

$$X = \frac{\Sigma x}{N} = \frac{249}{33} = 7.54$$

2. Organization

➤ Coherence

$$X = \frac{\sum x}{N} = \frac{247.5}{33} = 7.5$$

Main Score

$$X = \frac{\sum x}{N} = \frac{251.39}{33} = 7.61$$

X : Mean Score

$\sum x$: Total Score

N : Number of Student

THE STUDENTS' IMPROVEMENT THE CONTENTS (UNITY AND COMPLETENESS)

A. Unity :

Diagnostic Score is 6.39

Cycle I Score is 8

Improvement from diagnostic test to cycle I:

$$P = \frac{CI - DT}{N} \times 100$$

$$P = \frac{8 - 6.39}{33} \times 100$$

$$P = \frac{1.61}{33} \times 100$$

$$= 4.87$$

B. Completeness :

Diagnostic Score is 6.28

Cycle I Score is 7.54

Improvement from diagnostic test to cycle I:

$$P = \frac{CI - DT}{N} \times 100$$

$$P = \frac{7.54 - 6.28}{33} \times 100$$

$$P = \frac{1.26}{33} \times 100$$
$$= 3.81$$

THE STUDENTS' IMPROVEMENT THE ORGANIZATION (COHERENCE)

Coherence

Diagnostic Score is 6.16

Cycle I Score is 7.5

Improvement from diagnostic test to cycle I:

$$P = \frac{CI - DT}{DT} \times 100$$

$$P = \frac{7.5 - 6.16}{33} \times 100$$

$$P = \frac{1.34}{33} \times 100$$
$$= 4.06$$

**THE RESULT OF OBSERVATION SHEET OF STUDENTS'
PARTICIPATION IN THE CYCLE I**

Students' Activateness Each Meeting in Cycle I

SAMPLE	CYCLE II			
	I	II	III	IV
S-1	1	3	3	3
S-2	2	3	3	2
S-3	1	2	3	4
S-4	3	2	3	3
S-5	3	2	3	4
S-6	4	3	4	4
S-7	2	2	3	3
S-8	3	3	3	4
S-9	3	3	4	4
S-10	3	3	2	3
S-11	2	2	3	2
S-12	2	3	2	3
S-13	2	3	3	3
S-14	4	3	3	4
S-15	2	2	3	4
S-16	1	3	3	3
S-17	2	3	3	3
S-18	2	3	2	3
S-19	2	2	3	3
S-20	1	3	3	3
S-21	2	2	3	3
S-22	2	3	2	3

S-23	4	4	4	4
S-24	2	3	3	4
S-25	4	4	4	4
S-26	3	3	4	4
S-27	2	3	4	4
S-28	2	2	3	3
S-29	3	3	3	3
S-30	3	3	3	4
S-31	1	2	3	3
S-32	4	4	4	4
S-33	3	3	3	3
Total Score	80	92	102	111

Note :

- 4 = Very Active
- 3 = Active
- 2 = Fairly Active
- 1 = Not Active

$$P = \frac{F}{4 \times N} \times 100$$

- Notation:*
- P* : Rate Percentage
 - F* : Frequency of the Correct Answer
 - N* : The Total Number of Students
 - 4* : The max score

The first meeting

$$P = \frac{F}{4 \times N} \times 100 = \frac{80}{4 \times 33} \times 100$$

$$= \frac{80}{132} \times 100 = 60.6 \%$$

The second meeting

$$P = \frac{F}{4 \times N} \times 100 = \frac{92}{4 \times 33} \times 100$$

$$= \frac{92}{132} \times 100 = 69.6 \%$$

The third meeting

$$P = \frac{F}{4 \times N} \times 100 = \frac{102}{4 \times 33} \times 100$$

$$= \frac{102}{132} \times 100 = 77.2 \%$$

The fourth meeting

$$P = \frac{F}{4 \times N} \times 100 = \frac{111}{4 \times 33} \times 100$$
$$= \frac{111}{132} \times 100 = 84 \%$$

APPENDICES II

THE IMPROVEMENT OF STUDENTS' CONTENT PERCENTAGE AS THE RESULT OF TEACHING LEARNING OBSERVATION

a. Unity

No.	Classification	Score	D-test		Cycle I	
			F	%	F	%
1.	Very good	9-10	0	0	3	9.09
2.	Good	7-8,5	5	15.15%	30	90.90
3.	Average	5-6,5	28	84.84%	0	0
4.	Poor	3-4,5	0	0	0	0
5.	Very poor	1-2,5	0	0	0	0
Total			33	100	33	100

b. Completeness

No.	Classification	Score	D-test		Cycle I	
			F	%	F	%
1.	Very good	9-10	0	0	0	0
2.	Good	7-8,5	4	12.12%	33	100%
3.	Average	5-6,5	29	87.87%	0	0
4.	Poor	3-4,5	0	0	0	0
5.	Very poor	1-2,5	0	0	0	0
Total			33	100	33	100

