

## **THE USE OF PICTURES IN IMPROVING WRITING PROCEDURE TEXT ABILITY OF THE FIRST YEAR STUDENTS OF SMPN 5 DUMAI**

**Ruswinarsih  
SMPN 5 Dumai, Riau**

### **ABSTRACT**

This study inform the use of pictures in improving the writing ability of students. This study employed a classroom action research which consisted of three cycles. it involved a class of the first grade students in SMP N 5 Dumai. The data were collected through two techniques, encompassing reading test and observation. The data were analyzed based on the result of the test and the observation. The findings of this study show that the use of pictures can improve the writing procedure text ability of the first grade students in SMP N 5 Dumai. It can be seen from the research findings in terms of student' reading score and their classroom activities. The first point is that there was an increase in students' writing test mean score from cycle 1 (57.5) to cycle 2 (65.25) to cycle 3 (80). The second point is in terms of the students' classroom activities. Based on the writer's observation, it can be seen that, quantitatively, their activites improved from cycle 1 (54.16%) to cycle 2 (70.83%) and to cycle 3 (87.5%). Those improvements were the effect of the use of pictures in teaching writing procedure text in the class. In conclusion, it can be stated that the use of pictures can improve the writing procedure text ability of the first grade students of SMPN 5 Dumai.

**Keywords:** Picture, Writing Ability, Procedure Text

### **A. Introduction**

Writing is one of the best ways to improve the students' ability in mastery English as a communication tool. There are some reasons that writing is absolutely important. First, writing is one of the communication ways to communicate with other people in the world. Second, writing ability is required in almost in part of jobs. The last, writing can be assumed, as one of the characteristics of an educated people.

The students are expected to be able to write correctly for this purpose, particularly for junior high school students. Furthermore, the importance of

writing skill in determining the students' academic achievement has been stated by the government in the statements of passing competence standard (*SKL*) of writing skill for the junior high school students (*BSNP*, 2015). It is stated in competence standard that the junior high school students are required to express the meaning of written simple interpersonal and transactional text, formally or informally, in form of recount, narrative, procedure, and report in daily life context. Thus, it means that writing English skill is very essential for the junior high school students to be mastered.

However, regarding to the writer's observation in the class, it was found that the students' writing ability seemed still unsatisfactory. It was proved by the students writing test score. There were still many students who cannot reach the standard score. In the latest daily exam, there were only 15 out of 33 students who reach standard score (80).

The writer observed that there are some factors which influence this problem related to the students and the teacher. The teacher usually has lack of strategy and media which affect the students' motivation, enthusiastic, interest and passion in writing English text. The students found difficulties in writing a good paragraph. The problems were that they did not know how to start writing, they had lack of vocabulary, and they did not given interesting and appropriate media which can help them to write a text easily.

Thus, it is a need for the teacher to do extra efforts in solving the problems. One of the effort which can be done is by using interesting media. Many interesting media can be used by the teachers in improving students' writing ability. In this case, the teacher can use picture to improve the writing ability, particularly in writing procedure text.

Pictures is a painting, drawing, sketch of something, especially as work. Pictures are a type of media, which is very interesting to study especially the various pictures; and pictures that the students like are the colorful and amusing pictures (Hornby, 1980:629). Moreover, traditionally, the purpose of using pictures has been to describe or illustrate a written or recorded passage (Wright, 1984:2).

Furthermore, one of the text which is taught for junior high school students is procedure text. Procedure text can be taught by using picture. Procedure text is a kind of text which aims to give guidance about steps to do something. Basically, this text consists of tips or sequence of steps in making something or in doing such activity (Djuharie, 2007:38).

On the basis of the previous explanation, this study focuses on the use of pictures in improving writing procedure text ability of the first grade students of SMPN 5 Dumai.

## **B. Literature Review**

### **1. Pictures**

Picture is one of the media that can be used by the teacher in teaching writing skill. In this case, it focuses on teaching writing procedure text for junior high school. Pictures is a painting, drawing, sketch of something, especially as work. Pictures are a type of media, which is very interesting to study especially the various pictures; and pictures that the students like are the colorful and amusing pictures (Hornby, 1980:629).

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. Pictures are several or sequence events, actions or steps that come in photographic representation of people, places, and things and happened one after the other. It can be used to make the students learn more easily and the teacher teaches easily is the main part of the learning process. The media must be used in integrated way in teaching and learning and not only as ice breaker of teaching and learning.

