

**IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING PROCEDURAL TEXT BY
PICTURE AT THE NINTH GRADE OF SMP NEGERI 2 DOLOKSANGGUL IN
ACADEMIC YEAR 2020/2021**

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Abstract

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This study aims to improve student's ability on students' achievement in writing procedural text by picture. This study was conducted by using classroom action research at the ninth grade of SMP NEGERI 2 DOLOKSANGGUL. The subject of this study was the ninth grade of SMP NEGERI 2 DOLOKSANGGUL, the total number of students was 320 students. Based on theory of Arikunto, this study was about 10% (32 students). This research was applied in two cycles with four meetings. The data was collected by using the quantitative data and qualitative data. The result showed that the improvement of the student's score from pretest to post test of cycle I and cycle II. The students' mean from pretest was 55.46 , for the first cycle was 67.03, and the second cycle was 76.34. The pretest result 21.87% of the students got point 70 to up, the competence test cycle I was 42.87% and the improvement of the students showed in the last competence of the cycle II was 81.25%.

Keywords: Improving; Students' Achievement; Writing Procedural Text By Picture

INTRODUCTION

Language interacts with every aspect of human life in society, and it can be understood only if it is considered in relation to society. The American Heritage Science Dictionary (2005: 349) states "language is a system of objects or symbols, such as sounds or character sequences, that can be combined in various ways following a set of rules, especially to communicate thoughts, feelings, or instructions". The function of language is not only for a communication but also for culture transfer. English is an international language which has been taught to the student of our country. In Indonesia, English is still as foreign language.

Learning a foreign language is an integrated process that learners should study the four basic skills, that we need for complete

communication. When we learn language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four language skills (MHE India). These skills are used to understand the world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skills we have much better chance of understanding and being understood and getting what we want and need from around us. Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. One of the skills become focus of this research, namely is writing.

Writing, actually, is a skill that has a whole lot of benefits, not only to you as a student but to you as a person, too. Writing provides students with the avenue to learn all the rules of their language and how they can better organize their ideas more coherently using the language. Peter Elbow (1998:7) cited in Rahmat Edy et al (2014) states that, "writing calls on the ability to create the words and ideas out of yourself, but it also calls on the ability to criticize the words and ideas itself in order to decide which one to use in context". Unfortunately, the English writing of Indonesia students still low because their knowledge vocabulary still limited and they do not use grammar in writing. Based on writer observation and interview result upon students of junior high school in research in SMP Negeri 2 Doloksanggul, most of them said that it is so difficult in writing session. It is difficult for them to find out generate and translate the ideas in their brain into written language. That is why students need to practice their writing skill.

One of media that can be used to teach writing is picture. The use of pictures for teaching writing procedure text can make students interested in the teaching and learning process. Picture is flexible media to teach English because, it can't be separated from other media. By using picture, students can see object, and they will be able to describe more accurate and they can express imagination, feeling and mind in written form. The use of those media is expected to minimize the students' constraints in writing mentioned above. For that reason, the researcher applied pictures that are expected to improve students' writing skill. It is because pictures can help the students explore and develop ideas as well as contents to write. In this research the researcher focuses in writing procedural text.

The study will be focused on writing a procedure text which one of the materials in English lesson for SMP especially on the nine grades students. Procedure is one of text that is to help the readers how to do, use, or make something completely. Sometimes, the students create the procedure text without care about the generic structure specifically. They also get problem in using imperative verb and temporal conjunction. So, the result of leaning procedure

text is not optimal. Procedure text is a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of series. Communicative purpose of this text is to describe how something is made through a sequence of actions or steps. Picture can help the students to create or produce a procedure text by showing some pictures that related with the topic. It can develop their imagination and open their mind about how to make or produce something. Students can construct their knowledge during learning procedure text easily by using media.

Based on the above, the author conducted a study entitled "Improving The Students Achievement In Writing Procedural Text By Picture At The Ninth Grades of SMP Negeri 2 Doloksanggul". By research through the media picture is expected to assist students in improving writing skills, especially learning procedure text.

The Problem of the Research

Based on the background of the research above, the problem of the research is: Does Picture improved the students' writing achievement of writing procedure text at the ninth grades of SMP Negeri 2 Doloksanggul?

Referring to the problems of the study above, the objective of the study is to found out whether picture significantly improve students writing achievement.

Text are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof and news item. This study focused on procedure text.

THEORETICAL FRAMEWORK

Students' Achievement

Student achievement refers to the extent to which a learner has attained their short or long-term educational goals. Individual differences in academic performance are strongly correlated with differences in personality and intelligence. As well, students' levels of self-efficacy, self-control and motivation also impact levels of achievement. Travers (1970: 447) states that achievement is

the result of what an individual has learned from some educational experiences.

