

**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)**

**(A Script)**

**By:**

**SIGIT WIYONO**



**LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2010**

## **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 )**

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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.

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**A Script**

**Submitted in a Partial Fulfilment of  
The Requirements for S-I Degree  
in  
The Language and Arts Department of  
Teacher Training and Education faculty**



**LAMPUNG UNIVERSITY  
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2010**

Research Title

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**CURRICULUM VITAE**

The writer's name is Sigit Wivono. He was born in Bandar Agung, November 14, 1985. He is the second child of a harmonious couple Lisno and Tentrem. He has one brother and one sister named Haryono and Nurul Hasanah.

He entered MI (Madrasah Ibtidaiyah) Ma'arif Sribhawono in 1992. Having graduated from the Elementary School in 1998, he went to MTs (Madrasah Tsanawiyah) Waiar Ma'arif 9 Sribhawono and graduated in 2001. He finished his High School at SMA Negeri 1 Bandar Sribhawono Lampung Timur in 2004.

After finishing his school, he decided to continue her study in English Department in Teacher Training and Education Faculty of Lampung University. In 2008, he carried on Teaching Practice Program (PPL) at SMP Negeri 22 Bandar Lampung and did the research at SMA KOSGORO Bandar Sribhawono Lampung Timur.

## **DEDICATION**

This script is dedicated to My beloved parents (Lisno and Tentrem):  
You have sacrificed so many things for me and our family.

My siblings ("Mas Haryono and Dek Nurul): thanks for your love and support.  
Let's keep struggling to make Bapak and Ibu proud for us.

My soul mates (Eva Marissa Safitri, Anwar Hadi Irawan, Sofyan Hadi, Charli Wijaya) thanks for your love, help and support.

My teacher in MI Ma'arif sribhawono. MTs Waiar Ma'arif 9 Sribhawono. SMA Negeri 1 Bandar Sribhawono, all lecturers in English department and all teachers in SMA KOSGORO Sribhawono.

My beloved comrades Eng '04 of Lampung University

My beloved friends in KSR PMI Unit Unila

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The writer would like to acknowledge his endless and countless thanks to the Most Gracious and the Most Merciful, Allah SWT who always gives him all the best of this life and there is no doubt about it. *Shalawat and salam* to the prophet

Muhammad SAW, his family and his friends. This script is presented to fulfill one of the requirements in accomplishing the S-1 Degree at the Department of Language and Arts of Teachers Training and education Faculty in the University of Lampung.

The writer also would like to take his opportunity to express his deep and sincere gratitude to the following:

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11. Anyone that can not be mentioned directly or indirectly or indirectly who has helped the writer in completing this script. The writer does appreciate any opinion, and suggestion for the improvement of this script.

Bandar Lampung, June 2010  
The writer,

Sigit Wiyono

MOTTO

# LIFE IS BUFFETINGS

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## 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 1<sup>st</sup> semester of the 1<sup>st</sup> 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 1<sup>st</sup> 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 in sights 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 1<sup>st</sup> 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 1<sup>st</sup> 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. Though 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.

## **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 hones 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](mailto: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 nav 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 son.
- 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**
    - 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 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 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

**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.
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  - 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.

### **III. RESEARCH METHOD**

#### **A. Setting of The Research**

In this research, the researcher used collaborative classroom action research (CAR) method. This research was done at first grade of SMA KOSGORO Bandar Sribhawono, East Lampung. It was done based on the teacher's information and also pre observation done by the researcher which showed that the students of that class have very low in writing ability. For that reason, the researcher examined the cause of the problem and then found the solution for that problem. The cause of the problem is the inappropriateness of teaching method that used by the teacher, and the solution for the problem is the implementation of picture sequence technique to teach writing.

The subject of this classroom action research was the students of the first grade of SMA KOSGORO Bandar Sribhawono which consists of 34 students. The students of this school were not so active when they were learning English. According to the researcher's pre-observation toward those students, the researcher concludes that most of the students had low ability in writing skill. They were given a writing test using procedure text, leading to an average score of only 50, 47. It is

obviously very disappointing since they should reach 60 as it is the pre-determined minimum score (KKM) to pass the exam. Accordingly, the indicators of the learning process cannot be achieved, both in the learning activity and the learning product.

In this classroom action research, the researcher will act as the collaborator accompanied by a partner as a teacher. The researcher made a lesson plan based on the procedures of the technique that will be implemented, and the students will be taught based on the lesson plan. While teaching, the teacher will also be an observer. i.e. teaching while focusing on observing student's learning activity. Meanwhile, his partner will observe everything that may occur in the classroom during the teaching-learning process.

## **B. General Description of the Research**

The research was conducted based on the problems faced by the students and English teacher. The cause of problems will be identified to find the best solution, i.e. through teaching writing of procedure text applying picture-sequence technique. Every important occurrence will be recorded to build a deeper understanding about the problem and its solution.

While the teacher was applying picture sequence picture in the classroom, the observer observed the students' activities. Besides, the researcher also observed the weaknesses of the first cycle in order to make improvement on the next cycle. During the teaching learning process, the teacher give explanation about the material that will be discussed and give questions related to the explanation, and

asking the student to do the test. This test was scored by both researcher as a teacher and observer.

After that, the researcher and observer analyzed the result of writing test, and also the result of the observation. The teacher and observer also did reflection after knowing the result of the analysis. Based on the analysis and reflection, it would be decided whether the second cycle must be held or not, and the second cycle was focused on eradicating the weaknesses in the first cycle.

### **C. Research Procedures**

In this classroom action research, the researcher held two cycles because the objectives and the indicators of the research could have been fulfilled only in two cycles, for that reason, the third cycle did not need conducting. The first cycle was done based on the problem of the research, and then the second cycle was conducted after the analysis and reflection from the first cycle. The main steps of each cycle are as follows: (1) planning, (2) implementing, (3) observing, and (4) reflecting (Arikunto, 2006:16). The stages are illustrated as follow:

#### **1) Planning**

Planning is the stage where the problem causes are identified. By knowing the causes, the focus of the problem can be formulated in the importance of the implementation that will be given. After deciding what the problem and the causes are, the appropriate technique is selected. And based on the problem and the teaching technique, the materials and teaching aids and the type of test are planned. To get a complete series of data, a rater is involved to observe the teaching-learning process.

## 2) Implementing / Action

Action is the part of the cycle where the researcher as a teacher does the treatment, i.e. teaching procedure text through picture-sequence technique. In this stage, the lesson plan which has been made before will be used and picture-sequence technique implemented for teaching writing of procedure text.

## 3) Observing and Interpreting

The researcher will be helped by his partner as an observer who will take a note or do the observation on the teaching-learning activity. All the important things during the teaching learning-process will be recorded. Observation and interpretation toward the action in the class will be done together with the action.

## 4) Reflecting

In this step, the result of the writing test as the learning product will be analyzed, together with everything that have occurred in the teaching-learning process based on the observation sheets. It is done to find out the improvement after picture-sequence technique has been implemented in teaching writing of procedure text. In analyzing, the researcher together with the partner will do reflection to discover the weakness (es) and strength(s) of the implementation of picture-sequence technique, and also to identify the problem faced by both teacher and students during the teaching-learning process. By doing so, what improvements should be made for the next cycle can be determined. If the indicators of the research have not been met in the first and in the second cycles, next steps would be planned to make betterment in the next, the third

cycle. On the other hand, if the indicators are already achieved, there's no need to conduct the third cycle.

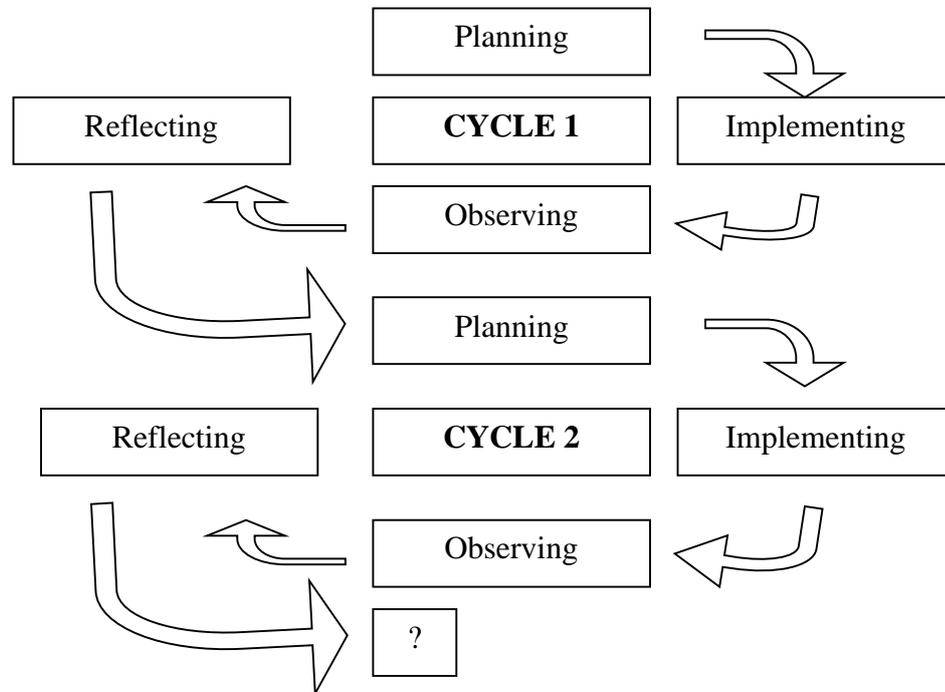


Figure 1. The cycles of the classroom action research.  
Adapted from Arikunto, 2006:16.

#### D. Indicators of the Research

In order to see whether picture-sequence technique could develop the students' writing ability or not, some indicators concerning the learning process and learning product are identified. They are as follows:

##### 1. Learning Process

In the learning process, there are two aspects which become the focus of this research, that is, the students' learning activities and the teacher's teaching performance. The target determined by the researcher concerning the students'

activities is 80%. So, if 80% of students did 80% of activities in the teaching and learning process when picture sequence technique is being implemented, it means that the students' learning activities are good. The researcher decided to set 80% as the target since according to Arikunto in Thaib (2004:7), if more than 75% of students are actively involves in the teaching and learning activities, it can be categorized as a good level. To set the target of the success of this CAR, the researcher also did a discussion with the English teacher of that school.

Besides observing the students' activities, the researcher also observed the teacher's teaching performance during the teaching and learning process. It is expected that the teacher can get score 70 in his teaching performance after implementing picture sequence techniques. So, if the teacher can reach that target, it means that the teacher's teaching performance is good. For the teaching performance, there are some aspects scored, that is, the teacher's activities in pre activity, while activity, and post activity.

## 2. Learning Product

The target score of the learning product is 60 or more as 60 is the standard score or KKM (*Kriteria Ketuntasan Minimal*) stated by the school for English subject. So, if at least 80% of students' scores can reach 60 or more for the writing test, it means that the picture-sequence technique is regarded as applicable to improve students' writing ability achievement. Scoring criteria adopted from Jacobs (1981: 90) are applied in this case.

Basically, there are five aspects evaluated by the researcher. They are:

1. Content is referring to the substance of writing, the experience of the main idea (unity, topic, and subject).
2. Organization is analyzing the logical organization of the content (coherence, ideas, organized, logical sequencing, cohesive).
3. Vocabulary is denoting to the selection of words those are suitable with the content (appropriate terms and words).
4. Language use is viewing the use of correct grammatical and syntactic pattern (article, pronoun, preposition, and meaning).
5. Mechanic is referring to the use of graphic conventional of language (spelling, punctuation, paragraphing, and handwriting).

The percentage of scoring from the writing components is derived as follows:

- |                 |        |
|-----------------|--------|
| 1. Content      | : 30 % |
| 2. Organization | : 20%  |
| 3. Vocabulary   | : 20 % |
| 4. Language use | : 25 % |
| 5. Mechanic     | : 5 %  |

Below is the classification of scoring criteria adopted from Jacobs (1981:90) combine with Arthur Hughes (1989:91):

**Content**

- |         |   |
|---------|---|
| 30 - 27 | Excellent to very good: development of topic, relevant to assign topic.                               |
| 26 - 22 | Good to average: some knowledge of subject, adequate range, mostly relevant to topic but lack detail. |

- 21 - 17 Fair to poor: limited knowledge of subject, inadequate development of topic.
- 16 - 13 Very poor: doesn't show knowledge. not pertinent. or not enough to evaluate.

### **Organization**

- 20 - 18 Excellent to very good: ideas clearly stated/supported, well organized, logical sequencing, cohesive.
- 17 - 14 Good to average: loosely organized, but main idea stand out, limited support, logical but incomplete sequencing.
- 13 - 10 Fair to poor: ideas confused or disconnect, lacks logical sequencing and development.
- 9 - 7 Very poor: doesn't communicate. no organization. or not enough to evaluate.

