

II. LITERATURE REVIEW

A. Concept of Procedural Text

Smalley and Ruetten (1981) classify process writing into two types: directional process and analytical process. Directional process tells how to do something, for example, how to fix a flat tire. The purpose of this text is to clarify the steps in the procedure so that the reader can recreate the steps and the results. While a process analysis text tells how something works, how something happens, or how something is or was done, for example, explanation about how hurricanes are formed.

In accordance with (Larson, 1984) a procedural text is a text which gives instructions on how to do something. Meanwhile, (Maley, 1988) state that a procedure is a series of steps, stages, phases, or natural changes that lead to a result. It functions to describe or explain the sequence of steps in how something is done or the operation in how something works. Similarly, The purpose of this text is mainly to inform, explain or analyze. The reader is gaining an understanding of the process.

Additionally, in writing process paragraph, Smalley and Ruetten (1981) mention some principles to be taken into notice, they are:

1. Be sure of the audience. In writing process paragraph, identifying what the reader knows about the topic is important in deciding what to include and what to omit in the paragraph in order to provide the readers a piece of effective process explanation.
2. Order the steps chronologically. It is important to order the ideas chronologically, especially if the reader is to be able to recreate the process. The only time to break from

chronological order is when we explain some unfamiliar term or give some words of advice or caution.

3. Make sure that the process is complete. In explaining how to do something or how something was done, it is necessary to include all the steps in the process so the reader will be able to recreate the process and get the same expected result.
4. Be sure to define new or unfamiliar term. Describing or defining particular terms or words involved in a process is important to the reader to know what is being discussed and continue with the process.
5. Warn the reader of difficulties in the process. In explaining a process, it is necessary to anticipate what problems the reader might have in understanding or recreating the process. If one step is particularly difficult, warn the reader of this and not to do as well. Also, you might advise the reader what to do when they meet such difficulties.
6. Explain the purpose of step when necessary. In describing a process, explaining the purpose of step is useful when the reader may skip the steps because they think that it does not serve any real purpose.
7. Try to make the topic sentence persuasive. A process paragraph usually has an underlying purpose and it's more than just a listing steps. Therefore, it is suggested to have a topic sentence that contains a strong central idea. for example: "Making an omelet is not difficult as imagined". Consequently, the writer has to show how easy the process is.

In similar explanation, Derewianka (1990) points out the important features of procedural or instructional text that should be paid attention, they are:

1. Purpose

In a procedural text, the writer should determine the purpose of his text; whether it is to explain a process clearly enough so that someone can understand it or it is intended to make someone able to perform it.

2. Text Organization

- a. The focus of instructional texts is on a sequence of actions. This means the text should be organized in a logical order describing each action chronologically.
- b. The structure of it is commonly consisting of goal (often indicated in the main heading), material (listed in order of use), and method (steps oriented towards achieving the goal).

Additionally, each stage in instructional text should serve a particular function, e.g. telling us what we need, or what to do next. The text may also include comments on the usefulness, significance, danger, fun, etc. of the activity.

3. Language Feature

- a. Generalized participants referring to a whole class of things (ingredients, utensils) as well as specific ones (the eggs).
- b. The reader following the instruction is referred to in general way (one/you) or something is not even mentioned at all (draw a 10 cm line).
- c. Linking words to do with time (first, then, when).
- d. Mainly action verbs (put, take, hold).
- e. Tense is timeless (what people do in general), e.g. simple present tense.
- f. Detailed factual description of participants (shape, size, amount, etc).
- g. Detailed information on how (Carefully, with the knife, quickly), where (Into the bowl, in the oven), when (after you have folded the napkin).

Based on the statement above, it can be said that the important features of procedural or instructional text that should be paid attention by senior high school students are: goal or aim (states what is to be done), materials (listed in order of use including items needed), method (a series of steps), evaluation (how the success of the procedure can be tested).

B. Concept of Writing Skill

Writing is a process of communication which uses a conventional graphic symbol to convey a message to a reader (Linderman, 1983:11). The process of writing can be successful if the writer and the reader understand well the language being used in that written communication.

Raimes (1987: 76) says writing is a skill in which we express ideas, feeling, and thoughts which are arranged in words, sentence, and paragraph using eyes, brain, and hand. Thus, writing is the ability to express the writer's ideas in written form as a means of communication. In writing activity, writer can be said to be successful if the writing contains the necessary aspects of writing. According to Jacobs (1981: 90), there are five aspects of writing as follows:

1. *Content*, refers to the substance of writing, the experience of the main idea (unity).
2. *Organization*, refers to the logical organization of the content (coherence).
3. *Vocabulary*, refers to the selection of words that are suitable to the content.
4. *Grammar*, refers to the use of the correct grammatical form of syntactic pattern.
5. *Mechanic*, refers to the use of graphic conventional of the language.

