IMPROVING STUDENTS' WRITING SKILL OF A PROCEDURE TEXT BY USING PICTURES AT THE GRADE X$_6$ OF SMA 1 TANJUNG MUTIARA OF AGAM REGENCY

THESIS

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ABSTRAK

Ayusi Wahyuni, 2010. Meningkatkan Ketrampilan Siswa dalam Menulis Teks Prosedur dengan Menggunakan Gambar pada Kelas X_6 SMA 1 Tanjung Mutiara Kabupaten Agam. Tesis. Pasca Sarjana. Universitas Negeri Padang.

Penelitian ini dilakukan berdasarkan fakta bahwa ada beberapa masalah dan kesulitan yang dihadapi oleh siswa untuk menulis bahasa Inggris teks prosedur dalam proses belajar mengajar di kelas X_6 SMA 1 Tanjung Mutiara Kabupaten Agam. Beberapa masalah tersebut adalah siswa tidak tahu bagaimana cara mengembangkan idenya, mereka tidak tahu bagaimana menyusun kata menjadi sebuah kalimat yang benar, mereka merasa bahwa menulis merupakan hal yang sulit dan tidak menyenangkan, mereka tidak diberikan strategi yang menarik dalam kegiatan menulis untuk mengembangkan ide mereka dalam proses menulis.

Penelitian ini bertujuan untuk menemukan apakah dengan menggunakan gambar dapat meningkatkan kemampuan menulis teks prosedur dan untuk menemukan faktor-faktor apa saja yang mempengaruhi kemampuan siswa menulis teks prosedur dengan menggunakan gambar pada kelas X_6 SMA 1 Tanjung Mutiara Kabupaten Agam.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus, setiap siklus terdiri dari empat kali pertemuan. Urutan kegiatan pada setiap pertemuan yaitu rencana, tidakan, observasi dan refleksi. Peserta penelitian ini adalah siswa kelas X_6 SMU 1 Tanjung Mutiara Kabupaten Agam yang terdiri dari 45 orang dan 1 orang guru Bahasa Inggris sebagai kolaborator. Data dikumpulkan melalui tes menulis, observasi, wawancara dan catatan lapangan selama penelitian berlangsung. Data dianalisis secara kuantitatif dan kualitatif.

Hasil penelitian ini menunujukkan bahwa gambar dapat meningkatkan kemampuan siswa kelas X_6 SMA 1 Tanjung Mutiara Kabupaten Agam dalam menulis teks prosedur dan faktor-faktor yang mempengaruhinya adalah (1) siswa dibimbing untuk mengembangkan idenya, (2) siswa dibantu untuk menambah kosa kata dengan melihat gambar, (3) gambar dapat merubah suasana belajar menjadi menarik dan menyenangkan, (4) gambar dapat membuat guru dan siswa merasa puas dengan kegiatan di kelas pada saat proses belajar mengajar.

ABSTRACT

Ayusi Wahyuni, 2010. Improving Students' Writing Skill of a Procedure Text by Using Pictures at the Grade X_6 of SMA 1 Tanjung Mutiara of Agam Regency. Thesis. Graduated Program. Padang State University.

This research was done based on the fact that there were so many problems and difficulties faced by researcher's students to write in English in teaching learning process in X_6 SMA 1 Tanjung Mutiara of Agam Regency. Some of the problems were many students did not know how to develop their ideas. They did not know how to arrange words into a good sentence. They felt writing was difficult and uncomfortable skill. They were not given interesting strategy for writing activity to stimulate their thinking in the process of writing.

The purpose of this research was to find out whether using pictures could improve the students writing skill of a procedure text and to find out the factors contributes to change the students' writing skill by using pictures at the grade X_6 of SMA 1 Tanjung Mutiara Agam Regency.

The methodology of this research was Classroom Action Research (CAR) which consisted of two cycles. Every cycle consisted of four meetings which the sequence of activities namely: plan, action, observation and reflection. The participants of the research were the tenth grade students' class X_6 of SMA 1 Tanjung Mutiara of Agam regency in 2009/2010 academic year and one of English teacher who help the researcher as collaborator. The data were collected by using writing test, observation checklist, interviews and field notes. The data were analyzed qualitatively and quantitatively.

