

**IMPROVING STUDENTS' PROCESS IN WRITING PROCEDURE  
TEXT BY USING PICTURE SERIES**

ARTICLE

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PONTIANAK  
2018**

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# IMPROVING STUDENTS' PROCESS IN WRITING PROCEDURE TEXT BY USING PICTURE SERIES

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## *Abstract*

The present research was an attempt to know the improvement of teaching by using picture series on students' process in writing procedure text in Year-7 of "SMP Negeri 3 Sungai Raya" in the Academic Year of 2017/2018. The method used in this research is Classroom Action Research. This research was done in three cycles. The participants of this research were the seventh-grade English teacher and 32 students in class VII A. The researcher found that the picture series improved students' process in writing procedure text. Then the ideas were also clearly stated and the sentences were organized well. The students also began to show their interests by actively answered the questions and enthusiasm during the class activity until the end. The result of this study showed that the picture series did not only improve students' process in writing procedure text but also motivated the students to write in groups and individual.

***Keywords: Procedure Text, Picture Series***

## **INTRODUCTION**

Writing skill is one the important things in English. Through writing, the students can express their opinions or ideas into writing form. Writing is an important skill of language learning and also an activity where the students write or share what they are thinking. As one of the international languages in the globalization era, people consider mastering English writing skill a pivotal expertise in the world of communication. Brown (2005, p. 363-364) stated that language learners are able to convey messages to the readers across places and time.

In studying English as a foreign language, writing is one of productive language skills. It is like speaking. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is a written text. Writing is one of the productive language skills which deal with conveying messages with the use of graphic symbols. According to them, writing is an activity to communicate

one's idea by using letters, words, phrases, and clauses to form a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols.

Writing is one of ability that the students learn in the school. Students are supposed to mastered the writing especially in this case in teaching learning English. As an obligatory taught at school, this subject sometimes seen as a difficult subject to teach and learn. Langan (2005, p. 14) stated that one as a writer should be able to make their readers understand the message they conveys. Thus, to express ideas, thoughts and the feelings clearly and effectively, the understanding of the graphic system is not enough. The writer requires knowledge of grammar and the art of using rhetoric such us arranging words, phrases, sentences, and paragraphs to produce a good written text. In writing, the writer must also master the rules of vocabulary, spelling, grammar, morphology, and syntax. Therefore, many learners think that writing is difficult.

Writing is one of the language skills very important in learning a language. People use writing form to communicate between one to other people. Zemach (2004, p. 4) stated that writing is a very important part in study. Students will have assignment that may range from one paragraph to several paragraphs. Furthermore, writing is also important to teach in the school and university. Writing is an activity of using the language to express the students ideas, feeling of desire in the written form.

In producing a good written text, a writer has to exceed several stages. Those stages can be referred to the process of writing. Harmer (2004, p. 4) states the writing process involves four stages: First, the writer plans what they are going to write. Second, the writer organizes and develops a sustained piece of writing. Third, the writer reads and reflects what he wrote, seeing problem with initial thoughts and refining them into more complete thoughts. Fourth, the writer produces a finished version of his work.

Oshima and Hogue (1999, p. 3-12) divide the writing process into three stages: pre-writing, planning or outlining, and writing and revising. Pre-writing is a series of strategies designed to choose a topic and generate ideas. Planning or outlining is a series strategies designed to make sub lists, write the topic sentence, and outline. Writing and revising drafts are a series strategies designed to write the first rough draft, revise content and organization, proofread the second draft, and write the final copy.

Urquhart and McIver (2005, p. 23) found that writing is about expressing knowledge and you want your students express their knowledge as thoughtfully and clearly as they can. It is essentially a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge. In writing, there are the components of writing that should be considered by the students because the components result a good writing. The students usually use writing as a tool to record the teacher's explanation, to make notes, to do the assignment or exercise, to summarize the

lessons, to write their diary, etc. Through writing, teachers can identify students' ability in using the language, because writing does not deal with list of vocabularies and the knowledge of grammar, but also the ability to organize thoughts into series of paragraph. The teaching of English at Junior High School in Indonesia is aimed to develop students' communicative competence in speaking and writing to achieve the functional level (*Departemen Pendidikan Nasional: 2006*). In other words, throughout the communicative competence, the students are expected to be able to communicative with other people and to express their ideas using English.

In this study the writer will conduct teaching procedure text to students at the first grade of SMP Negeri 3 Sungai Raya. According to the discussion with the teacher, she said that some of the students have difficulties in writing procedure text. And also based on the researcher experience when the teaching practice, she found that some of the students had problems in mastering writing skill. The first is the students found the difficulty to develop sentences for their text writing although they might have interesting ideas for possible topics. The second problem in writing is lacking of vocabulary, in which many of them didn't write with the clear aspect of procedure text. The third, the students were difficult to get the ideas without the clue of picture series. Another problem is that they did not actively join the teaching and learning process and not interested to write since it is hard to be done. One of the reasons that make them difficult to write is because they sometimes do not know what they will write because of the lacking of experiences and ideas. It is also caused by the grammatical rules, words choice, spelling, developing ideas, and the other things needed in writing.