### **Vocabulary**

- 20 - 18 Excellent to very good: Occasionally uses in appropriate terms; expression of idea hardly impaired.
- 17 - 14 Good to average: Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
- 13 - 10 Fair to poor: Limited Vocabulary and frequent errors clearly hinder expression of ideas.
- 9 - 7 Very poor: Vocabulary so limited and so frequently misused that reader must often rely on own interpretation

### **Language use**

- 25 - 22    excellent to very good: effective complex construction, few errors of articles, pronoun, preposition.
- 21 - 18    Good to average: effective but simple construction, several errors of articles, pronouns, but meaning seldom obscured.
- 17 - 11    Fair to poor: major problem in complex/simple construction, frequent errors of tense, articles, pronouns, prepositions, meaning confused or obscured.
- 10 - 5     Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

### **Mechanic**

- 5            Excellent to very good: few errors spelling, punctuation, capitalization, paragraphing.
- 4            Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
- 3            Fair to poor; frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
- 2            Very poor: dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

In more details, Jacobs (1981: 92-96) explained the description and criteria of writing scoring system.

In addition, marking composition taken from Hedge (1988: 153) is also adopted, as displayed below:

**Table 2** Marking Composition

No.	Meaning	Marking	Examples
1	Wrong Form	<b>wf</b>	The <i>best</i> <sup>wf</sup> will be its achievement
2	Wrong Word	<b>ww</b>	Patient, funny and <i>kindly</i> <sup>ww</sup>
3	Wrong Tense	—	In the last few weeks you <u><i>didn't has</i></u> much fun
4	Something is Missing	—	You arrived in Brighton — the first
6	Wrong Spelling	<b>Sp</b>	<i>Confortable</i> <sup>Sp</sup>
7	Wrong Word Order	<b>Wo</b>	<u>You haven't seen yet</u> <sup>Wo</sup>
8	Wrong Punctuation	<b>P</b>	Look <i>out</i> <sup>P</sup>
9	Not Necessary		John comes in and <del>be</del> sat down
10	Incomplete sentence or I don't understand what you are trying to say	?	While Ari was sunging?

## E. Instruments of The Research

To gain the data, the researcher applied two kinds of instruments. The instruments are the writing test and observation sheet.

### 1. Writing Tests

The first instrument used in getting the data is writing test. Heaton (1991: 137) suggests that writing can be a useful testing tool since it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. In addition, composition tests provide a degree of motivation which many objective type tests fail to provide. In this research, the students will be asked to write procedural text based on the picture-sequence given to them. The tests are accompanied by: detail instruction and direction including time allocation and

the use of present tense, correct mechanism, appropriate time transitional signal, etc. For example:

Instruction:

- a. Write your name and your class clearly on the paper.
- b. Use your time efficiently (2×45 minutes).
- c. Work individually.

Direction:

- a. Write a procedural text based on the picture-sequence given.
- b. Write the text in the present tense form and with correct mechanism.
- c. Use the appropriate time transitional maker.

## 2. Observation Sheets

An observer will be asked to observe directly the students' activities during the teaching-learning process. The observation will be done to identify the students' interest to follow the class and respond to the topic, their attention to the teacher explanation, their focus on the aspects of procedure text, and their ability in identifying procedure text's generic structure and language features.

All of the important things that may occur during the teaching-learning process will be noted by the observer.

**Table 3** Observation Sheet of Students' Activities

No	Students' activities	Students' code					Note
		a	b	c	d	e	
1	Pre-activity a. respond to the topic enthusiastically						
2	While-activity a. Responding to the lesson explained by the teacher b. Answering the teacher's questions c. Following the teacher's instruction (discuss the picture)						

	d. Practicing writing procedural text based on the picture sequence						
<b>3</b>	Post-activity						
	a. Able to respond to the teacher's questions						
	Percentage of students' activities (%)						

## F. Data Analysis

Data analysis is the process of organizing the data in order to gain regularity of the pattern from the research. The term interpretation can be defined as a procedure of giving meaning on the result of the analytic process. Data analysis is done to create understanding of the data after following the certain procedure in which the result can be presented to the readers (Setiyadi, 2001). In this research, the data will be obtained from the test and observation, and will be analyzed based on the limitation of the problems and objectives of the research.

In analyzing and interpreting the data, the first step to do is making abstraction of all the elected data. Then, the data relevant to the research question are selected. All of the collected data are classified into two categories, data from the observation (learning process) and those from the test (learning product). The data will then be interpreted and drawn into conclusion. Based on the analysis and reflection, the weaknesses and strength can be identified from the first cycle, and improvements can be determined for the next cycle.

### 1. Learning Product

To know the improvement on the learning product, the researcher used a writing test to collect the data. There are some steps that will be used to obtain and analyze the data from the test:

### 1.1. Giving the writing test to the students

The teacher gave the picture sequence to the students, and asked them to write the steps of accomplishing it. After that, the researcher and observer analyzed the result of writing test, and also the result of the observation. The teacher and observer also did reflection after knowing the result of the analysis.

### 1.2. Scoring the students' writing ability.

Based on the result of writing test, the researcher and observer decided the scores for the students' speaking test. The researcher used scoring criteria of writing adopted from Jacobs (1981: 90). In scoring the students' writing ability, the researcher and observer scored per component of writing. It was done to know what component of writing that must be improved in the next cycle.

### 1.3. Calculating students' total score

There are two steps that must be done in calculating the total scores:

#### 1.3.1. Calculating the scores from 1<sup>st</sup> rater and 2<sup>nd</sup> rater

$$X_1 = \frac{C + O + V + L + M}{5}$$

$$X_2 = \frac{C + O + V + L + M}{5}$$

Note:

X = Total score  
X<sub>1</sub> = Score from 1<sup>st</sup> rater  
X<sub>2</sub> = Score from 2<sup>nd</sup> rater  
C = Content  
O = Organization  
V = Vocabulary  
L = Language use  
M = Mechanic

#### 1.3.2. Calculating the total score

$$X = \frac{X_1 + X_2}{5}$$

1.4. Calculating the number and the percentage of the students who get  $\geq 60$

$$\%S = \frac{S}{n} \times 100\%$$

Note:

$\%S$  = percentage of students who get  $\geq 60$

$S$  = number of students who get  $\geq 60$

$n$  = number students in the class

## 2. Learning Process

To get the data from the learning process, observation sheets will be used. The result of the observation sheets will be analyzed after every cycle was conducted.

In analyzing the data got from observing the students' learning activities, the following steps will be done:

1. Counting the number of activities done by the students
2. Calculating the percentage of the students' activities

For the calculating percentage of the students' activities, the following formula is used:

$$\%A = \frac{A}{n} \times 100\%$$

Note:

$\%A$  = percentage of students' activities

$A$  = number of students' activities observed

$n$  = number students in the class

3. Making a description from the data that have been analyzed.

#### **IV. RESULT AND DISCUSSION OF THE RESEARCH**

This classroom action research was conducted in two cycles only. The researcher decided to hold in two cycles since the indicators of the research had already been

achieved at the second cycle. Each cycle of this classroom action research comprised of some steps, such as planning, action, observation, interpretation, analysis and reflection. The steps of every cycle will be described as follows:

### **A. Cycle I**

This cycle was done in accordance with the problems found by the researcher, when he did the pre observation. The steps of this cycle are as follows:

#### **1. Planning**

The planning step in the first cycle covers:

##### **1.1 Preparing the learning material**

The material was about the ways to accomplish something which covers how to make something and how to do something in written form. In preparing the material, the researcher did it in collaboration with the teacher because the teacher his self taught the material to the students.

1.2 Making the lesson plan in which the picture sequence was implemented to teach writing to the students. The lesson plan was made based on the discussion of the researcher and the teacher.

1.3 Preparing the writing test for the students

1.4 Preparing the learning media and other things that were useful for the teaching and learning process.

1.5 Preparing observation sheets to observe the teacher's performance and students' activities.

#### **2. Action**

The first cycle was done on Monday, March 15<sup>th</sup>.2010. The meeting was held for 2 x 45 minutes and it was followed by 34 students. The processes in this step cover pre activities, while activities and post activities. The explanation is as follows:

## 2.1 Pre activities

At the beginning of the teaching and learning process, the teacher greeted the students and the checked the students' attendance. After that the teacher informed the students the competence that would be achieved after the teaching and learning process. Having informed the competence, the teacher stimulated students' apperception in which he asked the students about information they should give if they want to accomplish about how to make or how to do something and it is included in what kinds of the text. The example of the activity is as follows:

e.g.

Teacher : "Do you know how to mend a puncture?"

Students : "No. Pak"

Teacher : " Have you ever seen someone do it?"

Students : "Yes. Pak"

Teacher : "What kinds of the text if you want to write about how to do it?"

Students : "Procedural text"

Teacher : "what do you know about procedural text?"

When the teacher asked that question, there was only one student who could answer the question

Student : "a text about how to make something" (Awanda).

Teacher : “Have you ever written it before?”

Student :” Yes. when I was at third grade of junior high school”

The teacher kept asking the students to get some information from them. This was done to make the students active. However, when the teacher asked some questions to the students, there were very few students who were brave and confident enough to raise their hands and answer the teacher’s questions together, even there were a few students who kept silent.

## 2.2 While activities

To start the lesson, the teacher divided the class into group of five students.

Teacher distributed the paper which is about the explanation of the steps how to mend a puncture. Then the teacher began to give guidance questions relate to the text.

e.g.

Teacher: ” 1. Have you ever mended a puncture?

2. What are the tools?

3. What we have to do after we know the location of the puncture?

4. How many steps that must be done to make cucumber pickle?

Etc.

The situation in the classroom was lively along this section. Most students gave their opinion about what the text tells about. Sometimes, they argued among themselves if they had different opinions. They seemed so busy looking up at their dictionary in order to find out the vocabulary related to the

picture. Sometimes if they confused about the word, they would like to ask the teacher about the form of the word in English.

There was a student asked something

Student : "Pak. what is **puncture** in Bahasa?"

Teacher : "It is bocor"

After that the teacher asked the students to discuss the text procedure which has given about ten minutes.

Then the teacher gave a cloze test related to text by individually (it has function to know the understanding of the students about the picture and the text). While the students did the test the teacher moves among the students to control their activities and help them if it necessary. For detail information, **the data of the students'** cloze test1 scores at cycle 1 can be seen in the Appendix 11

After all these activities were finished by the students, they were asked to return their own sheet. Then, the teacher distributed the paper again which content the picture sequence and the explanation of the steps to accomplish it to the students, the topic was still same. Then the students were given questions related to the picture sequence and the explanation of the steps to accomplish it.

The examples of the questions:

Answer these questions below based on the text!

1. For the first time, what do we have to do?
2. How to indicate the position of the puncture?

3. After remove the outer fire off, what do 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 do we have to do?

During the students answered the questions in written form, teacher moves among the students to control their activities and help them if it is necessary. After all these activities are finished by the students, they are asked to return their own sheet, and the teacher asked to the students again related to the picture while observed the students' activities in learning process.

After that, the teacher gave black and white color picture to the students without giving the text. Then, the students were asked to write procedural text related to the picture sequence given. Meanwhile, during the students answered the questions in written form, teacher moves among the students to control their activities and help them if it is necessary.

### **2.3 Post Activities**

After all the students had done their works related to the questions by the teacher based on the picture, the students have to submit their works, the teacher did a reflection by asking the students what they have learnt that day. As usual, the students answered the teacher's questions together even though they had different opinions. Nevertheless, the teacher continued asking the other questions without caring about the understanding of each student. The following questions were the example of reflection did by the teacher:

Teacher : "What do you know about procedural text?"

Students : "A text about how to do something! A text about how to make something! A text about how something is finished!"

When the teacher was sure that his students were able to answer his questions, he closed the class.

### 3. Result of Observation and Interpretation

There are two kinds of data that were observed since the focus of this research lies on the learning product and the learning process. The learning product is the data of the students' writing ability. Meanwhile, the learning process covers the data of the students' learning activities and also the teacher's teaching performance. The result of observation from the learning product will be explained as follows:

#### 3.1 Learning Product

Learning product is the students' scores from the writing test. The indicator of the students' achievement is, if at least 80% of the students can reach score 60 for writing test, it means that the implementation of picture sequence is applicable to improve the students' writing ability. The following table shows the frequency of students with the writing scores they got:

Table 1, Table of Frequency of the Students' Writing Scores in Cycle 1.

No.	Score	Frequency	Percentage
1	80-89	1	2.94 %
2	70-79	15	44.12 %
3	60-69	11	32.35%
4	50-59	6	17.65 %
5	40-49	1	2.94%
Total		34	100 %

From the table above, there is 1 student (2.94 %) who reaches 80-90. These scores are achieved since the student is able to construct content, organization, vocabulary, language use and mechanic very well.

Meanwhile, 15 students (44.12 %) who get 70-79. These scores are achieved since the students are able to construct content, organization, vocabulary, language use and mechanic well. Even though, their ability as not good as the student who got 80-90 but their writing ability was adequate.

In addition, there are 11 students (32.35 %) who get 60-69. These scores are achieved since those students still have weaknesses to construct content, organization, vocabulary, language use and mechanic well.

So, there are only 27 students (79.41 %) whose writing scores have achieved the target of the indicator. While, there are 7 students (20.59%) whose scores are under the target, the details are as follows:

There are 6 students (17.65 %) who reach 50-59. It means that the students' writing ability was not good because these students had several serious errors when they were writing. There were a few weaknesses to construct content, organization, vocabulary, language use and mechanic well.

In addition, to the above explanation, there is 1 student (2.94%) who is only able to reach 40-49. This means that the students have poor capability to construct content, organization, vocabulary, language use and mechanic well.