The finding of this research showed that picture could improve students' writing skill of a procedure text at the grade X_6 of SMA 1 Tanjung Mutiara Agam Regency and the factors that improved their writing skill were: (1) The students are encouraged to develop ideas, (2) The students are helped to broaden their vocabulary in looking the pictures, (3) Pictures have changed the writing class atmosphere become interesting and enjoyable, (4) Pictures make students and teacher satisfy in the term of adding variety to the classroom activities and improving teaching and learning writing in the classroom.

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

1. Karya tulis saya, tesis dengan judul **"Improving Students' Writing Skill of a Procedure Text by Using Pictures at the Grade X of SMU 1 Tanjung Mutiara of Agam Regency"** adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya

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4. Pernyataan ini saya buat dengan sesungguhnya dan apabila terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, 14 April 2010

Saya yang menyatakan

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesian curriculum of education, it was stated that English as a foreign language has been determined as a compulsory subject for Indonesian students since from elementary school to university level. The objective of teaching English at Senior high school was to enable the students to have ability in listening, speaking, reading, and writing skill. In other words, they have to be able to use English in expressing their ideas and feeling.

To be able to write was very important to the students to get success in learning English. Writing was an essential but difficult skill for students to accomplish. These conditions happen because students face certain problems in learning writing. The first was they did not know how to express their ideas through writing. Second, their background knowledge about the material was very low. Third, students still have limited vocabulary of English, and very bad ability in grammar. Because of those problems, students found some difficulties in writing. On the other hand, the teachers become a source of this problem. The teachers did not use the various techniques in her teaching. They still use old method, which was usually focused on the book material.

Based on curriculum 2004, the teachers at senior high school were advised to use genres in teaching literacy level in teaching learning process. Student must learn

four kinds of text narrative, descriptive, recount and procedure text. The texts have given to the students starting from first semester in the first grade. The purposes of teaching English at senior high school were demanded the students to master the per formative and functional level in learning English, that was provide the students with skills of how to communicate effectively in oral and written form (listening, speaking, reading and writing) and also can use it in their daily life.

One of the texts was procedure text. This text helps students to do a task or make something. Procedure text tells the students how something was accomplished through sequences of actions or steps. They also can be a set of instruction or directions. For example, writing steps or procedure in making a cake. However, there were some problems faced by students in writing procedure text.

Due to the importance of English as one of international language, the writer found that the common problem faced by the students in identifying procedure text was the students do not know how to make the right steps for writing the procedure text. They find some difficulties there because teacher usually did not give the right example for the students. Teacher only explains the text based on the textbook without giving the students the appropriate material and media. Those problems make students confused and usually did not know how to write a procedure text.

However, the reality seems far from the expectation. Based on the test that was done by the English teacher to the first year students in six months ago, she found that most of the students still got difficulties in writing English. When the teacher asked them to write they could not do it. There were 20 students who can

write a half of the text and they got mark about 60-70 it is categorized as poor writing, 25 students only make one paragraph of the text and they got mark about 40-50 and it is categorized as very poor writing. Furthermore, they also got difficulties when she asked their opinions on something. They could not give their idea about the writing problem given by her. There were 15 students can give the ideas of the text, and others cannot give their ideas about the topic of the text. The same situation also happened when she showed some pictures and asked them to write it, most of them only kept silent, a few could mention some words and only six students could describe and write the picture. Even, some students did not understand with what the teacher had asked to them. The problem above was identified because the students did not understand how to write good procedure text. The students have limited vocabulary to build a text. They also still confuse to start writing.

Related to the fact above, the researcher interested to conduct a research about language teaching technique; especially, the techniques to improve students' writing skill, especially procedure text by using pictures. Pictures were easily to get since it is already exist and less cost. The material can be found from magazines, books, newspaper, etc.

Pictures was a good starting point for writing a procedure text and could help the students express their ideas in writing procedure text. Ryan (1993:27) said that the old saying that a picture is worth a thousand words may or may not be true. That was one appropriate picture can be catalyst-giving rise to the production of thousand of words and multitude of creative and analytical thought.