**THE IMPROVEMENT OF STUDENTS' ORGANIZATION PERCENTAGE
AS THE RESULT OF TEACHING LEARNING OBSERVATION**

a. coherence

No	Classification	Score	D-test		Cycle I	
			F	%	F	%
1.	Very good	9-10	0	0	1	3.03%0
2.	Good	7-8,5	2	6.06%	32	96.96%
3.	Average	5-6,5	31	93.93%	0	0
4.	Poor	3-4,5	0	0	0	0
5.	Very poor	1-2,5	0	0	0	0
Total			33	100	33	100

Observation Result of Students' Participation

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

APPENDICES III

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA NEGERI 2 TAKALAR
Nama Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1
Standar Kompetensi	: Mampu mengungkapkan makna dalam teks tulis fungsional.
Kompetensi Dasar	: Mengungkapkan makna dalam teks tulis fungsional.
Indikator	: • Siswa dapat menulis procedure text. • Siswa dapat menggunakan Picture dalam penulisan procedure text.
Aspek / Skill	: Menulis
Alokasi waktu	: 2 × 40 menit (Pertemuan I)

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- a. Menulis dan memproduksi teks tulis berbentuk procedure text dengan menggunakan picture.
- b. Menulis teks berbentuk procedure text sesuai dengan generic structurenya.

2. Materi Pembelajaran

Materi pembelajaran menulis :

- Procedure text

Procedure Text adalah teks yang isinya berkaitan dengan cara membuat, melakukan, atau mengoperasikan sesuatu secara berurutan (dalam langkah langkah yang teratur mulai dari awal sampai akhir). Terkadang procedure text juga menyebutkan berbagai bahan atau alat yang diperlukan..

3. Metode Pembelajaran / Teknik :

- Menggunakan picture media.

4. Langkah-langkah Kegiatan

a. Kegiatan Awal (15 menit)

- Guru memberi salam dan perkenalan.
- Guru mengecek kehadiran siswa.
- Guru memperkenalkan materi/menyampaikan tema dan tujuan yang akan dicapai.

b. Kegiatan Inti (50 menit)

- Memperkenalkan kepada siswa tentang procedure text.
- Menjelaskan tentang pengertian dan struktur procedure text.
- Guru memberikan satu contoh procedure text disertai dengan gambar
- Siswa mengerjakan latihan terkait dengan contoh procedure text yang di berikan.

c. Kegiatan Penutup (15 menit)

- Guru menanyakan kesulitan yang dihadapi siswa.
- Guru menyimpulkan materi pelajaran.
- Guru bersama siswa merefleksi pembelajaran pada hari itu.

5. Sumber Belajar

- Penjelasan guru.
- Contoh procedure text

6. Penilaian

- Teknik : Penugasan/teks tertulis
- Bentuk : Writing procedure text.
- Aspek : Content (unity and completeness), Organization (coherence)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- Nama Sekolah : SMA NEGERI 2 TAKALAR
- Nama Pelajaran : Bahasa Inggris
- Kelas/Semester : XI / 1
- Standar Kompetensi : Mampu mengungkapkan makna dalam teks tulis fungsional.
- Kompetensi Dasar : Mengungkapkan makna dalam teks tulis fungsional.
- Indikator : • Siswa dapat menulis procedure text.
• Siswa dapat menggunakan Picture dalam penulisan procedure text.
- Aspek / Skill : Menulis
- Alokasi waktu : 2 × 40 menit (Pertemuan 2)

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- c. Menulis dan memproduksi teks tulis berbentuk procedure text dengan menggunakan picture.
- d. Menulis teks berbentuk procedure text sesuai dengan generic structurenya.

2. Materi Pembelajaran

Materi pembelajaran menulis

- Procedure text

Procedure Text adalah teks yang isinya berkaitan dengan cara membuat, melakukan, atau mengoperasikan sesuatu secara berurutan (dalam langkah langkah yang teratur mulai dari awal sampai akhir). Terkadang procedure text juga menyebutkan berbagai bahan atau alat yang diperlukan.

3. Metode Pembelajaran / Teknik :

- Menggunakan picture media.

