

**IMPROVING ABILITY IN WRITING PROCEDURE TEXT THROUGH
PICTURES AT THE TENTH YEAR SRUDENTS OF SMAN 3 POLEW ALI
MANDAR**

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ABSTRACT

The objective of this research is to find out whether or not the using of pictures improve student's ability in writing procedure text at the tenth year students of SMAN 3 Polewali . To obtained the data the writer used pre experimental method with a pre-test and post-test. It is used to show whether pictures improve students ability in writing procedure text or not. The population of this research was the tenth class students of SMA Negeri 3 Polewali in academic year 2014/2015 which consist of four classes (A,B,C,D) and 150 students. This research employs cluster sampling technique because the number of the population was relatively large. The writer chooses 40 students from class B. Based on data anlysis from students writing procedure text by using picture, the data shows that the highest student's score obtained from the pre-test is 70, classified as good score and the lowest score is 34, classified as very bad score writing skill without using picture of the tenth year students of SMAN 3 Polewali falls into the fair category mean score is 63.15. It means that the using of pictures improve the students' ability in writing procedure text at the tenth year students of SMAN 3 Polewali because the means score of the post-test 75.22 is higher than the mean score of the pre-test . So, the hypotesis the using of pictures improve the ability in writing procedure text of the tenth year students of SMAN 3 Polewali was accepted.

Keywords: improving, writing and picture

Introduction

English language ability is a necessity in the era of communication and globalization. In Indonesia, English is a foreign language and formally it is taught in schools from elementary high school until university. English in senior high school serves as a means of self-development of students in the fields of science, technology and art. It has become an obligatory subject and as one of the subjects examined in the National Examination (UN). So, learning English is a necessity and a must for all the people in the world, especially in Indonesian school. Therefore, the students should master English. Teaching English in senior high school includes all four language skills: listening, speaking, reading and writing. Writing is one of the important skills in teaching English because it

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involves some language components such as spelling, grammar, vocabulary and punctuation. To write well, we must have good capabilities in writing process and aspects of writing. The students must be able to organize the idea, to construct the sentence, to use punctuation and spelling well. Besides that they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

One of the scopes of English subject at senior high school is the ability to understand and make some short functional texts and monologues, such as: procedure, descriptive, recount, narrative, and report. The ability to express meaning in a simple short monologue using a variety of spoken language accurately, fluently, and thankful to interact in the context of daily life in the form of text and report procedure is one of the Basic Competency (KD) that must be mastered by the tenth year students at the senior high school (SMA). Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how to make or doing something in a sequence of steps.

The ability to write procedure text involves the ability in applying generic structure, lexicogrammatical features and language components of writing such as: fluency, grammar, content, vocabulary, and spelling. Sometimes, they need to learn how to start their writing and they do not have idea what to write. They can find difficulties with the sentence structure, how the sentences are linked together and the student cannot arrange the steps of the writing procedure text. The other causes that make the students produce unattractive texts is the fact that the media for presenting material is not various. As a result, the students' ability in constructing and composing their paragraphs is still low. Therefore, the teachers must be creative in selecting and preparing instructional media. The using of picture as a media in writing will help the students how to generate their ideas. Picture is useful to be used because it can stimulate the students' competence in learning language, it can increase and focus the students' attention in learning the meaning of word. It can make the lesson class more real and alive. Pictures will not make the students bored even if it is used for a long time. Pictures also can evoke students' interest and motivation, a sense of the context of the language, and a specific reference point or stimulus in teaching and learning activities in the classroom.

1. Defenition of Writing

According to Sampson (1985:27), "Writing is a system of representing utterances of a spoken language by means of permanent visible marks." It means that writing is repesenting a group of permanent letters or symbols. According to North (1995:259), "Writing is system of human intercommunication by visible marks." So, writing is marked on a surface as a means of communicating ideas by making each symbol stand for an idea. Hornby (1995:137) states that "Writing the sense of the verb 'write'. Write is to make letters or other symbols

on a surface especially with a pen or a pencil on a paper.” It can be said that writing is to form letters, words, or symbols on a surface such as paper with an instrument such as a pen. According to Harmer (1993:213), “Writing is a media of communication through writing message”. We can say that In written communication, written signs or symbols are used to communicate. Based on the opinion above, the writer can conclude that writing is an activity to employ letters, words, or symbol that are written by hand or typing to expressing ideas or information.

Procedure Text

According to Compact Oxford English Dictionary (1996:901), “Procedure is an established or official way of doing something.” It can be said that procedure text explains how people perform different processes in a sequence of steps. According to American Heritage Dictionary (2000:1398), “Procedure text is a set of instruction that performs a spesific task of function.” We can say that procedure text describes how something is accomplished througha sequence of actions or steps.According to Wardiman (2008:1430), “Procedure text is the text that give some clues or how to do something through a series of actions.” It can also be said that procedure text gives step by step to perform an activity. Accoding to Priyana Joko (208:147), “Procedure text is text that tells how to do something.” Its used is to describe how something is completely done through a sequence of series. In <http://adityadndr.blogspot.com/2009/12/definition-of-procedure-text-procedure.html> states that procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.

From the defenitions above, the writer concludes that procedure text is a text that show a process in order to describe how something is completely done through a sequence of series.

3. Picture

Wilkes states that (1964:1201), “ Picture is a visual representation of an object or scene by a painting, drawing, or photograph.” From this statement, we can know that picture is a visual representation of something, such as a person or scene, produced on a surface, as in a photograph and painting. According to Suryanto (1999: 21), “Pictures can translate an abstract idea into a more realistic form and they are inexpensive. The pictures are appropriate students because they are easy to prepare, easy to organize and interesting to the students. In the teaching and learning process, the use of pictures is aimed to make the process of teaching and learning more effective.”