In more details, Macdonald & Macdonald (1996: 1) states specifically that writing process is a creative act of construction that seems to begin with nothing (blank page) and ends with coherent structures that expresses feelings, emotions, attitudes, prejudices and values (the full range of human experience).

Massi (2001) considers writing as a tool for the creation of ideas and consolidation of the linguistic system by using it for communicative objectives in an interactive way. In addition, writing is an interactive process by nature since it evolves out of symbolic interplay between writer, text and reader. From the statements, it can be inferred that writing refers to a tool which is connecting the writer and the reader.

In short, writing is a process of transferring one's idea into written form. In this case, the students are expected to make paragraph in logical order.

C. Paragraph Writing

Paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea (Reid, 1996: 15). In other words, paragraph is the smallest part of composition that contains a series of sentences that is used to develop one main idea.

According to Macdonald & Macdonald (1996:71), paragraph is like composition, it has unifying central idea (topic idea) and organizing pattern that develops the idea with concrete details, connecting words that interrelate ideas and a final sentence that brings the paragraph to a clear end.

It means that the pattern of the paragraph consists of topic sentence, supporting sentences and concluding sentence.

Alice Oshima and Ann Hague (1981:3) suggests that paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

Smalley and Ruetten (1986: 3) define a paragraph as a group of sentences that develops one main idea. A paragraph develops a topic. A topic is basically the subject of the paragraph, it is what the paragraph is about or it indicates what the paragraph is going to discuss.

In brief, it can be said that paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea which is stated in the topic sentence and ends with a concluding sentence. A paragraph has three major structural parts: a topic sentence, supporting sentences and concluding sentence. The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic

to one or two areas that can be discussed completely in the space of the single paragraph. The specific area is called the controlling idea; the topic sentence of the model states both the topic and the controlling idea. In addition a good paragraph should be considering the coherence, unity and completeness.

D. Concept of Picture-Sequence

Based on Stevick (1957: 74) picture is one visual aid as anything visible, which helps our students to learn the language more clearly. It is supported by Zainudin quoted in Rohimah (2001: 14). picture is one of the visual aids that can raise the students' motivation in learning. It can be said that picture is able to stimulate students' idea to appear. In more detail. Gardner (2007) states the following:

"Simply distribute or show a picture that tells a story and encourages students to brainstorm words and ideas about the image before writing a story that tells a background on the image or extends details on what has happened. gives the students chance to think critically about their interpretation of the events in the images and to write about that ideas".

From the statement above, the writer can infer that a picture-sequence can guide the students to express what in their mind. They can also interpret the picture in written form specifically, since they directly see the condition of what they want to write in the picture.

Meanwhile, Goodman (2000: 2) says that picture stories will add a touch of intrigue to the class and make the lesson much more dynamic as imaginations are aroused. This is very useful with students who find it is difficult to use imagination. The picture story provide a support and ideas which the students then can build on more easily than inventing their own story all together. Beside that picture-sequence can make the condition of teaching-learning more alive and dynamic, it is able to help the students to expand or develop the topic of writing.

In addition, Heaton (1991:142) states that a picture or series of picture not only provides the students with the basic material for their composition but stimulates their imaginative power.

He also says if the stimulus in a situational composition is purely verbal, the students often tend to reproduce the phrase and sentences contained in it. The picture and diagram fortunately avoid this weakness. It means picture-sequence helps the students to expand their topic writing.

Based on the explanation above, it is clear that picture has many benefits, developing students' ability especially to raise their own ideas in the form of writing. In other words picture can be such guidance for the students to stimulate their imagination and pour out it in the form of written form. Finally, it can be concluded that picture-sequence consist of series of pictures that relates each other and relates a topic or a story. In this research, it is used as a technique in teaching writing in order to develop students' procedural paragraph writing ability.

E. Picture-Sequence in Relation to the Study

Brown (1978:117) states that an English class also uses picture every two weeks as subjects for composition. The statement indicates that picture-sequence can be used as a visual aid in teaching writing, since it can help the students to learn about writing. Furthermore, picture-sequence in relation to the element of writing can be elaborated.