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (15 menit)

- Guru memberi salam dan siswa menjawab salam.
- Guru bertanya jawab dengan siswa untuk mengingatkan materi yang lalu.
- Guru menanyakan kesulitan yang dialami siswa pada pembelajaran menulis procedure text pada pertemuan yang lalu.

b. Kegiatan Inti (50 menit)

- Guru mengoreksi hasil menulis procedure text siswa.
- Guru dan siswa mendiskusikan kesalahan-kesalahan yang masih dilakukan siswa, dan cara mengatasinya.
- Guru mengontrol dan memandu siswa dalam menyusun text menjadi kalimat.

c. Kegiatan Penutup (15 menit)

- Siswa menyimpulkan materi tentang procedure text.
- Guru bersama siswa merefleksi pembelajaran pada hari itu.

5. Sumber Belajar

- Penjelasan guru.
- Contoh procedure text

6. Penilaian

- Teknik : Penugasan/teks tertulis
- Bentuk : Writing procedure text.
- Aspek : Content (unity and completeness), Organization (coherence)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- Nama Sekolah : SMA NEGERI 2 TAKALAR
- Nama Pelajaran : Bahasa Inggris
- Kelas/Semester : XI / 1
- Standar Kompetensi : Mampu mengungkapkan makna dalam teks tulis fungsional.
- Kompetensi Dasar : Mengungkapkan makna dalam bentuk teks tulis fungsional.
- Indikator : • Siswa dapat menulis procedure text
- Siswa dapat menggunakan picture dalam penulisan procedure text.
- Aspek / Skill : Menulis
- Alokasi waktu : 2 × 40 menit (Pertemuan III)

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Menulis dan memproduksi teks tulis berbentuk procedure text dengan menggunakan picture.

2. Materi Pembelajaran

Materi pembelajaran menulis

- Procedure text

Procedure Text adalah teks yang isinya berkaitan dengan cara

membuat, melakukan, atau mengoperasikan sesuatu secara berurutan (dalam langkah langkah yang teratur mulai dari awal sampai akhir). Terkadang procedure text juga menyebutkan berbagai bahan atau alat yang diperlukan.

3. Metode Pembelajaran / Teknik :

- Menggunakan Picture media

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (15 menit)

- Guru memberi salam dan perkenalan.
- Guru bertanya jawab dengan siswa untuk mengingatkan materi yang lalu.
- Guru menanyakan kesulitan yang dialami siswa pada pembelajaran menulis procedure text pada pertemuan yang lalu.

b. Kegiatan Inti (50 menit)

- Guru menjelaskan gambaran umum tentang procedure text kepada siswa.
- Guru memperlihatkan gambar kepada siswa sebagai media dalam menulis procedure text.
- Guru memberikan satu gambar procedure text kepada masing-masing siswa.
- Guru mengontrol dan memandu siswa dalam menulis procedure text kemudian menyusun kalimat menjadi sebuah teks.

c. Kegiatan Penutup (15 menit)

- Guru bersama siswa membuat kesimpulan.

- Guru memberi tugas pada siswa untuk berlatih menulis procedure text dengan menggunakan picture.
- Guru bersama siswa merefleksi pembelajaran pada hari itu.

5. Sumber Belajar

- Penjelasan guru.
- Contoh procedure text

6. Penilaian

- Teknik : Penugasan/teks tertulis
- Bentuk : Writing procedure text.
- Aspek : Content (unity and completeness), Organization (coherence)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- Nama Sekolah : SMA NEGERI 2 TAKALAR
- Nama Pelajaran : Bahasa Inggris
- Kelas/Semester : XI / 1
- Standar Kompetensi : Mampu mengungkapkan makna dalam teks tulis fungsional.
- Kompetensi Dasar : Mengungkapkan makna dalam bentuk teks tulis fungsional.
- Indikator : • Siswa dapat menulis procedure text
• Siswa dapat menggunakan picture dalam penulisan procedure text.
- Aspek / Skill : Menulis
- Alokasi waktu : 2 × 40 menit (Pertemuan IV)

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Menulis dan memproduksi teks tulis berbentuk procedure text dengan menggunakan picture.