Even though the indicator of the research had not been fulfilled in the first cycle but the data of the learning product has shown that there is an improvement of the students' writing ability if it is compared with the data got by the researcher when he did the pre observation. At that time there were only 2 students (5.88 %) who could write the procedural text, whereas after the first cycle was conducted there were 27 students (79.41 %) who could do

that. For detail information, the data of the students' writing scores at cycle 1 can be seen in the Appendix 1.

However, the second cycle must be conducted in order to fulfill the indicator of the research for the learning product, that is, 80 % of the students must be able to reach 60 for their writing ability.

In addition, because this research used an analytical scoring to score the students' writing ability, the researcher identified the students' scores per each component of writing, that is, content, language use, organization, vocabulary, and mechanic. It was done in order to know which component of writing became an obstacle for most students to achieve the target of the indicators in the first cycle. The following data will show the scores of each component of writing:

Table 2. Table of Frequency of the Students' Scores in Each component of Writing.

No	Criteria	C		L		O		V		M	
		$\bar{f}$	%								
1	Excellent	-	-	-	-	-	-	-	-	-	-
2	Good To Average	16	47.06	6	17.65	21	61.77	19	55.88	13	38.24
3	Fair to Poor	18	52.94	26	76.47	13	38.24	15	44.12	17	50.00
4	Very Poor	-	-	2	5.88	-	-	-	-	4	11.77

Note: C: Content, L: Language Use, O: Organization, V: Vocabulary,  
M: Mechanic

The data in the table above can be explained as follows:

### 3.1.1 Content

For content, there are 18 students (52.94 %) who get 21-17, it means that the students have limited knowledge of the subject, little substance or inadequate development of the topic.

Meanwhile, there are 16 (47.06%) who get 22-26, it means that the students have some knowledge of the subject, adequate range, mostly relevant to the topic, but lack details.

### **3.1.2 Language Use**

There are 2 students (5.88%) who get 10-5, it means that the students' compositions are virtually no mastery of sentence construction rules, dominated by errors, do not communicate, or not enough to evaluate. For instance, most students do not master the verbs in the passive or active form. Some of them are not consistent in using linking verb, sequence makers, imperative sentence, and frequent error in using article.

In addition, there are 26 students (76.47%) who get 17-11; it means that the students have major problem in complex/simple construction, tense, articles, pronouns. For example, they distinguish the use of pronoun it made the meaning of the sentence confused.

Meanwhile, there are 6 students (17.65%) who get 21-18, it means that the students show their sentence effective event though they were in simple construction, tense, articles, pronouns, but meaning seldom obscured.

### **3.1.3 Organization**

For organization, there are 13 students (38.24%) who get 13-10, it means that the students' composition are not fluent, confused in ideas or disconnected, lack of logical sequencing and development.

In addition, there are 21 students (61.77%) who get 14-17; it means that those are somewhat choppy, loosely organized but main idea stand out. For instance, the students tended to use ineffective sentence and unclear sentence.

### **3.1.4 Vocabulary**

There are 15 students (44.12%) who get 13-10, it means that the students limited range, form, choice, usage, meaning confused or obscured. For example, they often used wrong word choice it made the meaning of the sentence was unclear.

Beside that, there are 19 students (55.88%) who get 17-14; it means that the students use adequate range, occasional errors of words, form, choice, usage, but meaning not obscured. For example, they could not distinguish the word as to their function (adjective, adverb, noun and verb). Consequently, it could change the meaning of the sentence.

### **3.1.5 Mechanic**

For mechanic, there are 4 students (11.77%) who get 2, it means that the students have no mastery of conventions, dominated by errors in punctuations, capitalization, paragraphing, illegible handwriting and not enough to evaluate.

Meanwhile, there are 17 students (50.00%) who get 3; it means that the students have frequent errors in punctuations, punctuation, capitalization, paragraphing, poor hand writing and confused or obscured meaning.

In addition, there are 13 students (38.24%) who get 4; it means that the students have occasional errors in punctuations, punctuation, capitalization, paragraphing, and obscured meaning.

In cycle 1, the students' scores have not achieved the indicator of the research yet (80 % of the observation format) since there are only 27 students (79.41 %) who gain score 60 or more. While, there are 7 (20.59%) students whose scores are under the target. It means that the researcher needs to apply the next cycle or cycle 2.

## **3.2 Learning Process**

In this classroom action research, the learning process covers the students' activities.

### **3.2.1 Students' Activities**

The indicator of the students' activities as mentioned on chapter III is, if at least 80% of the students did at least 80% of the activities during teaching and learning process. It means that the students' learning activities are good when the picture sequence technique is implemented. There are six activities that must be done by the students, that is, responding to the topic enthusiastically, giving respond to the lesson explained by the teacher, answering the teacher's questions, following the teacher's instruction (discuss the picture sequence), practicing writing procedural text based on

the picture sequence. able to respond to the teacher's question. The information of the activities done by each student and the percentage of each students' activity can be seen in Appendix 3.

To know whether the target of the indicator of this class room action research has already been achieved or not after the implementation of picture sequence technique in writing activity. The following explanation will show the process of the students' activities during the teaching and learning process:

### **3.2.1.1 Pre Activities**

There were about 15 (44.11%) students who responded to the topic enthusiastically when the teacher did an apperception. Though they responded to the teacher's questions only a little and they answering question together but at least they had shown their interest to the topic. Actually some other students also answered the teacher's questions but their facial expression showed that they felt bored with the topic. Meanwhile, the rest of the students in that class only became the viewers of their friends.

### **3.2.1.2 While Activities**

For while activities, there were four activities that became the focus of the observation, that is, giving respond to the lesson explained by the teacher, answering the teacher's questions. following the teacher's instruction (discuss the picture sequence), practicing writing procedural text based on the picture sequence.

When the teacher started the lesson, there were approximately 23 (67.65%) students who gave responses to the lesson explained by the teacher. They looked eager to follow the class, moreover, when they were asked to give opinion about the topic that the teacher explained.

Nevertheless, there were still 11(32.35%) students who busy with their own world like chatting and joking with their friends, day dreaming, and drawing something on the desks etc.

Then when the teacher asked some question related to the material, there were only 10 (29.41%) students who answer the questions voluntarily. Meanwhile, the other students only answered the questions when they were asked by the teacher. They felt shy and afraid of being laughter at by their friends if they gave silly answers.

Nevertheless, since the teacher was very strict so when the students were asked to follow the teacher's instructions like discussing the picture sequence and try to find the steps how to accomplish something well, all the students did the instruction. When the teacher gave the picture to the students, they looked happy, but when they are asked to think about the steps how to accomplish it, the students can not maximize developing their thinking. For that reason, when they discussed the picture, they just did it perfunctorily. In perforce, the teacher gives simple directions about the picture itself.

Having discussed the picture, the students were asked to practice to write procedural text related to the picture sequence given, the entire students did this activity.

### **3.2.1.3 Post Activities**

For the last activity, the researcher only observes the students' ability to respond to the teachers' questions. From 34 students, there were only 19 (61.29%) students who responded to the teachers' questions voluntarily. They raised their hands and answer the teacher's questions. The other students were only able to respond to the teacher's questions together.

From the explanation of the activities done by the students during the teaching and learning process in cycle 1, the researcher got the data, that is, there were 9 students (26.47%) of 34 students who did 80% of the activities observed by the researcher. It means that the students' learning activities in the first cycle are still poor during the implementation of picture sequence technique in writing class, in other words the indicator for the students' learning activities has not been achieved.

The activities which were not done by most students in cycle 1 are responding to the topic (pre activities) and answering the teacher's questions (while and post activities). Due to this reason, the second cycle must be held in order to achieve the target of the indicator.

## **3.3 Class Interaction**

### **3.3.1 Teacher to the Students**

In teaching and learning process the teacher as a model, so the teacher must be able to bring the class lively, like; applying an appropriate media and technique in teaching writing for example picture sequence technique, the teacher gave an explanation about the material clearly, the teacher has to discover what students understand and what is confusing to them, and the teacher tried to make the students remember their pervious lesson about procedural text that the students had learnt and he also asked the students some questions related to the topics. In addition, the teacher gave good respond to the students who want to ask something related to the material that day, and try to make the students feel brave to raise their hand before ask something. During the students answered the questions in written form, teacher moves among the students to control their activities and help them if it is necessary

### **3.3.2 Students to the Teacher**

To construct the students' ability there were about four activities that must be done by the students in teaching learning process, that is, giving respond to the lesson explained by the teacher. answering the teacher's questions. following the teacher's instruction (discuss the picture sequence), practicing writing procedural text based on the picture sequence.

When the teacher started the lesson the students gave responses to the lesson explained by the teacher. They looked eager to follow the class, moreover, when they were asked to give opinion about the topic that the teacher explained. In addition, when the students were asked to follow the teacher's

instructions like discussing the picture sequence and try to find the steps how to accomplish something well, all the students did the instruction. Then, when the teacher asked some question related to the material, there students answer the questions voluntarily.

### **3.3.3 Student to Student**

When the teacher asked the students to discuss about the picture given, all the students did the instruction. They were discussed about how to accomplish it. The situation in the classroom was lively. Most students gave their opinion about what the text tells about. Sometimes, they argued among themselves if they had different opinions. They seemed so busy looking up at their dictionary in order to find out the vocabulary related to the picture. Sometimes if they stuck, they would ask the teacher about the form of the word in English. In addition, the students did interaction to another group when they got some difficulties about how to arrange the sentence. On the other hand, when the teacher gave question related to the material, for example giving opinion about the picture, some students have different opinion about it, so they did communication to give their argument based on their version. The situation in the class will be alive and made the students were not feeling bored to follow the class.

### **3.4 Teacher's Performance**

The indicator of the research for the teaching performance is, if the teacher can get score at least 70 for his teaching performance, it means that the teacher's teaching performance is good. The process of teaching done by the teacher in cycle 1 will be explained as follows:

### **3.4.1 Pre Activities**

In pre activities, actually the teacher was capable in doing the apperception. He tried to make the students remember their pervious lesson about procedural text that the students' have learnt when they were at the nine grade of junior high school, and he also asked the students some questions related to the topics. However, there were still many students who were not interested in the topic.

After doing the apperception, the teacher informed the competence that would be achieved to the students. The teacher was capable at doing this activity because he clearly informed the students what they would be able to do after doing the teaching and learning process.

### **3.4.2 While Activities**

In observing the teacher's teaching performance, the researcher emphasized on the teacher's mastery of learning material. the learning strategy used by the teacher. the use of learning media. the students' involvement and the evaluation did by the teacher. The explanation of the teacher's performance in while activities are as follows:

#### **a. The Mastery of Learning Material**

When the teacher taught the students how to accomplish something, he told the students the utterances usually used to give the information about how to make or how to do something well like using sequence makers ( first. second. third.....: first. then. next. after that. ....:before.

after. as soon as.....). imperative words (put. take. add. cut. mix. etc.).

The utterances were quite simple so the teacher assumed that some of his students must have ever heard them in their daily life. So, for correlating the material with the real life, the teacher had done it well.

Beside that, the teacher explained to the students kinds of genre when they want to write the steps to accomplish something, it is procedural text (he told the students what is procedural text clearly). In addition, the teacher told to the students the components of writing that they have more paid attention, that is, content, organization, vocabulary, language use, and mechanic when they are writing.

#### **b. The Learning Strategy**

For the learning strategy used by the teacher, there are several aspects observed by the researcher, that is, doing a teaching and learning process which is suitable with the competence, doing a teaching and learning process which is suitable with the students' needs, doing a teaching and learning process which can build the positive attitudes, doing a coordinated teaching learning process, emphasizing on using English in the teaching and learning process, emphasizing on teaching the language skills integrated, and doing a teaching and learning process which is suitable with the time allocation.

For doing the teaching learning process which is suitable with the competence, the teacher did it very well. He taught his students about steps to accomplish something, like asking the students to write the steps how to make cucumber pickle, like how to make a flower, etc. Those

activities are very relevant to the competence which must be achieved, that is, the students should be able to write the steps to accomplish something in English.

Besides that, to teach writing with the topic steps to accomplish something, the teacher had applied the teaching and learning process which was suitable with the students' needs. When the teacher implemented the picture sequence, the students looked interested in doing the activity. They were eager to share their ideas after they have opinion about the picture itself. The picture sequence is supposed to be the suitable technique to teach writing to the first grade of senior high school because they still have high interest about something new and they like to share what they have thought to others. So, for doing the teaching and learning process which is suitable with the students' needs, the teacher had done it well.

The teacher was also good at doing a teaching and learning process which can build the positive attitudes of the students. During the teaching and learning process in which the picture sequence was implemented, the teacher divided the students into 5 students in one group. So, they have to discuss about the picture sequence to solve the problems related to the teacher instructions, that is, they have to write steps to accomplish it well in English. By doing so, the teacher had trained the students to be cooperative human being, and also trained to the students to discuss the good solution to solve all the problems.

However, during the teaching learning process, the teacher could not do a coordinated teaching and learning process well. Though he was strict enough to his students but sometimes he could not control the class, for example, when the teacher asked some questions to the student, the students answered the questions by shouting very loudly. Besides, when the teacher asked the students to give opinion about the picture, for example what picture is it?, what are the ingredients?, the teacher ignored some students who were talking to their friends and asking for further explanation about what they should do. These two facts made the class not conducive and disturbed the students' concentration.