The writer considers the use of picture series as appropriate media to help develop students' process in producing good procedure text. Previous research related to this topic was conducted by Suli Hestri (2012). Her thesis title is *Using Picture Series to Improve Students' Writing Ability in Procedure Text at the Eight Grade Students of SMP Negeri 33*

Purworejo. Her finding showed that it can be improve students' writing ability in procedure text by using picture series. The same result were from a research conducted by Eni Yusnita (2012), the result has shown that the students progress in improves writing in each cycle.

Teaching and learning is process. In teaching and learning process teacher uses something to make his/her teaching and learning process effective. Media, the plural of medium, are means of communication. Media are important in facilitating English learning. Using the media has many functions in communicating. We can use it to convey ideas, opinions about various things with other people. In education field, media are various components in learners' environment which support the learners to learn. By using appropriate media, teachers and students are helped to achieve the goal of the teaching. Moreover, the use of media can create a good atmosphere in the teaching and learning process.

Through the use of media, teaching and learning process will not be always monotonous, but there are variations and activities that may cause the motivation of students to think actively. According to Spratt and Pulverness, (2005:38) stated that motivation is an essential factor in English learning because it is the thoughts and feelings students have which make them want to do something, continuing to want to do it and turn their whises into action. It means that if the students have been motivated in learning, teaching and learning process will run well and make learning successful. In addition, the media can facilitate the interaction between teachers and students so that learning activities can be done more effectively, efficiently, and easily. Arsyad (2003, p. 3) stated that the cause or the tools that interfere with the functions of the two parties and the role of an effective governing relation between the two main parties in the students' learning process and content.

Language consists of structure as a skeleton and vocabulary as the flash. In order to understand the language that make human

beings communicate with one another, it is necessary to enlarge their vocabulary in writing paragraphs. To do so, a teacher should teach her/his students by motivating them with selected techniques that are interesting.

This is not a simple things, a teacher should be professional and skillful at his/her vocation. Students of Junior High School need concrete things such as real objects in learning writing. It is caused by their aged that classified in a concrete operation. Some things are easy to find, to bring to the class and possibly to be teaching media. Some other things however are difficult to find and sometimes impossible to bring them to the class. Picture series are some pictures representing continuous events of a story with important information. According to Raimes (1983, p.11) the use of picture in teaching writing has a potential to support students to study. The main function is to tell a story or the sequence of events. A wide variety of picture series is available in textbook, in comics, and in cartoon strips in magazine for the teacher to copy and enlarge. In addition, picture series is two – dimensional visual representation or person, place, or things. It can be painted or drawn.

Picture series is a number of related composite pictures linked to form a series or sequence. Pictures can represent the image of people, animals, things, or events. According to Harmer (2004, p. 69) picture can stimulate students' creativity, especially in writing. Picture works in provoking the imagination and creativity so that they can produce good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by picture. Furthermore, when they look at the picture, each student will have their own imagination inside the picture. Starting from that, they will have something (an idea) to write. Similarly, Brown (2001, p. 226) argues that picture offers a non-verbal means to stimulate writer response. It means that by giving students picture, it is easier for them to get ideas.

Writing is the last skill in English that we cannot ignore. When the students write a text, they should not only write semantically

correct but also should use correct grammar. Generally, writing is a complex process that involves a range of skills and tasks because by writing process, each of which focuses on specific tasks.

Creating a text requires us to make choices about the words they use and how they put them together. If students make the right choices then they can communicate with others. Our choices of words will depend on our purpose and our surroundings (context). As procedure, therefore is a piece of text that gives us instruction for doing something. According to Knapp and Watkins (2005, p. 28), procedural paragraph is instruction through the process of logically sequencing actions or behaviors, commonly used in instructions, manuals, recipes or directions.

Picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not costly, and relatively easy to get. Those benefit are also supported by Smaldino et al. (2005, p. 9) who suggests that the use of picture series will make the students interested in writing English.

However, picture series have some advantages in teaching writing. One of them stated by Latuheru (1988, p.41) that pictures have several functions in the teaching and learning processes. First, pictures can translate abstract ideas into more realistic forms. Second, pictures are easily obtained, for examples, from school books, newspapers, and magazines. Third, pictures are usable in different kinds of academic levels. Fourth, pictures can save the teachers time and energy.

Thus, from the explanation above, the researcher concludes that procedure text is any meaning full stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of action or steps.