In addition, pictures are often used to present situation to help the students work with grammar and vocabulary. Pictures do not only help the students to get ideas more realistic in understanding the procedure text but also in constructing ideas to create it. Then, picture can play a key role in motivating students, conceptualizing the language they want to use and giving them a reference (Wright, 1997).

Traditionally, the purpose of using pictures was to describe or illustrate a written or recorded passage. There are three reasons for using picture in language teaching (Wright, 1984:2):

1. It provides interest and motivation
2. It provides a sense of context for the language
3. It provides the specific reference point and stimulus

Furthermore, there are some positive effects of using aids in writing process through pictures is intended for learners of English at lower level (Heaton, 1986:101). Picture can be a common base that leads to a variety of language activities. By using picture, students can focus in special sentence, structure and language form. It clears that picture can help and increase the students' ability in writing. In short, writing by using picture can help the students write a good sentence. In addition, variety of pictures with various objects can avoid a boring class situation as well as prevent the students from getting bored. It is know that there are some types of pictures that can used to make students interested in studying. They are poster, photographs, and charts.

Furthermore, picture can be found almost everywhere like in magazines, album, textbooks, outdoor either as signs, at billboards, on cans, or even just

somewhere on the walls. Picture as visual aids can be helpful to the teachers of foreign language in a number of different ways. It can brighten up the classroom and bring more variety into language lessons. Pictures give students motivation to develop their ability (Andriani, 2006: 18)

## **2. Procedure Text**

Procedure text is a text which is taught to the junior high school students in the first year. Procedure text is a kind of text which aims to give guidance about steps to do something. Basically, this text consists of tips or sequence of steps in making something or in doing such activity (Djuharie, 2007:38). Moreover, it is also a kind of text which we can find in daily life, such as in manual and recipes (Emilia, 2011:98).

The communicative purpose of this text is to tell of how to do and to make something in a chronological order (Emilia, 2011:98). Furthermore, the generic structures of procedure text (Djuharie, 2007; Emilia, 2011):

1. Goal: telling about the aim of activity and predict the conclusion might happen.
2. Materials: materials that needed to make something or to do the activity.
3. Steps consisting steps in sequential order to complete the procedure of making or doing something. Every steps are written in form of imperative or command.

Then, the language features found in a procedure text are (Djuharie, 2007; Emilia, 2011):

1. Using action verb inform of imperative and command, such as; pour some water into the glass.
2. Using simple present
3. Using sequence connector, for example: first, second, then, while, next, etc
4. Using number, such as three eggs, four kgs of flour, etc.
5. Using words, phrase or clause which indicate when certain step will be done. For example: When the spot is dry, record the time it has taken.
6. Sometime using adverb of manner, or words, phrase, and clause which indicate of how to do something. For example: With the measuring jug, fill the bottle..., carefully..., quickly...

Some examples of procedure texts are how something works or how to use instruction /operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax; how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules; texts that deal with human behavior e.g. how to live happily, how to succeed.

Moreover, each type of procedure text has a format. Recipes usually have the information presented in at least two basic groups: ingredients and method.

Games instructions usually include instructions on how to play, rules of the game, method of scoring, and the number of players. Scientific experiments usually include the purpose of the experiment, equipment, procedure, observations and conclusion.

### **3. The Relevance of Learning Achievement and The Use of Picture**

By using pictures, it is expected that the students are able to reach the maximum learning achievement, obtain the academic knowledge and the social skill in learning and working in groups. This can be seen in the result of students examination in action cycles.

### **C. Research Methodology**

The study employed classroom action research. It is a kind of research which is conducted by the teacher in the classroom by planning, doing the action, observing and reflecting it in aims to improve teaching and learning quality which affect to the students' achievement. Moreover, classroom action research is being systematic about changing your teaching and making sure the changes are in the right direction; that your students are now learning better than they used to (Biggs, 2003 in Alwasilah, 2011:69).

Moreover, the research was conducted in SMPN 5 Dumai from March to May 2015. The researcher chose the school and the class because she is the teacher in the site which make it easier for her to conduct the research.

In addition, the subjects of this research were students in class VII.1 of SMPN 5 Dumai. There are thirty three (33) students in the class which was considered as the sample of the research.

Furthermore, the following is the research procedure. The first stage is plan. This covers the preparation related to the teaching sets, the materials, and other things needed in the teaching and learning process. The second stage is action. This is the core process of using pictures in teaching writing procedure text. The third stage is observation. The last one is reflection or the result of the observation. This covers the explanation of the cycles which have been conducted.