In addition, the teacher did not emphasize on using English in the teaching and learning process since he assumed that it was hard for his students to understand it. For the reason, he used English very little. He only used English when he mentioned the utterances used to explain the sequence events, the imperative word or sentence and when he gave an example of how to something was accomplished but when he gave explanation, he used Indonesian.

Though the teacher did not emphasize on using English in while activities, he emphasized on teaching the language skills integrated well. He united all the language skills even though the focus of teaching was on the students' writing ability. As the example. before asking his students to write, he asked the students to listen to him when he was giving an example of how to use imperative sentence e.g. "mix the cucumber with vinegar". he also asked his students to read the example

of procedural text given, and at the end he asked his students to write procedural text related to the picture.

Meanwhile, the teacher was not good at managing the time allocation. This means that she did not do the teaching and learning process which is suitable with the time allocation. Although he started the class on time and he finished teaching based on the time that was scheduled but, he did not manage the time wisely, he could not distinguish which activity that needed longer time and which one did not. For example, when the teacher asked the students to discuss the picture, the teacher did not tell the students the time limit to do that activity. For that reason, the students spent more than five minutes only to discuss the picture. To make matter worst, since the time was spent unwisely, the length of time to do the activity like writing the procedural text became shorter, whereas. this activity is important to develop the students' writing ability.

### **c. The Learning Media**

In teaching writing through the picture sequence technique, the teacher used a black color picture as media. Though the media was so simple, but the teacher's attempt to use it was good enough. Through the media the teacher tried to stimulate the students to think about how something is accomplished.

Nevertheless, in spite of the simplicity of the media, the teacher could not create an interesting message from it. Besides, the students were not

interested in the media that they did not focus on looking at the media. The students just looked at the teacher and listened to what he was talking about. Due to that reason the students could not get the message from the media.

Even though, the media could not make the students interested, but the teacher still involved the students in using the media in appropriateness. The process of using the media was done after the teacher gave explanation about the picture and gave an example about the procedural text.

#### **d. The Students' Involvement**

To know how far the teacher involved the students during the teaching and learning process, the researcher observed the teacher's teaching performance which covers building the active participation of the students in the teaching and learning process, giving positive responses to the student's opinion, facilitating the interaction between teacher-students and students-students, showing a conducive interpersonal relationship. And, growing the students' enthusiasm in learning.

In involving the students during the teaching and learning process, the teacher was quite good at building the participation of the students. The teacher tried to stimulate the students' attractiveness by asking them some questions which were very closely related with the picture sequence. So, the students were interested in answering the questions.

Meanwhile, the teacher was poor in giving positive responses to the students' opinions. It was very seldom to hear the teacher's praise to the students. After the teacher listened to the students' answer or give opinions, he just said "yes" although their opinion was logical or reasonable, but the teacher would directly say "no" to the incorrect answers from the students. Actually, to be a good teacher, he must always give positive responses to any opinion and answer from the students because by giving the positive responses, the teacher has lowered the students' affective filter. In teaching, especially teaching writing by implementing the picture sequence technique, the teacher must lower the students' affective filter.

**e. Evaluation**

For doing the evaluation, the teacher was good at monitoring the students' improvement. He provided the time to monitoring the students' improvement after he explained something. Although it was not too often, but at least he asked some questions to the students to know how far his students have understood the lesson.

The final evaluation he did was very suitable with the competence.

Because the competence that must be achieved was the students must be able to understand and make procedural text (the steps how something was accomplished) based on the picture sequence has given so for the final evaluation, the teacher asked the students to write procedural text related to the picture sequence.

**3.4.3 Post Activity**

At the end of the teaching and learning process, the teacher did a reflection. He was capable in doing the reflection since he involved the students in summarizing the lesson they learnt that day. Students freely shared their ideas by telling what they got from the teaching and learning process. Besides doing a reflection, actually the teacher must do a follow-up by giving direction or tasks as a remedy, but in doing the follow-up the teacher just asked the students to learn more about procedural text at home but he did not give a special task for the students who were still confused in writing especially in using appropriate words and pattern.

In line with the description about the teacher's performance above, it can be concluded that the teacher's performance of the first grade teacher of SMA KOSGORO Sribhawono is good. He is capable enough in teaching writing ability by implementing the picture sequence technique to his students. For that reason, the teacher got 70 for his teaching performance. This means that the researcher indicator for the teacher's teaching performance can be fulfilled in cycle 1. The detail information for the scores got by the teacher for his teaching performance can be seen in appendix 5.

#### **4. Analysis and Reflection**

After getting the necessary data from the teaching and learning process of Cycle 1 the researcher together with the teacher discussed everything happened in the class to find out the weaknesses of this cycle. Having found the weaknesses, the researcher and the teacher tried some solutions to solve

them. Furthermore, the researcher noted some weaknesses from the learning product and learning process, they are as follows:

#### **4.1 Learning Product**

Based on the result of observation in cycle 1 about the students' writing scores, the researcher analyzed that most students' problems were on language use and linking words. The causes of the problems can be seen as follows:

- a. The students seldom practiced how to construct sentences of present tense in a procedural text.
- b. Most students did not master passive and active sentence since the teacher never asks the students to memorize list of passive and active sentence. Consequently, some of them could not recognize which is passive or active verb form. In addition, it was difficult for them to change certain verbs into passive or active in present tense.
- c. The teacher did not explain the tenses clearly in cycle 1; he only told the students briefly that they had to use verb or sentence in present form in writing procedure text, without giving any modeling of the tenses. So, the students were still confused about that. It means the teacher should emphasize at these aspect in cycle II.

Therefore, on the cycle 1 is needed to improve the students' understanding and the quality of teacher's performance in teaching. To solve the problems above, the researcher and the teacher tried the following solutions:

- a. The teacher should reinforce the students' mind about the correct language use especially the tense to be used in procedural text. Then, he provides

topic by using picture sequence technique and instruct the students to practice their language use knowledge more frequently in procedural text.

- b. The students should practice the use of present tense more frequently in writing procedural text through picture sequence.
- c. The teacher should explain the rule and function of present tense, passive and active words or sentence.

## **4.2 Learning Process**

There are two kinds of data which were analyzed for the learning process, that is, the students' activities and the teacher's teaching performance. The explanation is as follows:

### **4.2.1 Students' Learning Activities**

From the students' activities, the researcher found that there were still more 50% students who did not do 80% or more of the activities during the teaching and learning process. It means that the activities of each student were still low. In other words, the result of the research has not fulfilled the target of the indicator. The failure to achieve the target was caused by some weaknesses that appeared in the first cycle. The weaknesses are as follows:

- a. Most of the students did not respond to the topic enthusiastically when the teacher did an apperception since he did not correlate the topic with something the students like. In addition, the students thought they had learnt about how to write procedural text before, so they assumed that the

teacher would present the material in the same way like he used to teach them.

- b. Some students did not give any answers when the teacher asked questions. It might be caused by the lack of comprehensible input given by the teacher so the students did not understand the teacher's intention. Besides that it might also be caused by the students' fear in making mistakes. Since the teacher usually corrected the students' mistake directly so they did not have enough courage to respond to the questions.
- c. Even though the students did the teacher's instruction like discussing the picture activity, making steps how to accomplish related to the picture, etc, they seemed not interested in the media since the picture sequence was so simple and the color of the picture are white and black.

Therefore, to achieve the target stated in the indicator, the weaknesses happened in the first cycle must be solved. To solve them the researcher together with the teacher tried the following solutions:

- a. In doing apperception, the teacher could use the example how to accomplish something by using media to stimulate their imagination or their thinking so it would be interesting for the students. The teacher could ask the students' opinion about how to accomplish something based on the picture, the teacher could ask to the students about the materials based on the picture sequence, etc, even though they spoke in mother tongue when they gave opinions. The point is that the teacher should be creative from the beginning of the teaching and learning process till the end.

- b. The teacher should provide a good model before production was attempted so the students could understand the teacher's intention. He should also give positive responses to any opinions or answers from the students' questions so they would not be afraid of making mistakes.
- c. To make the students interested in the media, the teacher should more creative when creating the media as the teacher used colors picture, the teacher asked questions to the students related to the picture, etc. By doing so, the students would be much interested in using media.

#### **4.2.2 Teacher's Performance**

As a matter of fact the result of the teacher's performance has fulfilled the indicator but the researcher found some weaknesses from the teacher's performance in the pervious cycle. The weaknesses must also be solved since the absolutely influenced the students' writing ability and the students' activities. The weaknesses of the teacher performance and the solutions of the weaknesses are as follows:

##### **➤ The Teacher's Weaknesses Concerning the Learning Strategy**

- The teacher could not control the class when they make noise to discuss the picture and when the students respond the teacher questions. (Aspect of the learning strategy especially in doing a coordinated teaching learning process)
- After explaining the lesson, the teacher did not give the students any chances to ask some questions. Hence, some students asked their friends all the time because they did not understand what to do. This

made the class not conducive. (Aspect of the learning strategy especially in doing a coordinated teaching learning process)

- The teacher used English rarely in the class. English was only used when the teacher greeted the students, when the teacher gave an example of how to make something, and when the teacher said good bye to the students. For that reasons the students did not get accustomed to hearing the English words. (Aspect of the learning strategy especially in emphasizing on using English in the teaching & learning process)
- Though he finished teaching based on the time that was scheduled but he was not able to manage the time wisely. He could not distinguish which activity that needed longer time and which one needed shorter time. (Aspect of the learning strategy especially in doing the teaching & learning process which is suitable with the time allocation)

➤ **The Teacher's Weaknesses Concerning the Students' Involvement**

- The teacher seldom gave positive responds to the students' questions or opinions. Meanwhile, students like being praised for every good thing they do. In addition, the teacher often corrected the students' mistakes directly. This thing made the weak students become much more passive during the teaching and learning process.
- The teacher was not warm to his students; he looked so strict that some students were rather afraid of him. If the students kept being afraid, they would not be comfortable in the class.

➤ **The Teacher's Weaknesses Concerning the Use of Media**

- The media was so simple that it did not make some students focus on looking at the media. Due to that reason, they could not get the message from the media.

➤ **The Teacher's Weaknesses Concerning the Follow Up Done by the Teacher.**

- In doing a follow up, the teacher just asked the students to learn more about procedural text at home but he did not give a special task for the students who were still weak in writing especially in using appropriate words and pattern.

Therefore, based on the weaknesses of the teacher's performance above must be solved since the absolutely influenced the students' writing ability and the students' activities. The solutions of the teacher's weaknesses performance are as follows:

➤ **The Solution of the Weaknesses Concerning the Learning Strategy**

- To make the class conducive when the question and answer session took place. the teacher must build the students' courage to answer the questions one by one. The teacher might be able to offer some rewards for the students who were brave enough to raise their hands and answer the questions. By doing so, the students would not answer the questions together anymore.
- Besides offering some rewards to make the class conducive, the teacher must provide many chances for students to ask some questions

if they did not understand the lesson. The teacher must also check the students' understanding after he explained something to the students to make sure whether the students have understood the lesson or not.

- To make the students get accustomed to hearing the English words, the teacher must use English more frequently. As long as the students understand the teacher's intention, he could keep using English during the teaching and learning process.
- The teacher must be able to manage the time. He should know how many minutes needed for each activity so the time would be used wisely.

➤ **The Solution of the Weaknesses Concerning the Students'**

**Involvement**

- The teacher should give positive respond to the students' opinions and questions more often. The teacher even could give some rewards to the students too, so that they would feel that their hard work was appreciated by the teacher.
- Besides giving positive responses, the teacher must be warmer to the students. He must not get angry easily when the students made mistakes. If the teacher could be much warmer, the students would feel comfortable in the class and they would not feel afraid anymore.

➤ **The Solution of the Weaknesses Concerning the Use of Media**

- For the learning media, the teacher could make any creations so that the students were interested in finding message from the media.

Hence, when the teacher used a black color picture as media, the students were not so interested in the media that they did not focus on looking at the media. So, the teacher should change the black and white color into colorful picture. In hope, the students would more interesting and more focus on looking at the media.

➤ **The Solution of the Weaknesses Concerning the Follow Up Done by the Teacher**

- Last but not least, the teacher must also pay attention to the ability of each individual especially to the weak students. At the end of the meeting, the teacher should give homework for the students who were still weak in writing especially in using appropriate words and pattern. This would help the students to follow the lesson.

After the researcher did reflection towards the weaknesses happened in the learning product and learning process of Cycle I, he together with the teacher tried to implement the solution in Cycle II so that the indicators of the research could be achieved.

## **B. Cycle II**

This cycle was applied since the result of the learning product and learning process of Cycle I could not fulfill the indicators of the research. To hold Cycle II, the researcher and the teacher must pay attention to the result of Cycle I.

In line with the information got from the reflection of Cycle I about the weaknesses happened in the learning product and learning process, the researcher and the teacher implemented the solutions of the weaknesses in Cycle II. It was not different from the previous cycle, this cycle also comprised of planning, action, observation, interpretation, analysis and reflection. They will be described as follows:

## **1. Planning**

The planning step in the first cycle covers:

### 1.1 Preparing the learning material

The material was about the ways to accomplish something which covers how to make something and how to do something in written form. In preparing the material, the researcher did it in collaboration with the teacher because the teacher his self taught the material to the students.