2. Materi Pembelajaran

Materi pembelajaran menulis

- Procedure text

Procedure Text adalah teks yang isinya berkaitan dengan cara membuat, melakukan, atau mengoperasikan sesuatu secara berurutan (dalam langkah langkah yang teratur mulai dari awal sampai akhir). Terkadang procedure text juga menyebutkan berbagai bahan atau alat yang diperlukan

3. Metode Pembelajaran / Teknik :

- Menggunakan Picture media

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (15 menit)

- Guru memberi salam dan siswa menjawab salam.
- Guru bertanya jawab dengan siswa untuk mengingatkan materi yang lalu.
- Guru menanyakan kesulitan yang dialami siswa pada pembelajaran menulis pada pertemuan yang lalu.

b. Kegiatan Inti (50 menit)

- Guru membagikan gambar kepada siswa.
- Guru meminta siswa untuk mengamati gambar yang telah dibagikan.

- Guru meminta kepada siswa untuk mencocokkan gambar dengan kalimat yang telah disediakan.

c. Kegiatan Penutup (15 menit)

- Guru mengumpulkan tugas siswa.
- Guru menyimpulkan point-point penting dari pelajaran yang baru diajarkan pada hari itu.

5. Sumber Belajar

- Gambar procedure text
- Penjelasan Guru.

6. Penilaian

- a. Teknik : Test tertulis.
- b. Bentuk : Writing procedure text.
- c. Aspek : Content (unity and completeness), Organization (coherence)

APPENDICES IV

TEACHING MATERIAL

A. Procedure Text

1. Definition of Procedure Text

- a) Procedure text is a text that instructs how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.
- b) Procedure text is a text that deals with human behavior e.g. how to live happily, how to succeed.

Based on the definition of procedure text above, we can conclude that the purpose procedural text is to tell the reader how to do or make something.

2. Generic Structure of Procedure Text

There are three generic structure of procedure text, they are :

- a) Goal : an introductory statement that gives the heading, the goal or the aim of the activity and states what the procedure is aiming to achieve. Sometimes the goal is indicated in the main heading.
- b) Material Needed : the listing of materials or equipment to be used for the procedure.
- c) Step : the method or sequence of steps written in the order in which they should be completed.

3. Some Examples of Procedure Text

a. Cup of tea



❖ Goal: How to cup of tea

❖ Materials:

- 1) Tea
- 2) Milk
- 3) Sugar
- 4) Hot water
- 5) Spoon
- 6) Cup
- 7) Teapot

❖ Steps:

First, put the tea in the teapot. Second, fill the pot with hot water. Third, stir the tea with spoon. Fourth, pour the tea into the cup. Fifth, add milk and sugar. Sixth, stir with teaspoon. Seventh, leave the tea for five minutes. Eight, enjoy your cup of tea.

b). Agar-agar



❖ Goal : How To Make agar-agar

❖ Materials :

- 1) One packet of agar-agar,
- 2) One liter of water
- 3) Fourth kilogram sugar or according to taste.

❖ Steps :

- 1) Pour a packet of agar-agar into a pan and pour one liter of water on it.
- 2) Add a fourth kilogram of sugar.
- 3) Then, boil slowly.
- 4) After that, pour into moulds.
- 5) Finally, let it cool.
- 6) Now, agar-agar is ready to serve.

APPENDICES V

TEST CYCLE 1

Name :

NIS :

1. Write a procedure text of how to wash the clothes by hand!



Goal

Ingredients

Steps



2. Match the following procedure text with the picture below!



- 1. Pour cooking oil to a depth of one inch into a 10–12 inch (25.4–30.5 cm) frying pan and heat.**
- 2. Peel three large ripe plantains (skins should be dark yellow, some dark areas are acceptable).**
- 3. Carefully place the plantain slices, several at a time, into the hot oil and cook, turning as needed, until golden brown, two to three minutes.**
- 4. Cut into 1/4-inch-thick diagonal slices; set aside.**
- 5. Add powdered or confectioner's sugar.**
- 6. Remove from oil with a slotted spoon, and drain on paper towels.**

APPENDICES VI

DOCUMENTATION

Konsultasi guru pamong



Proses pembelajaran di kelas







CURRICULUM VITAE

Mewa Ameliah was born on September 1st, 1995 in Bulukumba. She is the first child from two sisters from the marriage of her lovely parents Abidin and Rukaya (alm).

In 2001 she registered as a student of elementary school, SD Negeri 152 Jatia and she graduated in 2007. The next in the same year she registered as a student in MTS Negeri 2 Bontotanga and graduated in 2010. Then she registered in senior high school, SMA Negeri 6 Bulukumba and graduated in 2013.

In 2013 she registered to study of English Department in Makassar Muhammadiyah of University and finished with her thesis entitled “Improving Students’ Writing Ability in Procedure Text by Using Picture Media at The Eleventh Grade Students’ of SMA Negeri 2 Takalar”