

## **ABSTRACT**

### **IMPROVING STUDENTS' ABILITY IN PRODUCING PROCEDURAL TEXT THROUGH PICTURE SEQUENCE TECHNIQUE AT THE FIRST YEAR OF SMA KOSGORO BANDAR SRIBHAWONO LAMPUNG TIMUR ( A Classroom Action Research )**

**By  
SIGIT WIYONO**

Referring to the preliminary test that was held at the first year of SMA KOSGORO Sribhawono Lampung Timur, the researcher found that many students could not express their idea smoothly in written form, although they had been given the topic and the picture sequence to write about how to make the steps in accomplishing something. It seemed that they had difficulties to express their ideas and to expand their imagination about the picture, where as they knew what have to be written, which might be caused by the unsuitable teaching method used by the teacher to teach writing. Further more; teaching method used by the teacher worsens the students' learning activities. Therefore, the writer did a research, which covered not only the students understanding and producing in writing activities but also the teacher's teaching performance.

The objectives of the research were to find out whether picture sequence technique improve students' ability in producing of procedural text, to find out whether picture sequence technique improve the quality of the teacher's teaching performance when the teacher is implementing picture sequence as the media to teach procedural text, to find out whether teaching procedural text through picture sequence technique improve students' participation during the teaching learning process.

The research was conducted at SMA KOSGORO Sribhawono Lampung Timur. The subject of the research was students of first grade in the academic year 2009-2010.

This Classroom Action Research (CAR) was conducted in two cycles. Each cycle was comprised of planning, action, observation and interpretation, analysis and reflection. The researcher used indicators dealing with the learning product and learning process. To collect the data of the learning product and process, the writer used writing test and observation as the instruments.

The result of the learning product showed that the picture sequence technique was applicable to improve the students' writing ability. In cycle I, there were about 27 students or 79,41% students who gained scores 60 or more, while in cycle II there were approximately 31 students or 91.18% students who gained score 60 or more than 60.

The students' learning activities in learning process. there were only 9 students (26.47%) who did 80% of the activities in cycle I, but there were 29 students (85.30 %) who did 80% of the activities in cycle II. Meanwhile, for the teacher's performance, the teacher got score 70 in cycle I, then he got 79 in cycle II which means that he could teach the students well by implementing the picture sequence technique in writing of procedural text.