According to the problems and the studies above, the researcher has an objective in this research that is to improve the students'

process in writing procedure text by using picture series. The title of the research is "Improving Students' Process in Writing Procedure Text by Using Picture Series – a classroom action research to the seventh grade students of SMP Negeri 3 Sungai Raya in Academic year 2017/2018".

## **METHODOLOGY**

This research is modeled as classroom action research. Action research is essentially a series of cycles of reflection, planning and action. Kemmis and McTaggart (1988, p. 5) developed a concept for action research. They proposed a spiral model comprising four steps: planning, acting, observing and reflection. It means in action research a teacher becomes an investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it. It can be summarized that classroom action research is a research that has used to develop the grade of a class by applying a better approach such as: planning, action, observation, and reflection to find a solution based on learning context.

The researcher plans an activity that could hopefully solve the problem that appears in the classroom. Putting the plan in action of real treatment, the researcher observed the process and finally reflected the treatment. In order to make the research runs smoothly, the researcher was assisted by a collaborator in observing and discussing the result of treatment to get feedback of the process. The researcher revised the way of teaching for improving the quality.

The procedure of this research consists of planning, acting, observing and reflecting. (a) Planning, this was the early stage of the research. The researcher prepared everything needed in doing the research. The planning and the preparation before the teaching learning activities were in form of preparing the lesson plan, picture series, hand out, scoring rubric to assess the students' writing, observation checklist, and field notes. (b) Acting, this was the implementation of the planning made by the researcher. To act the planning, the material which was prepared in

the lesson plan was presented to the students in the classroom. The researcher and the collaborator worked together cooperatively. The collaborator observed the teaching learning process by using an observation checklist, camera to take picture as document, and file notes while the researcher as well as the teacher applied step by step the procedure of the lesson plan. (c) The researcher observed her class together with her collaborator when she was doing her research. The observation activities were held to collect the data and to put it in the field note. Collaborator as the researcher's assistant filled in the field note down to comment anything that occurred in the teaching learning process, including the obstacles that found as well as the probable solution to overcome the problem. (d) Reflecting, The researcher and the collaborator discussed whether the activities conducted improved students' skill in writing procedure text including generic structure and language features. The results of the observation in checklist, field notes, Documents of students' writing were discussed in order to know what had been achieved, the obstacle faced, and the solution to the obstacles. The result of the reflecting was used to determine what to be done in the next cycle.

## **RESEARCH FINDING AND DISCUSSION**

### **Research Finding**

In conducting this research, the writer intended to solve students' problem process in writing procedure text by using picture series on the VII A students of SMP Negeri 3 Sungai Raya. Students' problems are difficult to develop sentences, lacking of vocabulary and difficult to get the ideas without the clue. It was conducted in three cycles. First cycle, the researcher and the teacher prepared some materials to solve the problems. The first problem is difficult to develop sentence, so in this problem the researcher and the teacher prepared some picture series to help students to brainstorm and to gather the idea that they need to writing through picture. The second problem is lacking of vocabulary. So in this

problem the teacher should motivate the students to learn vocabularies and bring the dictionary. Last problem is the students were difficult to get the ideas without the clue. To solve this problem, the researcher and the teacher prepared picture series. During teaching and learning process, the researcher found that more than half of the students in the class did not bring dictionary. While the teacher asked them to guess the picture, few students were able to guess it correctly. Only few students who respond to the teachers' questions and the rest were still silent. The first cycle was not perfect as expected. In the first cycle the students were not interested to join the teaching and learning process. It can be seen only few students who respond to the teachers' questions and the rest were still silent. It needed to be revised, corrected, and improved in order to solve that problems. The teacher should give more explanation about how to write procedure text and ask the students to bring their dictionary. Most of the students still did not understand about the procedure text itself, especially how to write the goals, materials, and steps. The teacher should explain the generic structure and language features easily in order to make the students more understand. Second cycle, based on the result of the reflection in the first cycle, the researcher prepared some revisions in technique to be applied in the second cycle. The picture series were added with some word to give students some clues to solve the students' problems. In addition, the researcher also prepared the observation checklist and field note. The second problem is lacking of vocabulary. So in this problem the teacher should motivate the students to learn vocabularies and bring the dictionary. Because the first cycle some of students did not bring their dictionary, it makes the students difficult to know the name in English words. The second cycle was improved, but not perfect as expected. It needed to be revised, corrected, and improved in order to get the better result. Still all of the students bring the dictionary although the teacher asks them to bring their dictionary. It makes some students wrote the words incorrectly. Beside

that, some students still confused to develop sentences correctly. Some students still did not understand to write the goals, materials, and steps. For example the goal, some students just write “make a tea”, “make cup a tea”. Therefore, the researcher conducted the next cycle to revise and improve the shortage and weakness in the second cycle. Third cycle, the researcher prepared some revisions on the technique to be applied in the third cycle. The picture series were added with some word to give students some clues and give the students more explanation about the how to write the procedure text in detail, about write the goals, materials, and steps before the teacher gives the students tasks. The third cycle was successful. All the expectations of the process of the teaching and learning and the reflecting actions from the previous cycle had improved. All of the problems was solved successfully. The process and the students’ achievement were better than the previous cycle. Although there are two students still did the grammatical error in writing procedure text in part steps. The successfulness of the cycles convinced the researcher to stop the cycle.