The Definition of Writing

There are some meanings of writing. Many experts have proposed the definition and explanation of writing. Writing is in the sense of the verb 'write'. Brown (2001:335) explain written products as “the result of thinking, drafting, and revising procedures require specialized skills, skills that not every speaker develops naturally”.

The Measurement of Writing Skill

Heaton (1998) states that: The skill of writing includes five general components or main areas such as the following:

a. Content

The ability to think creatively and to develop thought including all of the relevant to assigned topics.

b. Organization

The ability to write in appropriate manner is for a particular purpose with a particular audience in mind together with ability to select, to organize and other relevant information.

c. Vocabulary

The ability to write the word is effectively and to appropriate register.

d. Language Use

The ability to write is correct and appropriate sentences.

e. Mechanical Skill

The ability to use correctly this convention peculiar to written languages, e.g punctuation spelling.

Definition of Procedure Text

Procedure text is a text that explains or helps us how to make or use something. The purpose of a procedure text is to describe how something is accomplished through a sequence of action or steps.

The Generic Structure of Procedure Text

According to Swales (cited in Xueyan Yang, 2010) “structure of texts is a device that supports communicative purpose”. Three generic structure of procedure text, they are:

1. An introductory statement that gives the aim or goal.
2. A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
3. A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieve the goal.

The Language of Procedure Text

The characteristics of procedural text into three parts; “that are the use of simple present tense, usually in imperative sentences, like put, mix don't mix. Then, it also uses temporal conjunction, such as first, second, then, next, finally. Then, the last feature of procedural text is the use of action verb, like turn on, stir, and cook” (John Barwick, 1999).

The Nature of Picture

Pictures are helpful in education, so that many language teachers use it as media for presentation the lessons in the teaching learning process. Picture is defined as to capture or create an image of a person or object or scene or to visualize something. Picture can help teachers adds variety, clarity, and reality in the classroom situation. According to Calhoun (1999:25), the concept of using pictures as a stimulus for language experiences activities in the classroom was developed specifically for teaching young students to read and write.

RESEACRH METHODOLOGY

This study was designed as Class Action Research. Ebbut (1983) cited in A V Kelly (2009) states that action research must be defined as the study of a social situation with a view to improve the quality of action. Action research is an observation of an activity that appears consciously in a class. Classroom action research is different from more the conventional types of research. It is focuses on individual or small group professional practices. Hopkins (1993:45) state that action research is trying out an idea in practice with a view to improve or to change something, try to have real effect on situation.

This research follows Kemmis and Mc Taggart's (2000: 278) model by conducting two

cycles. Each cycle consist of two meetings. Each meeting has four steps: planning, action, observation, and reflection.

Subject of the research

There were 10 classes with the total number of the students were 320 students. The total number of students in each class were 32 students. According to Arikunto if the subject of the population consist if a large number, the sample can be taken 10% - 15% or 20% - 25% of the population or it depends on the researcher ability. From the statement above the researcher taken 10% students (32 students) from 320 students.

DATA ANALYSIS

In this research, the data were analyzed from qualitative and quantitative ways. The qualitative data were taken from interview, observation, and questionnaire sheet. The quantitative data were taken from mean of students score in taking writing test. It was accomplished in two cycles.

Analysis Quantitative Data

The quantitative data were taken from the writing test score which carried out in every meeting within two cycles. The writing tests were given three times, an pre-test and two tests after each cycle. The orientation test (pre-test) were given in the first meeting without any treatment to students, while the tests after each cycle were given after the students got some treatments. This research was conducted in ninth students with 32 students taken as the sample. The students' writing score were analyzed by calculating the five components of writing: content, organization, vocabulary, language use, and mechanics. The students' writing score were analyzed by calculating the five components of writing: content, organization, vocabulary, language use, and mechanics.

Table 4.1 The Result Students' Writing Test

No	Students' Name	Pre - Test	Post-Test Cycle I	Post-Test Cycle II
1	Adinda M.F Lumban Tobing	40	55	67
2	Anastasia Miranda	35	50	66