1.2 Making the lesson plan in which the picture sequence was implemented to teach writing to the students. The lesson plan was made based on the discussion of the research and the teacher.

1.3 Preparing the writing test for the students

1.4 Preparing the learning media and other things that were useful for the teaching and learning process.

1.5 Preparing observation sheets to observe the teacher's performance and students' activities.

## **2. Action**

The second cycle was done on Wednesday, March 31<sup>th</sup>.2010. The meeting was held for 2 x 45 minutes and fortunately it was followed by 34 students. The processes in this step cover pre activities, while activities and post activities. The explanation is as follows:

## 2.1 Pre Activities

Similar to the Cycle I, at the beginning of the teaching and learning process in Cycle II, the teacher greeted also to the students in English and then checked the students' attendance. However, since English is a foreign language for Indonesian so the teacher used both English and Indonesian to convey the material in the classroom.

Having done it, the teacher asked the students about the previous lesson, that was, procedural text which focused on what they should do if they want to accomplish about how to make or how to do something. Then the teacher informed the students the competence that would be achieved after the teaching and learning process. After that, he did apperception. It was different from the apperception in the first cycle, in this cycle he tried to stimulate the students to think and give opinion about the text procedure, before they asked to make the steps about how to accomplish something.

The example of the activity is as follows:

e.g.

Teacher : " Now, let's thinks and imagine! You're in the kitchen. If you want to make fried rice, what the first thing that you have to prepare? Kira-kira apa?

Student : (Febri raising her hand. she answered the teacher's question) "Rice"

Teacher : "What else?"

Student : (Awanda raising her hand)" vegetable oil. egg. flavor. etc."

Teacher : "Yes. smart girl"

The teacher continued asking the students about the previous lesson and tried to keep the class conducive. So that the students could think what they should do about the steps how to accomplish something related to the picture and implemented in writing form.

## 2.2 While Activities

Having made the students remember the previous lesson, the teacher started the lesson by showing a picture to the students. Then the teacher asked the students to give opinion about the picture. The example of the activity is as follows:

e.g.

Teacher : "Now. let's look this picture! Have you ever seen?"

Student : (Selly raising her hand. she answered the teacher's question) "Yes. I have. sir"

Teacher : "What a picture is this?"

Student : "That is some one making something".

Teacher : "yes. right. but. what someone is making?"

Student : " Slicing something"

Teacher : "do you know, what are the someone slicing

Student : "like slicing cucumber and onion"

Teacher : "Yes. smart girl"

After the students had already known about the picture, the teacher discussed the picture with the class, took suggestion for the materials were needed, the equipments were needed, etc. The teacher repeated asking and gave comprehensible to make the students comprehend what was meant by the teacher.

e.g.

Teacher : "Look at the picture! Do you know the ingredients?"

Student : "Forget. sir"

Student : "Yes. sir"

Teacher : "If you know. what ingredients do you know?"

Student : "cucumber, sugar, onion, terus gak tau lagi nak"

Since the teacher found the students can not answer the questions, he tried to be wise in treating the students' confusing or mistakes. The teacher also repeated asking the same question to the other students to make students understand about what they should do after looking the picture. After the teacher had known that the students understood the lesson or not, he gave a chance to ask questions.

Having finished doing this and the teacher felt that his students understand what they should do, the teacher broke the class into group of five students. Then the teacher distributed the paper which content about the procedural text. Meanwhile, the teacher began to give guidance questions relate to the text.

e.g.

- Teacher:”
1. Have you ever made cucumber pickle?
  2. What are the ingredients?
  3. What we have to do after put one spoonful of salt?
  4. How many vinegar that must be added?
  5. What is the function of shaking well?
  6. How many steps that must be done to make cucumber pickle?

After that the teacher asked them to discuss about text given about ten minutes. When the students were working in group, the teacher walked around to help the students who had difficulties.

The situation in the classroom was lively along this section. Most students gave their opinion about what the text tells about. Sometimes, they argued among themselves if they had different opinions. They seemed so busy looking up at their dictionary in order to find out the vocabulary related to the picture. Sometimes if they stuck, they would ask the teacher about the form of the word in English.

There was a student asked something

Student: “Pak. what is cucumber pickle in Indonesia said?”

Teacher:” It is usually called ACAR”

Teacher: “Have you ever eaten it?”

After that, the teacher gave colorful picture sequence to the students without giving the text. Then, the students were asked to write procedural

text related to the picture sequence given. Meanwhile, during the students answered the questions in written form, teacher moves among the students to control their activities and help them if it necessary.

### **2.3 Post Activities**

As in Cycle I, for the post-activities, the teacher did a reflection by asking the students questions related to the material they had learnt that day.

e.g.

Teacher : "What do you know about procedural text?"

Students : "A text about how to do something! A text about how to make something! A text about how something is finished!"

Then, the teacher asked all the students to submit their works. After the teaching and learning process was complete, the teacher closed the class.

## **3. Result of Observation and Interpretation**

The result of observation from the learning product in Cycle II will be explained as follows:

### **3.1 Learning Product**

Learning product is the students' scores from the writing test. The indicator of the research for the learning product is, if at least 80% of the students can reach score 60 for writing test, it means that the implementation of picture sequence is applicable to improve the students' writing ability. The following table will show the frequency of students with the writing scores that they got:

Table 3. Table of Frequency of the Students' Writing Scores in Cycle II.

No.	Score	Frequency	Percentage
1	80-89	2	5,88 %
2	70-79	23	67,65 %
3	60-69	6	17,65%
4	50-59	3	8,82 %
5	40-49	0	0 %
Total		34	100 %

From the table above, it is not similar to the first Cycle, there is only one students in Cycle I (2,94 %) but in Cycle II there are 2 students (5,88 %) who reaches 80-90. These scores are achieved since the student is able to construct content, organization, vocabulary, language use and mechanic very well.

Meanwhile, there are 23 students (67, 65 %) who get 70-79. These scores are achieved since the students are able to construct content, organization, vocabulary, language use and mechanic well. This fact shows that more than 50% of the students were good enough in writing ability. Even though, they were not as good as the student who got 80-90.

In addition to the above data, there are 6 students (17, 65%) who get 60-69. In writing, these students still have weaknesses to construct content, organization, vocabulary, language use and mechanic well.

Although the students' scores for writing ability have achieved the target of the indicator, but there are still 3 students (8, 82 %) who reaches 50-59.

Their writing ability was poor because these students had several serious errors when they were writing. There were a few weaknesses to construct content, organization, vocabulary, language use and mechanic well.

Based on the explanation above, there are 31 students (91, 18 %) whose scores are 60 and more. It means that the teaching and learning process in the second cycle in which the writing procedural text based on the picture sequence was implemented has been able to fulfill the target stated in the indicator of the research, that is, 80% of the students must be able to reach 60 for their writing ability. Due to that fact, the researcher and the teacher decided not to hold the next cycle.

Besides identifying the total scores of the students' writing ability, the researcher also identified the students' scores of each component of writing, that is, content, language use, organization, vocabulary, and mechanic because this research used an analytical scoring to score the students' writing ability.

The following data will show the scores of each component of writing:

Table 4. Table of Frequency of the Students' Scores in Each component of Writing in Cycle II.

No	Criteria	C		L		O		V		M	
		$\bar{f}$	%								
1	Excellent	-	-	-	-	-	-	-	-	-	-
2	Good To Average	23	67.65	11	32.35	28	82.35	27	79.41	13	38.24
3	Fair to Poor	11	32.35	23	67.65	6	17.65	7	20.59	21	61.76
4	Very Poor	-	-	-	-	-	-	-	-	-	-

Note: C: Content, L: Language Use, O: Organization, V: Vocabulary, M: Mechanic

The data in the table above can be explained as follows:

### 3.1.1 Content

For content, there are 11 students (32.35 %) who get 21-17, it means that the students have limited knowledge of the subject, little substance or inadequate development of the topic in writing.

Meanwhile, there are 23 (67.65 %) who get 26-22, it means that the students have some knowledge of the subject, adequate range, mostly relevant to the topic, but lack details.

### **3.1.2 Language Use**

In addition, there are 23 students (67.65 %) who get 17-11, it means that the students have major problem in complex/simple construction, frequent errors of tense, articles, pronouns, prepositions, , meaning confused, or obscured.

Meanwhile, there are 11 students (32.35%) who get 21-18, it means that the students show their sentence effective event though they were in simple construction, minor problems in simple construction, several errors of tense, articles, pronouns, but meaning seldom obscured.

### **3.1.3 Organization**

For organization, there are 6 students (17.65 %) who get 13-10; it means that those are not fluent, ideas confused or disconnected, lack logical sequencing and development.

In addition, there are 28 students (82.35%) who get 17-14, it means that those are somewhat choppy, loosely organized but main idea stand out, limited support, logical but incomplete sequencing. For instance, the students tended to use ineffective sentence and unclear sentence.

### 3.1.4 Vocabulary

There are 7 students (20.59%) who get 13-10, it means that the students use a limited range, frequent error of word, form, choice, usage, meaning confused or obscured. For example, they often used wrong word choice it made the meaning of the sentence was unclear.

Beside that, there are 27 students (79.41%) who get 17-14; it means that the students use adequate range, occasional errors of words, form, choice, usage, but meaning not obscured. For example, they could not distinguish the word as to their function (adjective, adverb, noun and verb).

Consequently, it could change the meaning of the sentence.

### 3.1.5 Mechanic

For mechanic, there are 21 students (61.76%) who get 3, it means that the students have frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured

In addition, there are 13 students (38.24%) who get 4, it means that the students' occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured

- In line with the explanation about the students' scores has achieved the indicator of research in Cycle II since there are 31 students (91,18 %) whose scores are 60 and more. It happens because the teacher did the reflection towards the previous Cycle and did the improvement in Cycle II. He gave the model by using picture sequence and also gave positive

respond to the students' opinions and questions more often. In addition, he was not getting angry easily when the students made mistakes. In this case, the students improved their understanding and their writing ability. In other words, the indicator of the research for the students' writing can be fulfilled in the second cycle, so the picture sequence technique is applicable to improve the students' producing the procedural text.

## **3.2 Learning Process**

The learning process covers the students' activities and the teacher's performance during the teaching and learning process. The information below will show the result of observation of both students' activities and teacher's performance in Cycle II.

### **3.2.1 Students' Activities**

To know whether the target of the indicator for the students' activities in this classroom action research has already been achieved or not after the implementation of picture sequence technique, the following explanation will show the process of the students' activities during the teaching and learning process:

#### **3.2.1.1 Pre Activities**

When the teacher did an apperception, there 26 (76.47%) students who responded to the topic enthusiastically. Since the teacher used the colorful picture from the beginning of the teaching and learning process, the

students looked happier in responding to the topic. Unfortunately, there were still 8 (23.53%) students who did not respond to the topic enthusiastically. These students did not make noise in the class but they also did not show their interest to the topic. As usual, they only become the viewers of their friends.

However, if it is compared with the result of the first cycle, there is an improvement on the result of the second cycle.

### **3.2.1.2 While Activities**

There were about four activities that became the focus of the observation, that is, giving respond to the lesson explained by the teacher, answering the teacher's questions. following the teacher's instruction (discuss the picture sequence), practicing writing procedural text based on the picture sequence.

For while activities, the teacher started by showing the colorful picture sequence. Seeing that picture, the students were interested in that picture. For that reason, all the students paid attention to the picture and also the teacher's explanation. They looked eager to follow the class. moreover. when they asked to discuss in group about the picture.

The above explanation shows that through the picture sequence presented by the teacher, the students enjoyed discuss the picture about make steps how to accomplish it.

Then when the teacher asked some questions related to the material, there were approximately 27 (79.41%) students who answered the question

voluntarily. The students became much more active since they could understand the teacher's questions easily. It was easy for them because the teacher gave key words in the form of comments and simple questions to make the students comprehend her intention. This is a kind of comprehensible input given by the teacher which is one of the guideline of the natural approach. Besides that, the students became much more active since they did not feel afraid of the teacher anymore. The teacher did not correct the students' mistakes directly and he even gave positive response to the students' opinions and answers. Hence, the students looked much more confident in responding to the teacher's questions. By correcting the students' mistakes indirectly and giving positive responses allowed to the students to produce any kind of production during the teaching and learning process so that the students did not feel shy or afraid of giving answers and opinions to the teacher's questions and comments.

Then for the next activity, all the students were active in following the teacher's instruction like discuss the picture sequence and try to find the steps to accomplish something well. When the teacher gave the picture to the students, they looked happy, but when they are asked to think about the steps how to accomplish it, the students can not maximize developing their thinking. For that reason, when they discussed the picture, they just did it perfunctorily. In perforce, the teacher gives simple directions about the picture itself.

Having enough discussing, the students were asked to practice to write procedural text related to the picture sequence given, all the students did this activity.

In conclusion, the result of teaching and learning process there is an improvement on the students' activities.