The following is the detail of the action stage.

Cycle 1:

a. Planning

The planning stage consisted of: Deciding research time (March to May 2015), deciding the subject of the research (Class VIII.1 of SMPN 5 Dumai), deciding the material to be taught (Procedure text), deciding the amount of cycles to conduct (3 cycles), designing the lesson plan, designing observation sheet, and creating test items

b. Action

Starting Activities:

1. Greeting
2. Motivation

Core Activities:

- The teacher explain the procedure text as well as its communicative purpose, generic structures, and language features
- The students will be divided into four or five groups
- The teacher provide the students with the series of picture and also some clues of each picture to each group
- The students discuss the pictures and try to write a procedure text based on the pictures and some clues of each picture given.
- Representative of each group present their text.

Last Activities:

1. Individual test in which the students, individually, are asked to write a procedure text
  2. Making conclusion of the material
  3. Greeting.
- c. Observing  
In this case, the observer observes the teacher and the students' activities during the learning process.
- d. Reflecting.  
The result of observation will be used as the material to reflect in order to make better planning to the next cycle.

Cycle 2 and 3:

The second cycle was planned based on the reflection from the first cycle while the third cycle was based on the second one. These cycles also consist of four step involving planning, doing the action, observing, and reflecting.

There are two data collection techniques which were used in the study. They were through writing test and observation. Writing test was done in order to measure the students writing ability the completeness of students' achivement in form of examination result. While observation sheet was related to the teacher and the students activity during the teaching and learning process.

Furthermore, after doing the action and collecting the data, the researcher analyzed it. The analysis consisted of two components: the analysis of students' learning achievement (writing test) and the analysis of students activity during the action. The first is the analysis of students learning achivement. There were five components of writing that were used as the indicators to assess the students' writing procedure text. The following are the details of the components of writing, the scale of scores as well as the

description as the guideline for the raters (Harris, 1969 in Hughes, 2003: 101-102):

**Table 1. The Components of Writing Skill, the Scores, and the Description**

No	Aspect	Score	Description
1.	Gram-mar	6	Few (if any) noticeable errors of grammar or word order.
		5	Some errors of grammar or word order which do not, however, interfere with comprehension.
		4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension
		3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part
		2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
		1	Errors of grammar or word order so severe as to make comprehension virtually impossible.
2.	Voca-bulary	6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
		5	Occasionally uses inappropriate terms relies or circumlocutions; expression of ideas hardly impaired
		4	Uses wrong or inappropriate words fairly frequent; expression of ideas may be limited because of ideas inadequate vocabulary.
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
		2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation
		1	Vocabulary limitation so extreme as to make writing virtually impossible.
3.	Mecha-nics	6	Few (if any) noticeable lapses in punctuation or spelling.
		5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
		4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension
		3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.
		2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
		1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible
4.	Style	6	Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
		5	Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
		4	'Patchy', with some structures or vocabulary items noticeably

		3	inappropriate to general style. Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
		2	Communication often impaired by completely inappropriate or misused structures or vocabulary items.
		1	A 'hotch-potch' of half learned misused structures and vocabulary items rendering communication almost impossible.
5.	Organiza tion	6	Highly organised; clear progression of ideas well linked; like educated native writer.
		5	Material well organized; links could occasionally be clearer but communication not impaired.
		4	Some lack of organization; re-reading required for clarification of ideas.
		3	Little or no attempt at connectivity, though reader can deduce some organization.
		2	Individual ideas may be clear, but very difficult to deduce connection between them.
		1	Lack of organization so severe that communication is seriously impaired.

In addition, to analyze the level of the students' writing skill, the writer used the following formula:

$$\text{Score} = \mathbf{G} + \mathbf{V} + \mathbf{M} + \mathbf{S} + \mathbf{O}$$

Note:

S = students' score

G = students' skill in grammar

V = students' skill in terms of vocabulary

M = students' skill in terms of mechanics

S = students' skill in terms of style

O = students' skill in terms of organization

Moreover, to know the real score of the students, the writer used the following formula:

$$RS = \frac{TS}{30} \times 100$$

Note: RS = Real Score of each individual

TS = Total Score of the components of writing

30 = The possible highest scores that the students get from the teacher

Furthermore, to know the average score, the data was analyzed by using the following formula:

$$x = \frac{\sum x}{N}$$

Note:  $\bar{x}$  : The average score of the test  
 $\sum x$  : The total or sum score of the students  
 N : Total number of the students

