

I. INTRODUCTION

A. Background of the Problem

The implementation of Educational Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) in most schools in Indonesia has functions as the instrument to guide teaching learning activities towards the main goals of national education. The goals of teaching English stated in the Curriculum for English subject are to project the students to be able to master and use the language skills for any relevant needs and situations they would encounter in the real life outside schools. It means that the students should be able to do oral or written communication in many situations. However, in accordance to the English teacher of SMA KOSGORO Bandar Sribhawono, the students' ability in writing is far from the expectation.

The fact that the students' ability in writing is far from the expectation is also supported by the result of the pre observation done the researcher when the students were at the 1st semester of the 1st grade. At that time, the students were asked to write the procedural text based on the picture and the material has given. The observation revealed that many students could not express their ideas smoothly in written form and also they had difficulties to express and expand their ideas even though they knew what would be written. In addition, the teacher confessed that his students still did not know how to write and they could not link sentence into coherent ideas in the target language. It is also supported by the results of the preliminary test. The teacher showed students' average score in writing was 50.76. It means that the score of the students' writing is still unsatisfactory.

Due to the problem above, while the researcher was doing the pre observation, he tried to find out the cause of the problem. From the pre observation, the researcher assumes that, it is the

inappropriateness of teaching method used by the teacher which causes the student has low ability in writing.

During the teaching and learning process, the teacher only focused on explaining the text elements of procedural text (topic+ statement of purpose and sequence of steps to accomplish the job stated in the topic). In other words, he just taught his students about steps how to accomplish of the job by using imperative sentence (e.g. take a bottle of...) and sequence of event (first, next, then, after etc).

When the teacher explained the lesson, the students did not concentrate on the lesson. Those who kept concentrating were only the students who sit near the teacher, meanwhile, the rest were busy with their activities which were not relevant to the learning material, like drawing, chatting etc. In addition, when the teacher asked the students, for example, asking them to tell the step to accomplish of the job (sequence of event), and the students who answered it are only the clever ones. Others only kept silent and became good viewers without participating at all. By seeing that fact, the researcher thinks that the teacher must provide an activity that makes all students involve in the teaching and learning process, especially the activity that can stimulate the students to write.

In order to solve the problem happened to the 1st grade students of SMA KOSGORO Bandar Sribhawono, the researcher together with the English teacher of that school conducted a classroom action research in which the picture sequence was implemented to improve the students' writing ability. A class room action research that had been done is a way for the instructor in this case the English teacher to discover what works best in his own classroom situation, thus allowing informed decisions about teaching (Mettetal, 2003).

Furthermore, the researcher will use teaching aids in order to encourage the students to learn and make it easy in accepting the material, and also for the teachers, it can improve their

teaching performance in hope that it will develop the students' learning achievements, especially in writing subject. One of the teaching aids is visual aid. Visual aid is the tools that will aid in creating the proper image for the learners and that is the true basis of learning. The examples of visual aids are picture, maps, globe, chart, card etc. In this research the researcher will try to use picture-sequence technique to overcome the problems related to writing and teacher's performance in teaching the procedural text.

The decision to implement picture sequence was a joined decision between the researcher and the English teacher. The researcher intended to use the picture sequence since some students in that class like drawing, chatting, day dreaming when they were learning in the class, and also the researcher identifies that many factors can cause students' problem in writing ability and understanding procedural text, some of them as follows that the students' limited vocabulary knowledge, the amount of previous knowledge of the students; most of them have in sufficient prior knowledge which is related to the topic of the text, the teacher still taught writing in conventional way and seldom uses media and technique in teaching writing. Consequently, the students would easily get bored in writing class and thought that writing is boredom and difficult activity to learn.

It is worth to note that the success of learning is not only determined from the students but also from the teacher since teacher and learner are a collaboration that almost can not be separated from each other in teaching learning process. It can be said that a good teacher will also create good students. If the teacher has capability to present the material well in classroom activity, the students will also master the material well. Classroom action research will be conducted in order to overcome the problems related to teaching learning process. Hopkins (1993) says that action research is a process designed to empower all participants in the educational process (students, instructors, and other parties) with the means to improve the practices conducted within the educational experience. It means that CAR (Classroom

Action Research) is powerful integration of teaching and teaching technique that provides a solid basis for instructional decisions. Furthermore, CAR helps to provide insights into teaching that result in continual improvement.