### **3.2.1.3 Post Activities**

For the last activity, that is, responding to the teacher's questions, from 34 students, there were 26 (76.47%) students who responding to the teacher's questions voluntarily. They raised their hands and answered the teacher's questions. The students became much more active and confident in responding to the teacher's questions.

From the explanation of the activities done by the students during the teaching and learning process in Cycle II, the researcher got the data, that is, there were 29 students (85, 30 %) of 34 students who did 80% of the activities observed by the researcher. It means that target stated in the indicator of the students' activities has been achieved since more than 80% of the students have done more than 80% of the activities during the teaching and learning process. This shows that the picture sequence technique can improve the students' activities.

For further information, the observation sheet of the students' activities in appendix 4 can be seen to know the activities done each student.

## **3.3 Class Interaction**

### **3.3.1 Teacher to the Students**

In teaching and learning process the teacher as a model, so the teacher must be able to bring the class lively, like; the teacher be able to apply an appropriate media and technique in teaching writing for example picture sequence technique, the teacher gave an explanation about the material clearly, the teacher has to discover what students understand and what is confusing to them, and the teacher tried to make the students remember their nervous lesson about procedural text that the students' have learnt and he also asked the students some questions related to the topics. In addition, the teacher gave good respond to the students who want to ask something related to the material that day, and try to make the students feel brave to raise their hand before ask something.

When the teacher gave picture to the students, he discussed the picture with the class, took suggestion for the materials were needed, the equipments were needed, etc. The teacher repeated asking and gave comprehensible to make the students comprehend what was meant by the teacher. During the students answered the questions in written form, teacher moves among the students to control their activities and help them if it necessary.

### **3.3.2 Students to the Teacher**

To construct the students' ability there were about four activities that must be done by the students in teaching learning process, that is, giving respond to the lesson explained by the teacher. answering the teacher's questions. following the teacher's instruction (discuss the picture sequence). practicing writing procedural text based on the picture sequence.

When the teacher started the lesson the students gave responses to the lesson explained by the teacher. They looked eager to follow the class, moreover, when they were asked to give opinion about the topic that the teacher explained. In addition, when the students were asked to follow the teacher's instructions like discussing the picture sequence and try to find the steps how to accomplish something well, all the students did the instruction. Then, when the teacher asked some question related to the material, there students answer the questions voluntarily.

### **3.3.3 Student to Student**

When the teacher asked the students to discuss about the picture given, all the students did the instruction. They were discussed about how to accomplish it. The situation in the classroom was lively. Most students gave their opinion about what the text tells about. Sometimes, they argued among themselves if they had different opinions. They seemed so busy looking up at their dictionary in order to find out the vocabulary related to the picture. Sometimes if they stuck, they would ask the teacher about the form of the word in English. In addition, the students did interaction to another group when they got some difficulties about how to arrange the sentence. On the other hand, when the teacher gave question related to the material, for example giving opinion about the picture, some students have different opinion about it, so they did communication to give their argument based on their version. The situation in the class will be alive and made the students were not feeling bored to follow the class.

### **3.4 Teacher's Performance**

Since the focus of this second cycle is only on the weaknesses of the teacher's performance in the first cycle so, the explanation below will only discuss the improvement of the teacher's performance on his weaknesses in the first cycle. They are as follows:

#### **3.4.1 Pre-Activities**

In pre-activities, the teacher was quite good in doing the apperception. The teacher tried to use colorful picture sequence from the beginning of the teaching and learning process including in doing the apperception. The teacher asked the students related to the picture and the topic. He tried to make the students remember their previous lesson about procedural text that the students' have learnt in cycle I.

After doing the apperception, the teacher informed the competence that would be achieved to the students. The teacher becomes much more creative at doing this activity because he clearly informed the students what they would be able to do after doing the teaching and learning process.

As the result of doing it, there was an improvement of the students' responses.

#### **3.4.2 While Activities**

For observing the teacher's performance in while-activities, the researcher only focus on the weaknesses of the previous teaching performance like learning strategy and media used by the teacher, and also the students' involvement.

### **a. Learning Strategy**

The learning strategy that was improved by the teacher in cycle II covers doing a coordinated teaching and learning, emphasizing on using English in the teaching and learning process, and doing a teaching and learning process which is suitable with the time allocation.

In this cycle, the teacher becomes much more creative in doing a coordinated teaching and learning. He could make the class conducive, for example, when he asked the students to answer questions, he asked the students to raise their hands first before answering so they did not answer the questions together. Besides that, the teacher tried to explain the lesson more than once till the students understand. He also provided chances for students to ask if they did not understand. By doing so, there were no more students who asked their friends for the clearness of the teacher explanation so that the class became much more conducive.

Meanwhile during the teaching and learning process, the teacher's attempt to emphasize using English was still not good. Actually he had tried to use English, but he translated it again into the mother tongue. The teacher worried if the students did not understand what he said, they would get frustrated and not interested in learning English anymore. So the teacher used English only when he greeted the students, gave an example of how to make steps in accomplishing something, and when he closes the class.

However, the teacher was quite appropriate in managing the time wisely. The teacher could predict the time allocation for each activity. For example, he told the students that they to finish discussing picture in only

ten minutes. By knowing the time limit, the students could predict that they have to discuss about the picture intensively.

### **b. Learning Media**

Since the teacher did well in creating or choosing the media, then the media he used could produced an interesting message for the students. In the second cycle the teacher did not use a black and white color picture but he tried to use colorful picture. Though the media was so simple but the teacher's attempt to use it was good enough. Through the media the teacher tried to stimulate the students to think about how something is accomplished.

### **c. The Students' Involvement**

For the students' involvement, the teacher made an improvement on his ways in giving positive responses to the students' opinion.

In this second cycle, surprisingly, he tried to give positive responses to any opinions and answers of his students. In addition, the teacher also gave rewards to some students who could answer the questions rightly. Consequently, during the teaching and learning process most of his students did not feel afraid of giving opinions and answer.

In addition, the teacher made many changes in this second cycle for example, he became much more patient to her students and he did not correct her students' mistakes directly anymore. Because of it, the students did not hesitate in delivering their opinions and the most important thing; they looked comfortable in the class.

### **3.4.3 Post activity**

At the end of the teaching and learning process, the teacher assigned the students to write the activity at home that related to procedural text, they have to make the steps how to accomplish it. The teacher had done it well since he also gave an additional assignment for the weak students.

From the explanation above, it is known that there is an improvement on the teacher's teaching performance after he implemented the solutions to solve the weaknesses of his previous teaching performance. That is why the score for the teacher's teaching performance can reach 79 which means that he can teach well. This also means that the picture sequence technique is applicable to improve the teacher's teaching performance.

The deal information of the teacher's score for his teaching performance can be seen on appendix 6.

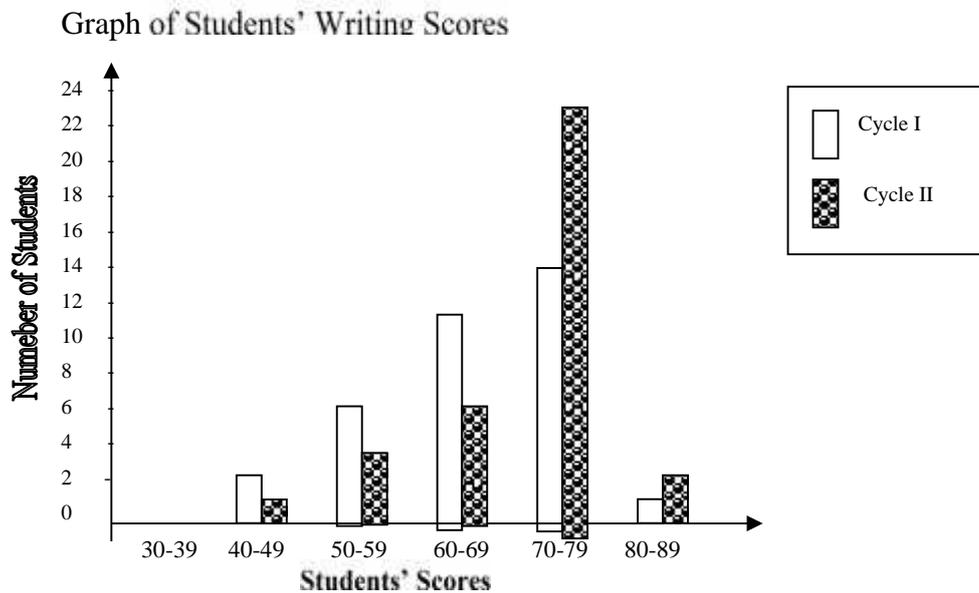
## **4. Analysis and Reflection**

After the second cycle was held, the improvement was found in both learning product and process. The explanation is as follows:

### **4.1 Learning Product**

The target of the indicator for the learning product can be achieved after the second cycle was held. Besides the writing test result of the first grade students of SMA KOSGORO Sribhawono has shown the improvement of the students' writing score and also every component of writing like content,

language use, organization, vocabulary, and mechanic. The improvement can be seen in the following graph:



The graph above shows the improvement of the students' writing scores from the first cycle to the second cycle. In cycle I, there are about 27 students (79.41%) students whose scores are 60 or more. It means that the result of the writing test can not fulfill the indicator of the research. Hence, the second cycle must be conducted. After the second was conducted, the indicator of the research can be fulfilled since there are approximately 31 students or (91.18%) students get 60 or more than 60. In addition, the improvement is not only found on the total scores of the students' writing ability but also on each component of writing that is, content, language use, organization, vocabulary, and mechanic.

Based on the description of the improvement on the learning product and also the data showed in the graph, it can be concluded that the indicator of the

research for the learning product has already been achieved. It means that the picture sequence technique is applicable to improve the students' understanding and producing in writing procedural text.

Although the improvement of the students' writing scores from the first cycle to the second cycle but there are still 3 students (8, 82 %) who reaches 50-59. Their writing ability was poor because these students had several serious errors when they were writing. There were a few weaknesses to construct content, organization, vocabulary, language use and mechanic well. Hence, the researcher and the teacher decided to overcome this problem by giving them a special treatment, that they will give more detail explanation about procedural text. So that, they will be easy to make a procedural text based on the picture sequence, and also they will not confuse to use the text elements of procedural text ( topic + statement of purpose and sequence of steps to accomplish the job stated in the topic) and sequence of event (first, second, next, after, finally etc).

## **4.2 Learning Process**

The learning process covers the students' activities and the teacher's performance. The analysis and reflection of those two points will be described as follow:

### **4.2.1 Students' Activities**

In the second cycle there are about 29 students (85, 30 %) of 34 students who did 80% of the activities observed by the researcher. This means that

the indicator of this research for the students' activities has been achieved because the indicator of the research for the students activities is, if at least 80% of the students do at least 80% of the activities during the teaching and learning process. it means that the students' learning activities become much active when the picture sequence technique is implemented in the writing class.

However, for six kinds of students' activities observed by the researcher, most of students did not do the activities like responding to the topic, answering the teacher's questions and also responding the teacher's questions. After the teacher analyzed carefully, the students who did not do the activities were those who were not confident and they were still anxious to express their ideas voluntarily. For that reason, in the second cycle the teacher to build the students' confidence. for example, he did not give direct corrections to the students' answers and opinions. he also gave positive responses to the students opinions. Hence, there is the improvement on the students' activities.

#### **4.2.2 Teacher's Performance**

It is similar to the students' activities there is also an improvement on the teacher's teaching performance in the second cycle. Even though the teacher's teaching performance in the first cycle has been able to fulfill the target of the indicator, but there were still some weaknesses in his teaching performance which influence the students' writing ability and the students' activities. However after implementing the solutions to solve the weaknesses, not only the teacher's teaching performance which has an

improvement but also the students' writing ability and the students' activities.

Though the teacher's teaching performance is capable but he still can not emphasize using English during the teaching and learning process. It is quite normal since he doesn't teach English as a second language but as a foreign language. So, he may worry if his students get frustrated when they can not understand what he says.

Even though, an improvement on the teacher's teaching performance in the second cycle, but the teacher's performance still have some weaknesses. The researcher only focuses on the weaknesses of the previous teaching performance like learning strategy.

The learning strategy that was improved by the teacher in cycle II covers doing a coordinated teaching and learning, emphasizing on using English in teaching and learning process, and doing a teaching and learning process which is suitable with the time allocation.

During the teaching and learning process, the teacher's attempt to emphasize using English was still not good. Actually he had tried to use English, but he translated it again into the mother tongue. The teacher worried if the students did not understand what he said, they would get frustrated and not interested in learning English anymore. So the teacher used English only when he greeted the students, gave an example of how to make steps in accomplishing something, and when he closes the class.

To overcome this problem, the teacher should try using English though he had to translate it again into the mother tongue in many time.

### **C. Discussion**

In reference to this research and based on the research question in this classroom action research are: how the picture sequence technique improve students' ability in producing of procedural text, how the 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, and how teaching procedural text through picture sequence technique improve students' participation during the teaching learning process. In this research, it is evidenced that picture sequence can improve students' writing ability. students' activities and participation during teaching learning process and teacher performance. There is an improvement from 1<sup>st</sup> cycle to 2<sup>nd</sup> cycle.

This research answered that the picture sequence provides the ideas in order to make a procedural text. It also helps the students to arrange their ideas in proper order. In addition, picture sequence gives guidance focusing the appropriate words used in writing this can help the students create many words related to the content of the pictures. This is similar to the idea of Nelson (1989:33-36) in Erliska (84) 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.