B.   Identification of the Problem

Based on the researcher's experience and diagnose in teaching and learning writing with her classroom, there were problems faced in teaching writing. The problems were identified as follows: many students did not know how to develop their ideas. They did not know how to arrange words into a good sentence. They felt writing was difficult and uncomfortable skill. They did not given interesting strategy for writing activity to stimulate their thinking in the process of writing.

In accordance with these problems, the researcher used pictures to improve the students' writing skill.

C.   Limitation of the Problem

This research studies the problem exists in writing class at tenth grade students of SMU 1 Tanjung Mutiara Agam Regenty. Picture was used to overcome the problems. This was one of the writing activities, which attract the researchers' interest; because pictures help the students to relate what hey have learnt with the topic given and prepare the students to get ready to write.

D.   Research Question

1. To what extent can pictures improve students' low writing skill of a procedure text at the grade X_6 of SMA 1 Tanjung Mutiara, Agam Regency?

2. What factors contribute the change to the students' writing skill of a procedure text by using picture at the grade X_6 of SMA 1 Tanjung Mutiara Agam Regency?

E.   Purposes of the Research

This research will be conducted to find out:

1. Whether using pictures can improve the students writing skill of a procedure text at the grade X_6 of SMA 1 Tanjung Mutiara Agam Regency.

2. The factors contributes to change the students' writing skill by using picture at the grade X_6 of SMA 1 Tanjung Mutiara Agam Regency

F.   Importance of the Research

It is expected that the findings of this research may contribute to English teacher and the students. After reading this research, it is hoped that they will not neglect writing skills anymore. Using picture will be one of their alternatives in teaching writing.

G.   Definition of the Key Term

Writing skill   : The skill of the first Year Students of X_6 of SMA 1 Tanjung Mutiara to share ideas, generate ideas, and organize coherently to produce a final written product

Procedure text   : A kind of text that has social function to describe how Something is accomplished through a sequence of action or steps.

Picture :   The picture of how to do something and it is used in teaching writing
               procedure text. For example, the picture of making fried noodle.

CHAPTER V

CONCLUSION, SUGGESTIONS AND IMPLICATIONS

A. Conclusion

1**.** The using of pictures in teaching writing procedure text could better improve students' writing skill. It is also increase the students' motivation to write. They do not feel writing is difficult and boring anymore. The students know how to write the steps appropriately. It is supported by the activities done during the teaching and learning process. Moreover, the students though about using pictures are positive. They are actively involved in the process of writing from beginning to end. Next, pictures would be very useful for students who are lack of ideas and vocabulary. Finally, by using pictures the writing activity could become enjoyable.

2. The factors that contribute the changes of students' writing skill are the students are encouraged to develop ideas. The teacher introduces the new topic and activates their background knowledge. This activity allows the students to get ready to write. The students are helped to broaden their vocabulary in looking the pictures. They know the words from seeing the pictures. Pictures have changed the writing class atmosphere become interesting and enjoyable. The students become enthusiastic and the class becomes lively, they were actively involves in the process of writing. Pictures make students and teacher satisfy in the term of adding variety to the classroom activities and improving teaching and learning writing in the classroom.

B. Suggestions

The finding and conclusion of this study have certain implication for the researcher; these may not only contribute to the improvement of students' writing skill but to the researcher's professionalisms.

The researcher suggests providing an enjoyable learning environment for their students. The researcher invites to spend more time in reflection. This allows them to think critically on their classroom behavior.

Finally, the researcher hopes that pictures can be used in teaching writing at grade X_6 as an alternative to overcome the problem find in writing class.

C. Implications

The result of the research which was done at the grade X_6 of SMA 1 Tanjung Mutiara, Agam Regency has some implications deal with teaching writing skill. First, the result of this research has proven that using pictures has improved students' writing skill of procedure text. Second, the using of pictures in teaching writing skill can stimulate the student interest and motivations in teaching learning activities during writing section. Third, it needs time and guidance from the teacher to explore the strategy in order to achieve better result in teaching writing.

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