

**SEQUENCE OF PICTURE: AN ALTERNATIVE MEDIA IN TEACHING
WRITING PROCEDURE TEXT TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

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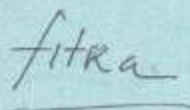
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ABSTRAK

Azurra, Rizky. 2011. “Sequence of Picture: An Alternative Media in Teaching Writing Procedure Text to Junior High School Students”. Makalah. Padang. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Memiliki kemampuan dalam menulis sebuah teks merupakan tuntutan kurikulum Sekolah Menengah Pertama (SMP). Teks prosedur merupakan salah satu jenis teks yang dijadikan pembahasan untuk untuk pengajaran siswa kelas satu SMP. Teks prosedur merupakan teks yang berisikan tentang langkah-langkah untuk melakukan suatu kegiatan yang bertujuan untuk memberi informasi atau petunjuk kepada pembaca. Namun siswa mengalami kesulitan dalam memahami dan menulis prosedur teks. Salah satu penyebabnya adalah siswa mengalami kesulitan untuk mengembangkan dan mengurutkan ide-ide dalam menulis teks prosedur. Untuk mengatasi masalah tersebut, penulis membahas tentang penggunaan *sequence of picture* sebagai media pengajaran dalam pembelajaran menulis. *Sequence of picture* merupakan rangkaian gambar yang berurutan yang dijadikan sebagai petunjuk bagi siswa yang bertujuan untuk membantu siswa dalam menulis teks prosedur. *Sequence of picture* diberikan pada tahap pra menulis. Kemudian guru menjelaskan langkah-langkah menulis teks prosedur berdasarkan *sequence of picture*. Setelah itu guru memberikan gambar yang berurutan dengan topik yang berbeda. Kemudian, siswa secara berkelompok diminta untuk mengurutkan gambar-gambar tersebut kedalam urutan yang benar. Setelah selesai mengurutkan, guru menyuruh siswa membuat teks berdasarkan gambar yang telah diurutkan. Setelah selesai menulis, guru menyuruh dua atau tiga kelompok untuk menuliskan hasil kerja mereka di papan tulis dan megoreksinya. Di akhir pengajaran, guru menyimpulkan materi pembelajaran. Dengan penggunaan *sequence of picture* dan didukung oleh langkah-langkah pengajaran yang tepat, siswa dapat termotivasi dan dapat tercipta suasana belajar yang menyenangkan.

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The writer

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CHAPTER I INTRODUCTION

A. Background of The Problem

Writing is one of the four language skills. Writing become more important because the progress of knowledge, information, and technology. Writing is also crucial skills that should be mastered by the students, because it is one main goal of learning English. By mastering this skill, the students will be able to develop their ideas, thought and feeling in written form. In writing, the students can also think critically and logically. The students have to arrange their idea or sentence into a good text correctly in order to be understood by the readers.

Writing is also the most difficult skill to be mastered by the students because many problems deal with many structural issues including selecting appropriate words, using correct grammar, generating ideas, and developing ideas. Besides, the students still lack of vocabulary that makes them not interest to write.

In School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP in 2006), the students are required to be able to communicate both in oral and written competence by using many kinds of the texts. In this case, the students of junior high school learn various types of text. The texts that should be learned by them are narrative, descriptive, report, recount, and procedure text. Each text has its own social function, generic structure, and language features. One of the texts that should be taught is a procedure text. Procedure text is a text whose purpose is to give information about how to do or to make something. In this text,

the students learn how to express their ideas about the way to do or to make something in form of written text.

Based on the writer experiences in teaching practice at Junior High School in Payakumbuh, there are some factors that students face difficult in writing, especially in writing procedure text. First, most of the teachers do not provide the material based on the students' interest. Because, the teacher uses the monotonous material that make the students does not interest and motivation in learning. Most of the teacher only teaches the students by using English textbook. And also the teacher does not give clear explanation. So, the students did not want to write and feel bored.

Second, the students do not understand the component of generic structure of the text. Because in teaching writing especially procedure text, the teacher does not clearly explain about generic structure, such as goals, materials, and steps. The teacher just explains a little from them and does not feedback from the teacher to the students. As the result, when the students are given a topic, the students have difficulties in arranging the steps of generic structure in write. The students often write the steps incorrect order, even the students write incompletely. Thus, the students need the teacher's help in organizing their writing.

Based on the condition above, the teacher has to be able to handle those problems in order to help the students in teaching writing, especially in writing procedure text. The teacher is expected to be more active in facilitating students with interesting media and giving variation in teaching process. By using media, the teacher can help the students in getting and developing ideas easily. In developing ideas, the students need a kind of media that can give them inspiration

or description about the topic. Actually, there are several media that can be used by the teacher solves those problems, for example; teaching writing by using one of video, manual of cosmetic product, sequence of picture, and real object to stimulate the students' interest in writing a procedure text.

One of alternatives to overcome those problems is by using sequence of picture as a media which consists of some pictures that relates each other. For example the picture which shows how to use mobile phone, how to create face book, how to make a cup of tea, how to create decoration of present, and etc. It can help to motivate and guide the students in writing a procedure text.

B. Limitation of the problem

There are several media that can be used by the teachers to help the students in writing procedure text. This paper is limited on the use of sequence of picture as a media to teach the students in writing procedure text.

C. Formulation of the problem

Formulation of the problem in this paper is formulated as follow “how is sequence of picture used in teaching a procedure text to Junior High School students?”

D. The purpose of writing the paper

This paper expected to give some contribution to English teacher the way of teaching writing a procedure text by using sequence of picture to Junior High School students.