Actually before the researcher decided to conduct a classroom action research, there have been some classroom action researches conducted before. One of the previous CAR on speaking was conducted by Dwi Ratih A (2009). Her research has proved that CAR can be used to improve the students' speaking ability which is related by a technique that she has been implemented. The improvement is approximately 45,45% (from 40.91% to 86.36%). The researcher assumed that, it also be able to conduct in writing skill.

Therefore, the researcher used classroom action research method to implement the picture sequence technique to improve the understanding and producing ability of 1st grade students of SMA KOSGORO Bandar Sribhawono about procedural text. The researcher choose the class of X 4 because the teacher informed that the students of that class had low ability in writing compare with the other classes.

Hopefully, by conducting classroom action research will bring improvement not only on the students' writing ability but also on the teacher's performance and students' activities in the classroom.

B. Formulation of the Problem

In reference to the background above, the researcher formulates the problem as follows:

1. How the picture sequence techniques improve students' ability in producing procedural text?

2. How the picture sequence techniques improve the quality of the teacher's teaching performance when the teacher is implementing picture sequence as the media to teach procedural text?
3. How teaching procedural text through picture sequence technique improve students' participation during the teaching learning process?

C. Objectives of the Research

In relation to the research problem above, the objectives of the research are:

1. To find out whether picture sequence technique improve students' ability in producing of procedural text.
2. 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.
3. To find out whether teaching procedural text through picture sequence technique improve students' participation during the teaching learning process.

D. Uses of the Research

This research can have the following uses:

1. Theoretically

This classroom action research can be used as an alternative consideration when choosing the appropriate technique/strategy to make the students active in writing procedural text activity.

2. Practically

Hopefully, this research will be useful for the English teacher, students, and also school.

a. The teacher

Through this research, the teacher can apply picture sequence technique as one of the writing activities that can make the student active in writing procedural text activity and also his performance in teaching.

b. The students

The implementation of picture sequence technique in this research will make the students get attracted to use the language in written form so that it can improve the students' ability to understand and produce the procedural text in teaching learning activity.

c. The School

The result of this research can be used as a consideration whether the school will choose the appropriate technique/strategy to make the students active in teaching learning process.

E. Scope of the Research

This research was conducted in SMA KOSGORO Bandar Sribhawono, East Lampung. The class that became the subject of this research was 1st grade of SMA KOSGORO Bandar Sribhawono since the problem was found in this class.

In teaching and learning process, the teacher used picture sequence technique to improve the students' ability in producing of procedural text and makes the students active in teaching

learning activity. The material for that process was about writing activity of procedural text. It was taken from the students' text book and other sources which were relevant to English curriculum of senior high school 2006 from BSNP. In addition, to know the students improvement on their writing ability, there was writing test for them. The writing test was about writing procedural text based on the picture sequence was given and it was evaluated in terms of Content, Organization, Vocabulary, Grammar, and Mechanic.

In this research, the researcher held two cycles because in the second cycle the indicators of the research have been achieved. The first cycle was done based on the problems of the research then the next cycle was done based on the result of the analysis and reflection from the first cycle.

The focus of this research is on improving students' ability to produce of procedural text. Tough this research focused on students' ability to understand and produce procedural text. the researcher also observed the students' learning activities when the picture sequence technique was being implemented. The researcher decided to observe those five aspects (terms) because the researcher assumed that the result of learning product, that is the student's writing ability is also determined by the learning process occurred in the class which covers the students' learning activities and the teacher's teaching performance.

F. Definition of Term

1. Improving

Means making something or somebody better. In this research the researcher intends to make the students' writing ability better.

2. Writing

Writing is one of language skills in which the writer gets ideas and expresses the ideas in written form

3. Ability

Ability is skill or power. This research will focus on the students' skill to understand and write English.

4. Teacher's performance

Teacher's performance is the way in which a teacher behaves in the process of teaching.

5. Students' activities

The students' activities are the activities done by the students during teaching and learning process.

6. Producing

Producing means that creating something, especially when skill is needed.

7. Understanding

Understanding means that to know or realize how or why something happens, how it works or why is important.

8. Procedural text

Procedural text is a text that functions to explain or to tell how something is worked or happened, it might also explain how is something is made or done.

9. Picture-sequence

Picture sequence is series of pictures that relates each other and creates a story.