Having implemented teaching procedural text through the picture sequence technique. the researcher obtained the information about the students' writing

components developed by picture sequence technique. For detail information can be seen in table 2 (page 57).

Based on table 1 (page 56), answered the assumption that students' writing ability can be increased by using picture sequence technique. It was done in order to know which component of writing became increase or not between cycle I to cycle II. The improvement of the students' writing score from the first cycle to the second cycle. In cycle I, there are only 27 students (79.41 %) whose writing scores have achieved the target of the indicator (get 60 or more). While, there are 7 (20.59%) students whose scores are under the target.

It means that the result of the writing score can not be fulfilled the indicator of the research. Hence, the second cycle must be conducted. After the second cycle was conducted, the indicator of the research can be fulfilled since there are approximately 31 students (91, 18 %) whose scores are 60 and more. It means that the teaching and learning process in the second cycle in which the writing procedural text based on the picture sequence was implemented has been able to fulfill the target stated in the indicator of the research, that is, 80% of the students must be able to reach 60 for their writing ability. It can be seen in table 3 (page 89). For detail information about the students' writing components developed by picture sequence technique can be seen in table 4 page 90.

In the other hand, the improvement of the students' writing score from the first cycle to the second cycle can be seen from the teacher's creation to use media like in cycle 1 the teacher used black and white color to apply the picture sequence technique in teaching procedural text activity. In cycle two, the teacher use another kind of picture to apply the picture sequence technique in teaching

procedural text activity that the teacher used colorful picture sequence, so that the students more interest and more anxious about the picture. In addition, the improvement of the students' writing score from the first cycle to the second cycle caused by the teacher explanation about the text element of procedural text, steps how to accomplish by using imperative sentence (e.g. fold the paper..) and sequence of event ( first, second, next, finally etc.) in clearly. So, the students didn't confuse to use all the text element of procedural text. though. sometime they asked to the teacher if they have confused.

For the teacher's performance. the teacher got 70 in cycle I. The teacher's performance of the first grade of SMA KOSGORO Sribhawono is being able to get innovation to use strategy in teaching procedural text by implementing picture sequence as the media to his students. It is also fulfilled the indicator the teacher performance, that is 70.

Then, in the second cycle teacher teaching performance is much better that is the teacher got the score of 79. Teacher gets 79 since he made improvement in his performance when he teaches procedural text through picture sequence. It means that the problems concerning the teacher's weaknesses on teaching performance have been solved. For detail information can be seen in appendix 5 and appendix 6

Meanwhile, improving the teacher teaching performance, the teacher always did evaluation after teaching learning process, for example in cycle one he had tried to use English, but he translated it again into the mother tongue. The actually he had worried if the students did not understand what he said, they would get frustrated and not interested in learning English anymore. So he used English only when he

greeted the students, gave an example of how to make steps in accomplishing something, and when he closes the class. But, he has conviction that he must try to use English in many time though he had to translate it again into the mother tongue. The fact, the class become a live, because the students always give respond about the teacher's question though they have some mistakes in using words and pattern when they are giving opinion.

For the learning process, from the explanation of the activities done by the students during the teaching and learning process in cycle 1, the researcher got the data, that is, there were 9 students (26.47%) of 34 students who did 80% of the activities observed by the researcher (based on appendix 4). It means that the students' learning activities in the first cycle are still poor during the implementation of picture sequence technique in writing class, in other words the indicator for the students' learning activities has not been achieved.

Meanwhile, from the explanation of the activities done by the students during the teaching and learning process in Cycle II, the researcher got the data, that is, there were 29 students (85, 30 %) of 34 students who did 80% of the activities observed by the researcher (based on appendix 6). It means that target stated in the indicator of the students' activities has been achieved since more than 80% of the students have done more than 80% of the activities during the teaching and learning process. This shows that the picture sequence technique can improve the students' activities.

The improvement of students' activities can be seen from many factors that is related to six kinds of students' activities observed by the researcher. in cycle one most of students did not do the activities like responding to the topic, answering

the teacher's questions and also responding the teacher's questions. After the teacher and researcher analyzed carefully, the students who did not do the activities were those who were not confident and they were still anxious to express their ideas voluntarily. For that reason, in the second cycle the teacher to build the students' confidence. for example. he did not give direct corrections to the students' answers and opinions. he also gave positive responses to the students opinions. Hence. there is the improvement on the students' activities.

Previous research also shows positive result on the use of picture sequence as media for teaching writing which is in line with the findings of this research. Erliska (2007) who conducted research on teaching English narrative text to senior high school 1<sup>st</sup> grade students in SMA N 2 Bandar Lampung, found that picture sequence created a positive effect on her students' writing ability and also increased their enthusiasm for learning. The average score on the post test was significantly higher than the average score on the pretest. The improvement is approximately 32.5% (from 42.5% to 75.0%). It is a proof that by using picture sequence also be able to improve students' involvement and students' producing procedural text writing.

Through the media which is combined with appropriate material and interesting learning strategy, the students can escape from their routine way of teaching learning process, which always have contact with work book ant text book. They can enjoy the teaching learning process, without making them feel under pressure. They also involved in teaching learning process much better than their regular teaching learning activity. And teacher also can be stimulated to improve her teaching performance because teacher is forced to be more creative to formulate

interesting activity and provide appropriate picture sequence which is suitable with the material. In addition, there is a significant increase on students' writing ability, students' participation in teaching learning process, and teacher's performance in the lesson in each cycle. This classroom action research is a proof that picture sequence can also be implemented as media for teaching procedural text.

## **V. CONCLUSIONS AND SUGGESTIONS**

In reference to the result and discussion of the research, the researcher tried to give conclusion and suggestion as follows:

### **A. Conclusions**

1. Picture sequence technique can improve the students' writing ability in producing procedural text especially in content, language use, vocabulary, organization and mechanic. The main problem which was faced by the students that is, the low writing ability owned by them, can be solved after the picture sequence technique was implemented. Having implemented teaching procedural text through the picture sequence technique, the researcher obtained the information about the students' writing components developed by picture sequence technique. The improvement can be seen between cycle I

(there are 27 students 79.41% whose scores are 60 or more) and cycle II (there are 31 students 91.18% whose scores are 60 or more)

2. The teacher's teaching performance is being able to get innovation to use strategy in teaching procedural text by implementing picture sequence as the media to his students. There is an improvement on his teaching performance, especially on some aspects like the learning strategy, the use of media, and the student's involvement. Through the implementation of the picture sequence technique, the teacher has changed his old teaching method by giving explanation and giving the test after the teacher explain the material in which he emphasized on teaching how the students can give their opinions about something, so that the class will be alive. In addition, the teacher has built a conducive-interpersonal relationship to the students so that they become more comfortable being taught by him. The improvement can be seen between cycle I (70 or 70%) and cycle II (79 or 79%)
  
3. The implementation of picture sequence technique in teaching writing improves the students learning activities especially on responding to the topic (pre-activity) and answering the teacher's questions (while-activity), so it makes the students' learning activities better. By giving positive responses to the students, so they become enjoy in following the writing class and confidents to give responses in English to the teacher. The improvement can be seen between cycle I (there are 9 students who did 80% activities 26.47%) and cycle II (there are 29 students who did 80% activities 85.30%)

## **B. Suggestions**

Referring to the data in the previous chapter and the conclusions, some suggestions are recommended:

1. Considering the advantages of picture sequence technique, it is suggested that English teacher apply picture sequence technique as an alternative technique in teaching procedural text. However, the teacher should ask the students to bring dictionary in order that they will not depend on the teacher and their friend in getting information or meaning of words. The students will be more independent and get more knowledge.
2. The teacher should be strict in monitoring the students along while – writing activity. Since all of picture sequence given is the same, there is a chance for some students who are lazy. to cheat on their friend's work. In addition, there should be self-awareness to do the writing test individually, so each student can show their real capability in writing. It can be solved by giving the students who did that a punishment so the students would not do that anymore in the future.
3. The teacher must be creative to make or to use the media when he wants to implement the picture sequence technique. It will be better for the teacher to use a colorful picture sequence, so the students will be more interested in it.

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# **APPENDICES**

## Appendix 7

### Lesson Plan 1

#### First cycle

Subject	: English
Sub Subject Matter	: Procedural Text
Topic/ Sub Topic	: 1. How to mend a puncture 2. How to make scary mouth pop-up card
Meeting	: 1 <sup>st</sup>
Class/ Semester	: X / 1
Time Allocation	: 2 x 45 minutes

#### I. Standard Competence:

Students are able to communicate in English orally and written form, and use it fluently and accurately.

#### II. Basic Competence :

1. The students are able to write a procedural text about "How to make scary mouth pop-up card" by using picture sequence technique
2. The students are able to write a procedural text in coherence and unity
3. The students are able to write procedural text by using appropriate vocabulary
4. The students are able to write procedural text grammatically in present tense

5. The students are able to write procedural text by using correct mechanism.

### **III. Teaching Learning Activities**

#### **A. 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?

#### **B. 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 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

### **C. Post- Activities**

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

### **IV. Media**

- Picture Sequence

### **V. Evaluation**

- The teacher gives a cloze test to the students related to the picture and the text about steps to accomplish.

## **VI. Scoring Key**

- The analytical scoring will be used and the aspects to be scored cover the cloze test.

## **VII. Sources**

- Look Ahead an English Course, For Senior High School Students year X (Erlangga)
- Contextual English 1, for grade X of senior high schools (platinum)

## **Lesson Plan 2**

### **First cycle**

Subject : English  
Sub Subject Matter : Procedural Text  
Topic/ Sub Topic : How to make a flower  
Meeting : 2<sup>nd</sup>  
Class/ Semester : X / 1  
Time Allocation : 2 x 45 minutes

#### **I. Standard Competence:**

Students are able to communicate in English orally and written form, and use it fluently and accurately.

#### **II. Basic Competence :**

1. The students are able to write a procedural text about “ How to make a cup of tea” by using picture sequence technique
2. The students are able to write a procedural text in coherence and unity
3. The students are able to write procedural text by using appropriate vocabulary
4. The students are able to write procedural text grammatically in present tense
5. The students are able to write procedural text by using correct mechanism.

#### **III. Teaching Learning Activities**

### **A. 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?

### **B. 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

### **C. 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

#### **IV. Media**

- Picture Sequence

#### **V. Evaluation**

- The teacher asks the students to write procedural text based on the picture given.

#### **VI. Scoring Key**

- The analytical scoring will be used and the aspects to be scored cover:
  - Content
  - Grammar
  - Vocabulary
  - Mechanic
  - Form (organization)

#### **VII. Sources**

- Look Ahead an English Course, For Senior High School Students year X (erlangga)
- Contextual English 1, for grade X of senior high schools (platinum)

Appendix 8

**Lesson Plan 1**

## Second cycle

Subject	: English
Sub Subject Matter	: Procedural Text
Topic/ Sub Topic	: How to make cucumber pickle
Meeting	: 1 <sup>st</sup>
Class/ Semester	: X / 1
Time Allocation	: 2 x 45 minutes

### I. Standard Competence:

Students are able to communicate in English orally and written form, and use it fluently and accurately.

### II. Basic Competence :

1. The students are able to write a procedural text about "How to make cucumber pickle" by using picture sequence technique
2. The students are able to write a procedural text in coherence and unity
3. The students are able to write procedural text by using appropriate vocabulary
4. The students are able to write procedural text grammatically in present tense
5. The students are able to write procedural text by using correct mechanism.

### III. Teaching Learning Activities

#### A. 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?

## **B. 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

### **C. 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

### **IV. Media**

- Picture Sequence

### **V. Evaluation**

- The teacher gives a cloze test to the students related to the picture and the text about steps to accomplish.

### **VI. Scoring Key**

- The analytical scoring will be used and the aspects to be scored cover the cloze test.

### **VII. Sources**

- Look Ahead an English Course, For Senior High School Students year X (Erlangga)
- Contextual English 1, for grade X of senior high schools (platinum)

## **Lesson Plan 2**

### **Second cycle**

Subject : English  
Sub Subject Matter : Procedural Text  
Topic/ Sub Topic : How to make a flower  
Meeting : 2<sup>nd</sup>  
Class/ Semester : X / 1  
Time Allocation : 2 x 45 minutes

### **I. Standard Competence:**

Students are able to communicate in English orally and written form, and use it fluently and accurately.

### **II. Basic Competence :**

1. The students are able to write a procedural text about “ How to make a cup of tea” by using picture sequence technique
2. The students are able to write a procedural text in coherence and unity
3. The students are able to write procedural text by using appropriate vocabulary
4. The students are able to write procedural text grammatically in present tense
5. The students are able to write procedural text by using correct mechanism.

### **III. Teaching Learning Activities**

#### **A. 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?

### **B. 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

### **C. 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

## **IV. Media**

- Picture Sequence

## **V. Evaluation**

- The teacher asks the students to write procedural text based on the picture given.