(Hatch and Farhady, 1982:55)

Moreover, to know the level of the skill of the students, the following classification was used:

**Table 2. The Students' Score Skill Level**

Test score	Level
81 – 100	Excellent
61 – 80	Good
41 – 60	Average
21 – 40	Fair
0 – 20	Poor

Harris (1969)

The second analysis was related to the students activity during the action. In this case, the students in general (not individual) were given score in range of 1 to 4 for each indicators. There are four indicators that were used in this research encompassing (1) the students pay attention to the teacher's explanation about procedure text, (2) the students sit in their own group, (3) the students pay attention to the picture provided by the teacher, (4) the students discuss in their own group about the picture, (5) the students work in group to write a procedute text based on the text given, and (6) the students, idividually, write a procedure text based on the pictures provided by the teacher.

The criteria of evaluating the students' activity during the action are as follows:

$$\text{Percentage of Students' Activity} = \frac{\text{the total scores}}{\text{the highest score can be achieved}} \times 100\%$$

**Table 3. Students' Categories Based on the Students' Activity during the Action**

Interval (%)	Category
75 – 100	Very good
65 – 74	Good
55 – 64	Enough
0 – 54	Poor

## D. Research Findings And Discussions

### 1. Students' Writing Test

The research consisted of three cycles. The followingS are the reports of the students' writing procedure text test results in the three cycles.

The students' writing score in the end of cycle 1 show that the students' mean score was still low. It was 57.5 which was categorized in average level. The details are as follows.

**Table 4. Students' Writing Score in Cycle 1**

No.	Test score interval	Level	The total of students and the percentage (%)
1	81 – 100	Excellent	0 (0%)
2	61 – 80	Good	12 (36.3%)
3	41 – 60	Average	21 (63.7%)
4	21 – 40	Fair	0 (0%)
5	0 – 20	Poor	0 (0%)
Total of Students			33
Mean Score			57.5
Category			Average

In addition, the students' writing score in cycle 2 was becoming better than cycle 1. The students' mean score was 65.25 and was categorized as good level. The following table shows the detail:

**Table 5. Students' Writing Score in Cycle 2**

No.	Test score interval	Level	The total of students and the percentage (%)
1	81 – 100	Excellent	0 (0%)
2	61 – 80	Good	23 (69.7%)
3	41 – 60	Average	10 (30.3%)
4	21 – 40	Fair	0 (0%)
5	0 – 20	Poor	0 (0%)
Total of Students			33
Mean Score			65.25
Category			Good

Furthermore, the students' writing score in cycle 3 improved very significant. The students' mean score in cycle 3 was 80 and was categorized as good level. The following table shows the detail:

**Table 6. Students' Writing Score in Cycle 3**

No.	Test score interval	Level	The total of students and the percentage (%)
1	81 – 100	Excellent	14 (42.4%)
2	61 – 80	Good	19 (57.6%)
3	41 – 60	Average	0 (0%)
4	21 – 40	Fair	0 (0%)

5	0 – 20	Poor	0 (0%)
Total of Students			33
Mean Score			80
Category			Good

Thus, it can be seen from those previous tables that the students show improvement in their writing procedure text ability from cycle 1 to cycle 2 and cycle 3. The following chart shows the detail of the improvement.

**Chart 1: The Comparison of Students' Score in Cycle 1, Cycle 2, and cycle 3**

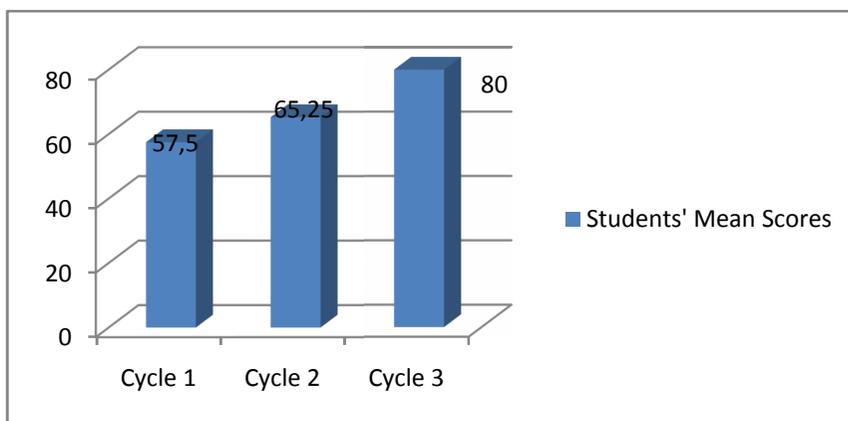


Chart 2 shows the comparison of the students' writing score from cycle 1 to cycle 2 and cycle 3. It indicates that there was a kind of significant improvement of students' writing mean score from cycle 1 (57.5) to cycle 2 (65.25) and to cycle 3 (80). Thus, it can be stated that the use of pictures can improve writing procedure text ability of the first grade students of SMP N 5 Dumai.