Goodman (2006:1) states that picture stories are often used in a very predictable way in the classroom, usually as a starting point for process writing activity. The statement above is supported by Rohimah (2001:30) pointing out that picture-sequence is a copy of a real object, which might be either larger or smaller than the object that are represented, aiming at making the students in producing their message creatively about the content of picture-sequence. It means picture-sequence helps the students to find out and to expand the topic writing (unity), especially procedural text.

In term of organization (coherence), it is clear that picture-sequence can help the students' arrange sentences in the paragraph. Since the picture is in a sequence, the first picture is related to the next picture. These related pictures can help the students to form outline. This outline can make the students easier to develop their paragraph more smoothly by writing transitional signal. Moreover, Nelson (1989: 33-36) suggests to offer the use of picture-sequence in the class with the idea that words can be associated by a picture. From the collection of the words, the students would be able to write the sentence easily in paragraph form. From the statement above it can be inferred that in term of vocabulary, picture-sequence gives guidance in focusing the appropriate words used in writing. This can help the students to find appropriate vocabulary related to the content of the picture. From the collection of the certain words related to the picture-sequence, the students can create phrases. Then, from those phrases, the students would be able to construct clauses and even sentences easily in form of a good paragraph.

Meanwhile, having more writing practice by using picture technique can force the students to realize about how to use correct language and mechanism. From the statement above, it is clear that picture-sequence is very beneficial to be used as a technique in writing class since it helps the students to develop their writing.

F. Teacher's Role in Teaching Learning Process

Teaching is providing someone with the opportunity to learn. This can be done well, and it can be done poorly but it is never done easily. As a good teacher, someone should always improve himself to give the best performances in teaching learning objectives as stated in curriculum.

Actually a teacher has an important in teaching learning process. Wafiah (2003:7) says that the function of the teacher in the process of teaching and learning is a director, facilitator, moderator, and motivator of learning. It means every step that is performed by the teacher in teaching learning process, has specific function that is intended to improve the quality of the students learning activities.

Kesten (1987:5) states that teachers assist students in mastering the decision making processes as instructors, guides and facilitators. In this role, teacher not only enables students to acquire a solid base of knowledge and experience, but they also help students to discover the personal meaning of this knowledge experience in terms of their own needs. In other words the duty of the teacher is not only transferring the knowledge to the students, but also educating the students.

Concerning the explanation above, it is clear that besides a teacher is able to give the material and explain it in front of the class, the teacher should also be able to create facility and condition in which consequently giving the students opportunity and participation for learning in the classroom. In order to achieve the dynamic in teaching leaning process, the teacher should be able to use his capability in teaching writing. In addition the teacher can look for suitable technique or media in order to help the students to master the material. Through picture-sequence technique, the writer hopes that it can improve the teacher's performance in teaching procedural text and also students' writing ability.

G. Concept of Students' Learning Activities

Learning activities can be defined as what students do in order to learn in your teaching sessions, and program. Learning activities are underpinned by what we do as educators, and what we encourage or require students to do as learners, to support them in the achievement of learning outcomes. (It@unsw.edu.au)

Douglas in Hamalik (2001:172) states that “one learns only by some activities in the neural system: seeing, hearing, smelling, feeling, thinking, physical or motor activity. The learner must actively engage in the “learning”. whether it is of information a skill, an understanding, a habit, an attitude, an interest, or the nature of task”.

In view of the description above, learning activities mean any activity done by the students in the teaching and learning process. The result of the activities is determined by what the teacher does and gives to the students. During the teaching and learning process, the teacher must provide the activities that must be done by themselves because the students will learn something if they are given an opportunity to do the activities themselves. By doing many activities they will get knowledge, comprehension, aspects of behavior. They will also be able to develop their skills that may be meaningful for social life.

Because of a large number of learning activities that can be done by the students, Dierich in Hamalik (2001:172) classifies the learning activities into eight groups, they are as follows:

1. Visual Activities

Examples: reading, observing, demonstrating, looking at the pictures, etc.

2. Oral Activities

Examples: expressing something, asking, discussing, interrupting, formulating, giving advice, etc.

3. Listening Activities

Examples: listening to a conversation, a speech, radio, etc.

4. Writing activities

Examples: writing an essay, paper, summarizing, doing a test, filling out the questionnaires.

5. Drawing Activities

Examples: drawing maps, graphics, charts, etc.

6. Motor Activities

Examples: doing an experiment, dancing, farming, etc.

7. Mental Activities

Examples: responding, solving problem, analyzing, taking a decision, memorizing.

8. Emotional Activities

Examples: feeling happy, tired, nervous, etc.