3	Arzuna	41	58	68
4	Boy L.G.R Silaban	35	55	70
5	Chelsea Manullang	55	75	80
6	Chiko Farel H Manullang	56	75	81
7	Christian M. Silaban	71	80	90
8	Ericson Nababan	40	60	70
9	Faryel Manullang	55	63	72
10	Gabby Sinaga	70	78	85
11	Geovany S. Hutagaol	60	75	82
12	Gladis Pasaribu	55	68	72
13	Goklas B.M Purba	60	66	70
14	Handerson Hagai Silaban	50	58	68
15	Helen Stevani Pasaribu	58	64	70
16	Hesekiel P. K. Simamora	57	68	76
17	Joshua H. Siburian	70	75	83
18	Juni Tionom Manullang	46	52	69
19	Laura Y.B Simamora	54	60	71
20	Meylan R. Lumban Gaol	70	75	83
21	Michael S. Simamora	56	70	81
22	Nadia Lova Sihombing	54	73	80
23	Olivia Agatha Manulang	45	55	65
24	Paschia Ronauli Sihite	45	59	74
25	Rafael Jack	64	75	82
26	Rorezky Miduk Silaban	47	58	70
27	Sandy Jeremia Munthe	56	70	74
28	Sifra Vebiola Siambaton	70	76	85
29	Theresia Nainggolan	72	78	88
30	Tota Parulian Silaban	59	68	78
31	Varel Yusri Situmorang	71	78	90
32	Yosianna Claudia Sihite	58	75	83
Total		Σx	$\Sigma x =$	$\Sigma x =$
			=	2145
			177	2443
			5	
Mean		$X =$	$X =$	$X =$
		55.	67.031	76.343
		468		

From the table above, the writer could calculates the means of students' score, the percentage of the students who pass the minimal mastery level criterion (KKM), and the improvement of students' score in writing can be seen as following:

1. In pre-test, the totals of students' score were 1.775 and the number of the students who take test was 32 students. So, the mean of the students' score was :

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1775}{32}$$

$$\bar{X} = 55.46$$

Then, to know the class percentage the passed the minimal mastery level criterion (KKM) the writer used the following formula:

$$P = \frac{FN}{N} \times 100\%$$

$$P = \frac{732}{32} \times 100\%$$

$$P = 21.87\%$$

2. In post-test, cycle I the total of the students' score were 2.145 and the number of the students who took test was 32 students. So, the mean of the students' score was :

$$\begin{aligned}\bar{X} &= \Sigma x / N \\ \bar{X} &= 2145 / 32 \\ \bar{X} &= 67.03\end{aligned}$$

The percentage of students who passed the minimal mastery level criterion (KKM):

$$\begin{aligned}P &= FN \times 100\% \\ P &= 1532 \times 100\% \\ P &= 46.87\%\end{aligned}$$

3. In post-test, cycle II the total of the students' score were 2.443 and the number of the students who took test was 32 students. So, the mean of the students' score was :

$$\begin{aligned}\bar{X} &= \Sigma x / N \\ \bar{X} &= 2443 / 32 \\ \bar{X} &= 76.34\end{aligned}$$

The percentage of students who passed the minimal mastery level criterion (KKM):

$$\begin{aligned}P &= FN \times 100\% \\ P &= 2632 \times 100\% \\ P &= 81.25\%\end{aligned}$$

The data above shows that there is an improvement of the students' achievement score in writing procedure text by using picture. The improvement of the students' mean kept growing from the pre-test until the second cycle test. It proved by the students mean from 55.46 to 67.03 to 76.34.

From the calculation of percentage of students who pass the above in pre-test, there were 21.87 % (7 students) who passed the minimal mastery level criterion (KKM) or got 70 point to up, in post-test cycle I, there were 46,87% (15 students) who got 70 point to up, in post-test cycle II, there were 81.25% (26 students) who got point 70 to up. The improvement from the pre-test to first cycle was 25%, from the first cycle to the second cycle was 34.38%. After analyzing the data, it was concluded that the students' score had improved for each students from each students from pre-test until post-test.

Analysis Qualitative Data

The qualitative data were taken from interview, observation, and questionnaire sheet. It showed the students' interest in writing procedure text.

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data, it can be concluded that picture could improve students' achievement in writing procedure text, especially for students in ninth grade of SMP Negeri 2 Doloksanggul, and to build the knowledge of the student about concept of using picture in writing procedure text. After analyzing the data, some conclusion are drawn as the following:

The result showed that the improvement of the student's score from pre-test to post test of cycle I and post test cycle II. 2. The students' mean from pretest was 55.46, for the cycle I was 67.03, and the cycle II was 76.34. The pretest result 21.87% of the students got point 70 to up, the competence test cycle I was 46.87% and the improvement of the students showed in the last competence of the cycle II was 81.25%.

Suggestion

Regarding the result of the research, the researcher thinks that the students must be given picture to improve their writing achievement, this strategy makes them easier to comprehend the text.

1. For the teacher

In teaching learning process, the role of the teacher is much needed. They should be able to control the class and also become an active person in giving motivation to the students to learn the material. The teacher should try to use the other media to attract the students and make them enjoy with the material. The teacher should give more attention to the language use and mechanic especially in grammar.

2. For the students

The students need more to practice their ability to write, to analyze and to comprehend a text especially procedure text.

3. For the other researcher

The researcher wants to give suggestion to other researchers who want to take the same subject to do details research about it. It is done because the research that has been done is not

perfect so hopefully other researcher can make it better.

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