## **VI. Scoring Key**

- The analytical scoring will be used and the aspects to be scored cover:
  - Content
  - Grammar
  - Vocabulary
  - Mechanic
  - Form (organization)

## **VII. Sources**

- Look Ahead an English Course, For Senior High School Students year X (erlangga)
- Contextual English 1, for grade X of senior high schools (platinum)

## Test 1

Goal : How to make scary mouth pop-up card

Materials :

- 2 pieces of colored paper
- Glue
- Scissors
- Crayons and or/ markers

Steps :

1. First, Fold a piece of paper in half
2. Second, Cut a line about 5 cm long about the middle of the crease
3. Third, Fold each of the flaps to make 2 triangles
4. Then Open up the card
5. After that, lay it down like a V
6. Push one of the triangles up and pinch the edge together above the card
7. Repeat with the other triangle
8. Close the card and push down on the folds to make them neat.
9. When you open it, you have a pop-up mouth.
10. Fold another piece of paper in half ( a different color looks great)
11. Glue this newcard to the outside of your pop-up card. Don't glue near the mouth area or it won't open! Let the glue dry.
12. Finally, Draw a scary animal around the mouth and finish decorating your card.

### **Procedural Text**

Goal : How to mend a puncture

Materials :

- water
- Sand paper
- patch of rubber
- cloth
- rubber gum

Steps:

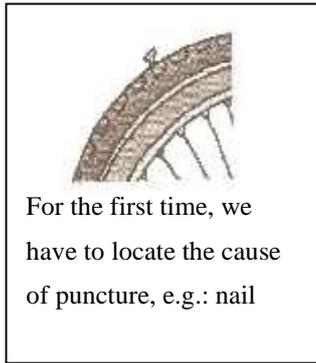
- For the first time, we have to locate the cause of puncture, e.g.: nail
- Second, escape the valve to let air out of inner tube
- Then, remove the outer tire off
- After that, put the tube and pump it. Press the tube slowly under the water. Air bubbles indicate the position of the puncture.
- Next, take the tube out of water and rub the punctured area with cloth. Clean it with sand paper.
- Spread rubber gum over the punctured area and place a patch over it. Press down hard and let it dry.
- Pump up the tube again. check the air doesn't escape from the punctured area. Let air out. Put the tube back into the tire.
- Put tire back on the rim. Pump the tube. Finally, the bicycle is ready for ride.

**Procedural Text**

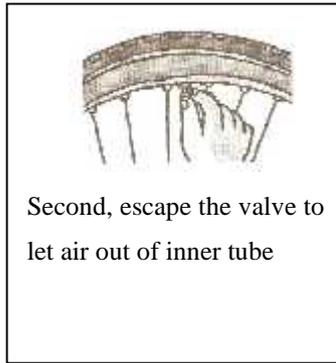
Goal : How to mend a puncture

Materials :  
- water - Sand paper -patch of rubber  
- cloth - rubber gum

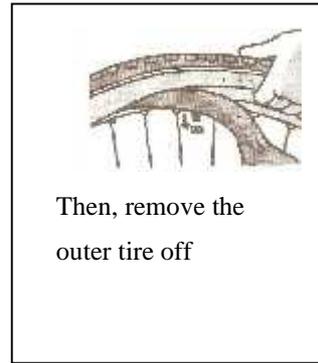
Steps :  
1 2 3



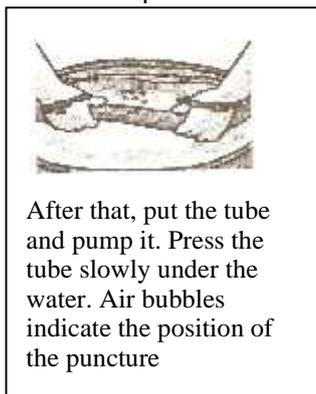
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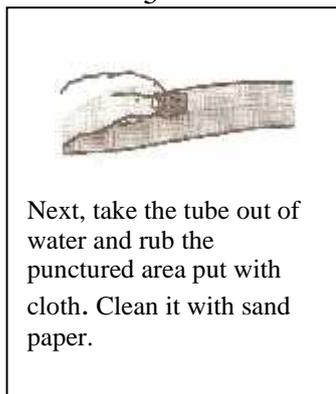
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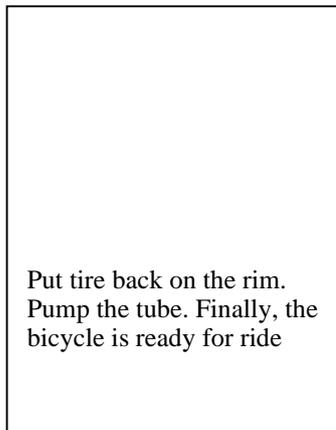
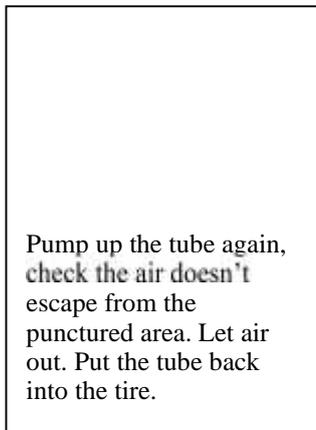
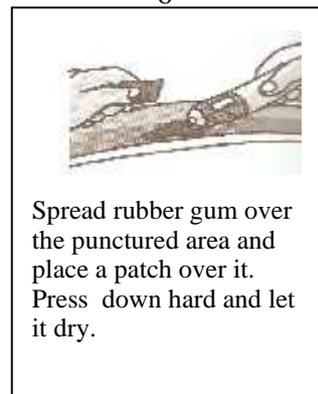
6



7



8



### Test 1

Complete the missing instructions by using the words under the text.

#### Procedural text

Goal : How to mend a puncture

Materials :

- water

- Sand paper

-patch of rubber

- cloth

- rubber gum

Steps:

- For the first time, we have to \_\_\_\_\_ the cause of puncture, e.g.: nail
- Second, \_\_\_\_\_ the valve to let air out of inner tube
- Then, \_\_\_\_\_ the outer tire off
- After that, \_\_\_\_\_ the tube and \_\_\_\_\_ it. \_\_\_\_\_ the tube slowly under the water. Air bubbles indicate the position of the puncture.
- Next, take the tube out of water and rub the punctured area put with \_\_\_\_\_. Clean it with sand paper.
- \_\_\_\_\_ rubber gum over the punctured area and place a patch over it. \_\_\_\_\_ down hard and let it dry.
- \_\_\_\_\_ un the tube again. check the air doesn't escape from the punctured area. Let air out. Put the tube back into the tire.
- Put tire back on the rim. \_\_\_\_\_ the tube. Finally, the bicycle is ready for \_\_\_\_\_.

- Locate
- Escape
- Remove
- Pump
- Press
- Rub
- Spread
- Put
- ride

Test 2

Name	:
Subject	: English
Grade	: 1 <sup>st</sup>

Instruction:

- a. Write your name and your class clearly on the paper
- b. Use your time adequately
- c. Work individually

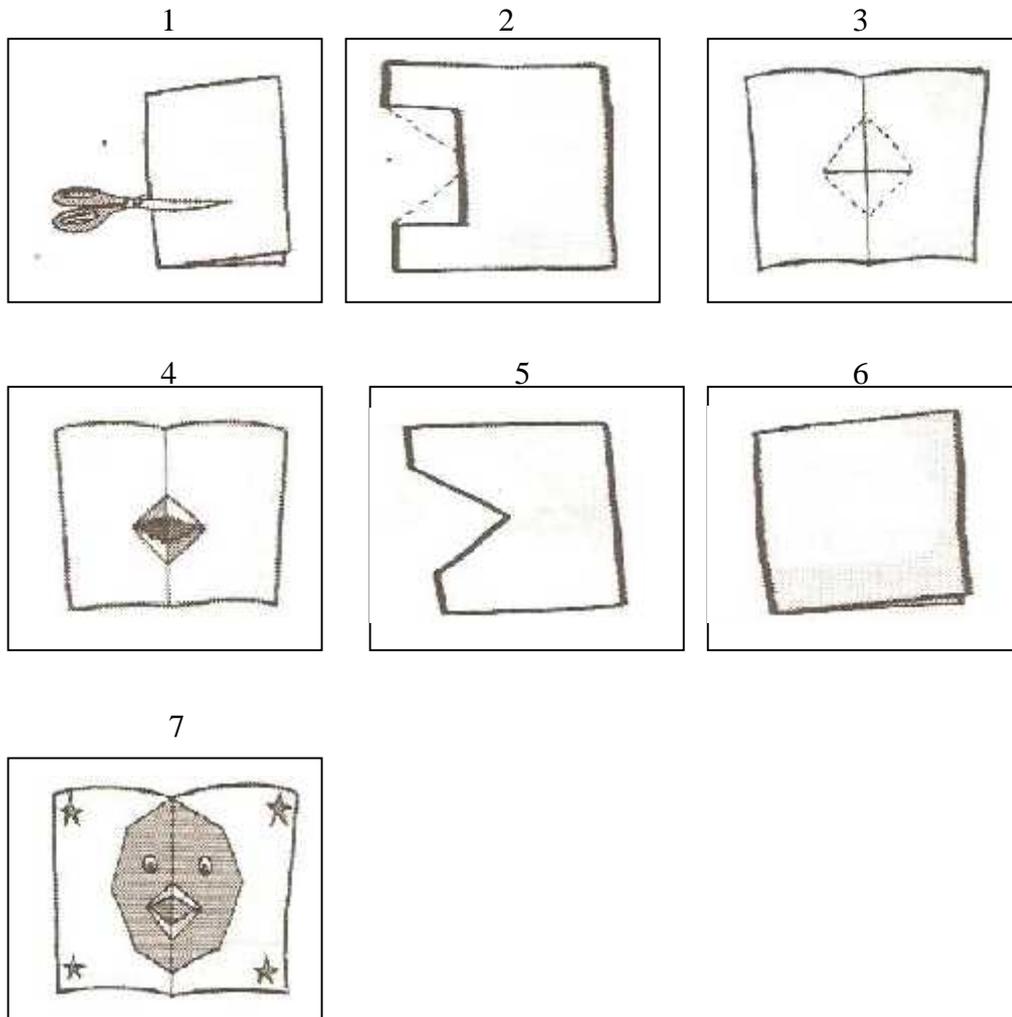
Direction:

- a. Write a procedural text based on the picture sequence below
- b. Write the text in the present tense form and with correct mechanism
- c. Use the appropriate time transitional maker.

The picture sequence of procedural text

Goal : How to make scary mouth pop-up card

Materials :  
- 2 pieces of colored paper  
- Glue  
- Scissors  
- Crayons and or/ markers



### Procedural Text

Goal : How to make cucumber pickle

Ingredients : - Cucumber - Chili -salt  
- sugar - vinegar

Materials : - spoon - bowl - knife

Steps:

- First, slice cucumbers onion



4



After that dispose water

5



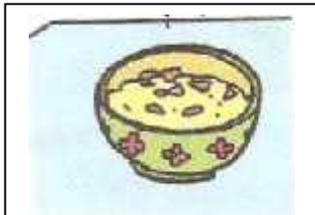
Then add one spoonful of sugar and two spoonful of vinegar

6



Next shake well

7



Finally, serve in the bottle or bowl

### Test 1

Complete the missing instructions by using the words under the text.

#### Procedural text

Goal : How to make cucumber pickle

Ingredients : - Cucumber - Chili -salt  
- sugar - vinegar

Materials : - spoon - bowl - knife

Steps:

- First, slice cucumbers \_\_\_\_\_
- Second, \_\_\_\_\_chili pepper if \_\_\_\_\_
- Third, \_\_\_\_\_one spoonful of salt; shake \_\_\_\_\_
- After that \_\_\_\_\_ water

- Then add one \_\_\_\_\_ of sugar and two \_\_\_\_\_ of \_\_\_\_\_
- Next \_\_\_\_\_ well
- Finally, \_\_\_\_\_ in the bottle or \_\_\_\_\_

- Onion
- add
- wanted
- put
- well
- dispose
- spoonful
- bowl
- vinegar
- shake
- serve

Test 2

Instruction:

- a. Write your name and your class clearly
- b. Use your time adequately
- c. Work individually

Name	:
Subject	: English
Grade	: 1 <sup>st</sup>

Direction:

- a. Write a procedural text based on the picture sequence below
- b. Write the text in the present tense form and with correct mechanism
- c. Use the appropriate time transitional maker.

The picture sequence of procedural text

Goal : How to make flower

Materials :

- Corn leaves
- Glue
- Iron
- Dye
- scissor
- pencil
- bowl

Steps:

1



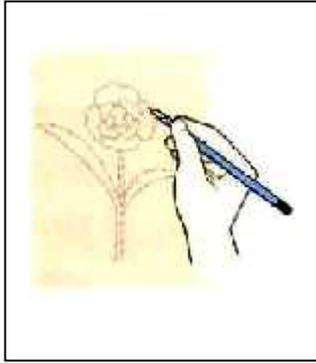
2



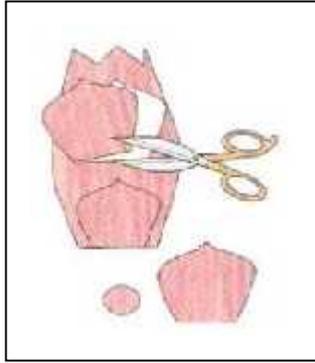
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4



5



6