H. Concept of Teacher's Performance

In accordance with Medley and Shannon (1994) in Dunkin (1997), teacher's performance is the way in which a teacher behaves in the process of teaching. So, teacher's performance is nay behavior done by the teacher when she/he teaches the students.

It is necessary to observe the teacher's performance during the teaching and learning process because according to Foster (1976:37), a teacher is a central force that shapes the behavior of the individual student. The teacher's performance covers the teacher's behavior that can be described according to specific roles that stem from the expectations of society, school, peers, colleagues, and the children themselves.

Foster (1976:38) adds that, the qualified and competent teacher must have mastered the knowledge and skills necessary for the performance of the psychological roles and instructional roles. In instructional roles a teacher must be able to perform the following roles:

1. A planner for learning and instruction
2. A facilitator of learning and instruction
3. An evaluator of learning and instruction.

Based on the descriptions above, the teacher's performance is the way a teacher behaves in the process of teaching. The behavior done by the teacher in this process shows that she/he is doing her/his roles which cover psychological roles and instructional roles.

Considering the important role of a teacher in teaching learning process, the researcher intends to observe the teacher's performance when he teaches writing by using picture sequence technique. The main tools for assessing the teacher's performance are observational schedule and rating scales. In this action research, the researcher will use an observation sheet in which there are some aspects that will be scored. The aspects cover the teacher's performance in pre activity, while activity and also post activity.

I. Procedure of Teaching Procedural Text through Picture-Sequence Technique

Edelstein and Pival (1988:11) state that there are three steps of writing. These steps are used to make the writing more effective. They are:

- a. *Pre-writing* refers to the selection the general subject, restricting the subject, generating the ideas and organizing the ideas.
- b. *Writing* denotes to setting on the paper the ideas in her or his mind into words, sentence, paragraph, and so on.
- c. *Re-writing*, concerns with evaluating her or his writing, dealing mainly with:
 - I. Correcting the content and form
 - II. Correcting the vocabularies, punctuation and grammar
 - III. Correcting writing errors, word duplications and omission.

Considering the statement above, steps consist of pre-writing, writing and re-writing will be applied. The procedures of teaching procedural text writing through picture-sequence will be represented as follows:

First Cycle

First meeting:

▪ Pre-writing activities

- Teacher greets the students
- The teacher tells the material that will be taught and also competence that should be achieved after the teaching and learning process.
- Teacher does an apperception, in which he asks the students about procedural text e.g. what do you know about procedural text? Have you ever written it before?

▪ While- Activities

- Teacher gives explanation about procedural text
- Teacher breaks the class up into group of five students
- Teacher distributes the paper which content about the text procedure.
- Teacher gives guidance questions relate to the picture e.g. "What picture is it? Have you ever do this? ,What are you doing in the first time?, etc.
- Teacher asks the students to discuss the text procedure which has been given by the teacher about ten minutes.
- Teacher gives a cloze test related to text by individually (it has function to know the understanding of the students about the text.
- Teacher moves among the students to control their activities and help them if it necessary
- After all these activities are finished by the students, the teacher distributes the paper again which content the picture sequence in black and white colors picture sequence and the explanation of the steps to accomplish it to the students
- The students are given questions related to the picture sequence and the explanation of the steps to accomplish it, (it has function to know the understanding of the students about the text).

Examples of the questions:

1. For the first time what we have to do?
2. How to indicate the position of the puncture?
3. After remove the outer fire off what we have to do?
4. What we have to use to spread the punctured area and place a patch over it?
5. Before put the tube back into the tire, what we have to do?

- Teacher moves among the students to control their activities and help them if it necessary

▪ **Post- Activities**

- After all the students have submitted their work, the teacher does a reflection by asking the students what they have learnt that day.
- The teacher closes the class

Second meeting:

▪ **Pre-writing activities**

- Teacher greets the students
- The teacher tells the material that will be taught and also competence that should be achieved after the teaching and learning process.
- Teacher does an apperception, in which he asks the students about procedural text e.g. what do you know generic structure? Have you ever written it before?