### **Discussion**

Through this research, the researcher found that the use of picture series in teaching writing procedure text is appropriate in students’ learning process where the teacher wants the students to be able to write and express their ideas and their experiences in form of procedure text. According to Wright (1989, p. 17) explains the use of picture as media can help to attract students’ interest and encourage their motivation in learning, make them want to pay attention and want to take part. Picture make the students have sense of the context of the language. They bring the world into the classroom. Pictures can be a specific reference point or stimulus to the students. Next, picture can also be described in an objective way or interpreted or responded to subjectively by learners.

This classroom action research was conducted in three cycles of planning, action, observing, and reflecting stage. The teacher

kept monitoring and evaluating what had been done in the entire process of cycle 1 to improve the result in cycle 2 and cycle 3.

The first cycle was not perfect as expected. In the first cycle the students not interested to join the teaching and learning process. It can be seen only few students who respond to the teachers’ questions and the rest were still silent. It needed to be revised, corrected, and improved in order to get the better result.

The second cycle had improved, but not perfect as expected. It needed to be revised, corrected, and improved in order to get the better result. The second cycle showed that some groups that raised their hand. In addition, the researcher also found that few students still wrote the words incorrectly. Some students actually also known the object but did not know the words in English. That was why they did not dare to guess it. During the activity, the researcher also found that some students disturbed each other. When the teacher focused on the other students, they played by themselves.

The third cycle was successful. All the expectations of the process of the teaching and learning and the reflecting actions from the previous cycle had improved. The process and the students’ achievement were better than the previous cycle. During the activity, the researcher also found that some students disturbed each other. When the teacher focused on the other students, they played by themselves. But after reprimanded, they went quiet and sat down neatly.

Based on the research findings above, the use of picture series as appropriate media to help develop students’ process in producing good procedure text. Through the use of media, teaching and learning process will not be always monotonous, but there are variations and activities that may cause the motivation of students to think actively. According to Spratt and Pulverness, (2005:38) stated that motivation is an essential factor in English learning because it is the thoughts and feelings students have which make them want to do something, continuing to want to do it and turn their wishes into action. It means that



if the students have been motivated in learning, teaching and learning process will run well and make learning successful.

In addition, the media can facilitate the interaction between teachers and students so that learning activities can be done more effectively, efficiently, and easily. Arsyad (2003, p. 3) stated that the cause or the tools that interfere with the functions of the two parties and the role of an effective governing relation between the two main parties in the students' learning process and content. From the explanation above, it can be concluded that the media is a tool to convey ideas that make students can acquire knowledge, skills and attitudes and can stimulate students in learning.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Referring to the research findings, it is concluded that picture series gives the strong effect in teaching writing procedure text to the seventh grade students in SMP Negeri 3 Sungai Raya in academic year 2016/2017. The result showed that the use of picture series could improve students' process in writing procedure text. This technique did not only improve students' process in writing, but also improved students' participation and interest in the learning process because use of the media. Based on the students' process in writing procedure text, the results of the test show a good improvement. In conclusion, the third cycle was successful. All the expectations of the process of the teaching and learning and the reflecting actions from the previous cycle had improved. The process and the students' achievement were better than the previous cycle.

### **Suggestion**

From the conclusions stated above, the researcher would like to offer some suggestions to the teacher to improve the students' process in writing procedure text by using picture series in order to get a better result. The researcher recommended: (1) To the English teachers, he/she should prepare all the right things i.e strategy, media, and

material. To solve the students' problem, difficult to develop sentence, the teachers should prepare some strategy, for example give some picture series to give some clue to the students in writing. An appropriate topic is important to prepare the students' interest to write and learn the material easily. Teacher should choose an interesting topic which is closely related to the students' life. As a result, it can support the students to be familiar with the material and also make the students easily to develop sentence. (2) The teacher should motivate the students to learn the vocabularies. Mastery vocabulary has the principle: pray, think positive, simple picture series, the students are easier to master the material and to write systematically. Besides that, the students more easily to get the ideas with the clue of picture series. The teacher should match the picture series with the suitable material for the students' level, so that the goal of the study can be fulfilled.

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