According to Raimes (1983:27), “Pictures can also provide a stimulating focus for students’ attention, a variety of tasks, and a shared experience.” We can state that pictures can stimulating students' interest and focus the students' attention in learning. Harmer (2007:330) states “Pictures can provide

stimulation for writing-habit activities.” In another words, we can said that picture can translate abstract ideas into more realistic forms.

From those statements, it is obvious that pictures could be used as media to teach writing especially in helping the students to express the ideas in the written form.

RESEARCH METHOD

The writer researched the tenth year students of SMAN 3 Polewali in Jln. Agus Salim number 003, Polewali subdistrict Regency Polman west sulawesi. This school has three English teacher. The primary data was gotten from the students of the tenth year students of SMAN 3 Polewali. Beside gets data from students, the writer also got data information about improving students ability in writing procedure text through picture by visited library and get relevant data from website.

The population of the research is the tenth year student of SMAN 3 Polewali academic year 2014/2015. It consists of four classes: class A consists of 40 students and class B consists of 40 students, class C consists of 35 students and class D consists of 35 students. So, total population of SMAN 3 Polewali are 150 students. This research uses cluster sampling that choose only one class, class A as the respondents that includes 40 students of the tenth year student of SMAN 3 Polewali.

To find the data, the writer used the instrument test namely written test in the form of pre-test and post test. It is used to find out whether or not the using of pictures improve the students’ ability in writing procedure text.

In this research, the writer used two kinds technique of collecting data namely : Library Research and Field Research In collecting the data, the research went to the library to read many books and gets several theories that relate with the research. In obtaining the data from the respondents, the resercher used the procedure as follow:

a. Pre-test

In this pre-test, students was given written test before treatment with the procedure as follows:

- ❖ The writer explained what the students will going to do and distributes the test for respondents, to know students’ prior ability in writing procedure text
- ❖ The writer gave the score to the students result test.

b. Treatment

After giving the pre-test, the writer treated this group by gave treatment for two times. Each meeting ran 90 minutes and the students was taught about writing procedure text by showing pictures.

c. Post test

1. After giving the treatment the student was given a set of written test

2. The writer distributed the test to know the effect of using picture in improving ability in writing procedure text.
3. The writer gave the score to the students' result test.

In this reseach, the writer used the simple formula in analyzing the data tabulation and then comparing the students' mean score in determine which poin is higher between pre-tes and post test. In obtaining the students' mean score, the writer used the following formula :

$$\bar{X} = \frac{\sum x}{N} \tag{1}$$

Where :

\bar{X} = mean score

$\sum x$ = total score

N = the number of respondents

Gay.L.R. (1981:225)

FINDING AND DISCUSSION

The analysis of the data obtained from the pre-test

This part presents the data obtained through the pre-test. At the pre-test the writer asked the students/respondents to write procedure text about “ How to Make a Glass of Coffee” without using picture. The writer didn't teach them before about how to write or steps in write but she asked students to write directly by using the written test.

Based on data anlysis from students writing procedure text by using picture, the data shows that the highest student's score obtained from the pre-test is 70, classified as good score and the lowest score is 34, classified as very bad score.The mean score the students in the pre- test as follows:

$$\begin{aligned} \bar{X} &= \frac{\sum x}{N} \\ \bar{X} &= \frac{2526}{40} \\ &= 63.15 \end{aligned}$$

By paying attention on students' mean score in the pre-test above, it can be concluded that the category of students' writing skill with out using picture of the tenth year students of SMAN 3 Polewali falls into the fair category (mean score = 63.15).

To know the percentage of the students' achievement, the writer analyzed through tabulation and descriptively by frequency and percentage technique as follow:

$$P = \frac{F}{N} \times 100\% \tag{2}$$

Where,

P= Percent

F= Frequency

N= Total of sample

The analysis of the data obtained from the post-test

In this part, the writer presents the data obtained through the post-test. At this session the writer asked the respondents to write a paragraph through the picture was given. The data analysis shows the data about students' achievement in writing procedure text by using picture of the tenth year students of SMAN 3 Polewali in the post-test show that the highest student's score obtained from the post-test is 91, classified as very good and the lowest score is 57, classified as very bad score.

The mean score the students in the post- test as follows:

$$\begin{aligned} \bar{X} &= \frac{\sum x}{N} \\ \bar{X} &= \frac{2902}{40} \\ &= 72.55 \end{aligned}$$

By paying attention on students' mean score in the pre-test above, it can be concluded that the category of students' writing skill by using picture of the tenth year students of SMAN 3 Polewali falls into the good category (mean score = 72.55).

To know the percentage of the students' achievement, the writer analyzed through tabulation and descriptively by frequency and percentage technique as follow:

$$P = \frac{F}{N} \times 100\% \tag{3}$$

P= Percent

F= Frequency

N= Total of sample

It means that the using of pictures improve the students' ability in writing procedure text at the tenth year students of SMAN 3 Polewali because the means score of the post-test is higher than the mean score of the pre-test . So, the hypotesis (the using of pictures improve the ability in writing procedure text of the tenth year students of SMAN 3 Polewali) was accepted.

CONCLUSION

This chapter presents conclusion and sugestion, based on the data and discussion in the previous chapter. The writer puts forward conclusion and sugestion as follows: Based on the finding and discussion in the previous chapter, the writer concludes that the using of pictures improve students' ability in writing procedure text of the tenth year student of SMAN 3 Polewali.

SUGGESTION

Based on the conclusion above, the writer put forward some suggestiosns as follows:

1. The teachers must be creative in selecting and preparing instructional media in the teaching learning process especially picture so the students can actively participate.
2. The students should realize that writing is one of the important skill in study English so they should practise it in order to mastery this skill especially in writing procedure text.

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