▪ **While- Activities**

- Teacher gives explanation about procedural text
- Teacher breaks the class up into group of five students
- Teacher distributes the paper to the students which content only the picture sequence in black and white colors

- Teacher gives guidance questions relate to the picture e.g. “What picture is it? Have you ever made it? , What are the materials? Etc.
 - Teacher asks the students to discuss the picture sequence and which has given by the teacher about ten minutes.
 - Teacher asks the students to write the explanation of the steps to accomplish it by individually.
 - Teacher moves among the students to control their activities and help them if it necessary
- **Post- Activities**
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 - Teacher greets the students
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- **While- Activities**
 - Teacher gives explanation about procedural text

- Teacher breaks the class up into group of five students
- Teacher distributes the paper which content about the text procedure.
- Teacher gives guidance questions relate to the picture e.g. “What picture is it?
Have you ever made it? ,What are the ingredients?, etc.
- Teacher asks the students to discuss the text procedure which has given by the teacher about ten minutes.
- Teacher gives a cloze test related to text by individually (it has function to know the understanding of the students about the text.
- Teacher moves among the students to control their activities and help them if it necessary
- After all these activities are finished by the students, the teacher distributes the paper again which content the picture sequence in colorful and the explanation of the steps to accomplish it to the students
- The students are given questions related to the picture sequence and the explanation of the steps to accomplish it, (it has function to know the understanding of the students about the text).

Examples of the questions:

1. What we have to do after put one spoonful of salt?
2. How many vinegar that must be added?
3. What is the function of shaking well?
4. How many steps that must be done to make cucumber pickle?
5. What does “wanted” means in the second section?

- Teacher moves among the students to control their activities and help them if it necessary

▪ **Post- Activities**

- After all the students have submitted their work, the teacher does a reflection by asking the students what they have learnt that day.
- The teacher closes the class

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- Teacher greets the students
- The teacher tells the material that will be taught and also competence that should be achieved after the teaching and learning process.
- Teacher does an apperception, in which he asks the students about procedural text e.g. what do you know generic structure? Have you ever written it before?

▪ While- Activities

- Teacher gives explanation about procedural text
- Teacher breaks the class up into group of five students
- Teacher distributes the paper to the students which content only the picture sequence in colorful.
- Teacher gives guidance questions relate to the picture e.g. "What picture is it? Have you ever made it? ,What are the ingredients?, etc.
- Teacher asks the students to discuss the picture sequence and which has given by the teacher about ten minutes.
- Teacher asks the students to write the explanation of the steps to accomplish it by individually.
- Teacher moves among the students to control their activities and help them if it necessary

- **Post- Activities**

- After all the students have submitted their work, the teacher does a reflection by asking the students what they have learnt that day.
- The teacher closes the class

J. Advantages and Disadvantages of Using Picture-Sequence in Teaching Procedural Text Writing

As one of the visual aids and also technique in teaching writing, picture-sequence can give any advantages as well as disadvantages in teaching procedural text writing. The advantages and disadvantages of using pictures in teaching writing are as follows:

a. The advantages:

- The students study the material with full attention
- Students and teacher benefit from exercise directed toward reading the meaning of the picture-sequence.
- Picture-sequence can be used for individual or group of students.
- Picture-sequence can present the world outside into the class. For example, we can bring the mount into the classroom.
- Picture-sequence is relatively easy to be found, since it can be obtained from any sources like magazine, newspaper, internet etc.
- Picture-sequence provides a chance of maintaining a high level of interest.
- The students show their ability in thinking and interpreting the events.
- Students are able to see the picture clearly, distinctly, and they can understand the whole pictures because the first picture is related to the next picture.
- Picture-sequence can help the students to organize the events in chronological order.
- Picture-sequence can help the students expand or develop the topic of writing.

b. The disadvantages:

- Each person has different perception about the meaning of the pictures. In this case, the teacher should help the students in making clear perception about the picture by using guidance questions.
- Students may find difficulties in expressing what they have seen from the picture-sequence, because their vocabulary is still limited. By discussing the picture in group the students can also discuss the vocabulary that can be used to interpret the pictures.

Thus, it can be seen clearly that picture-sequence has more advantages than the disadvantages; that is why picture-sequence will be applied as technique for teaching procedural text writing.

K. Theoretical Assumption

From the literature review above, the researcher come to the assumption that by the differences human being has, everyone has tendency to think and make decision towards something. Teaching learning process adapt it by presenting a certain ways (picture sequence technique) to stimulate the students to understand and produce something in writing implementation. Based on the theories, the researcher assumes that picture sequence technique is applicable to improve the students' understanding and producing ability of procedural text. This assumption is supported by one of the supporting theories which states that picture sequence not only provides the students with the basic material for their composition but stimulates their imaginative power (Heaton, 1991:142). It means that senior high school's students will be able to make or write something so long as there is stimulate to do that. For that reason, picture sequence technique can be implemented to stimulate the students' producing of procedural text.