## 2. Students' Classroom Activities

The second reserach instrument is observation sheet which showed the students' classroom activities. In this case, the students' activities were observed and analyzed quantitatively. In addition, there were six indicators to be observed. They were (1) the students pay attention to the teacher's explanation about procedure text, (2) the students sit in their own group, (3) the students pay attention to the picture provided by the teacher, (4) the students discuss in their own group about the picture, (5) the students work in group to write a procedute text based on the text given, and (6) the students, idividually, write a procedure text based on the pictures provided by the teacher.

The following is the quantitavely recapitulation of the students' classroom activities:

**Table 7. Students' Classroom Activities**

Indicators	Cycle 1				Cycle 2				Cycle 3			
	Score				Score				Score			
	1	2	3	4	1	2	3	4	1	2	3	4
1		√				√				√		
2			√				√				√	
3		√					√					√
4		√					√					√
5		√					√					√
6		√					√					√
<b>Percentage</b>	<b>54.16%</b>				<b>70.83%</b>				<b>87.5%</b>			
<b>Category</b>	<b>Poor</b>				<b>Good</b>				<b>Very good</b>			

Table 7 shows the students' activity in cycle 1, 2, and 3. It indicates that there was significant improvement in students' activities, quantitatively, from cycle 1 (54.16%) to cycle 2 (70.83%) and to cycle 3 (87.5%) which proved by the observation sheet result. The students show that they were getting better in conducting discussion related to the use of pictures to write a procedure text in their own group which affect their individual competence in writing a procedure text by using pictures provided by the teacher. Thus, it can be stated that the use of pictures can improve writing procedure text ability of the first grade students of SMP N 5 Dumai.

### **E. Conclusions**

Based on the research findings which are elaborated in Chapter IV, it indicates that the students' writing procedure text ability improved from cycle 1, cycle 2 and cycle 3. The improvement can be seen from two main aspects. The first is from the students' writing mean score. In this case, it was found that there was significant improvement of their mean score from cycle 1 (57.5) to cycle 2 (65.25) and to cycle 3 (80). The second is from their classroom activities. Quantitatively, it improved significantly from cycle 1 (54.16%), to cycle 2 (70.83%) and to cycle 3 (87.5%). In cycle 1, generally, the result was still unsatisfying. It can be seen from the students activities that they still face difficulties to discuss in their own group in using pictures to write a procedure text which affect their individual competence in writing that text. Then, in cycle 2 and cycle 3, the students seemed already comfortable to work cooperatively in their own group to use the pictures well in writing a procedure text. It also can reflect to the improvement that they show in their writing skill, individually in the end of each cycle.

In conclusion, it can be stated that the use of pictures can improve writing procedure text ability of the first grade students of SMP N 5 Dumai.

### References

- Alwasilah, A Chaedar. (2011). *Pokoknya action research*. Bandung: PT Kiblat Buku Utama
- Andriani, I. (2006). *Improving vocabulary mastery of the second year students of SMP Negeri 1 Parepare by using mimicry–memorization* [Undergraduate Thesis, University of Muhammadiyah Parepare]. Parepare: FKIP Universitas Muhammadiyah Parepare.
- BSNP. 2015. Retrieved from [http://bsnp-indonesia.org/id/?page\\_id=103/](http://bsnp-indonesia.org/id/?page_id=103/) on 12th April 2015
- Djuharie, O. S. (2007). *Genre dilengkapi 700 soal uji pemahaman*. Bandung: CV. Yrama Widya.
- Emilia, E. (2011). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru*. Bandung: Rizqi Press.
- Harris, D. P. (1969). *Testing English as a second language*. New York: McGraw-Hill.
- Hatch, E., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. NY: Newbury House Publishers, Inc.
- Heaton, JB. (1975). *Writing English language test practical guide for English as a second language*. London: Group Limited.
- Hornby, A. S. (1980). *Oxford advanced learner's dictionary of current English*. New York: Oxford University Press.
- Hughes, A. 2003. *Testing for language teachers: Second edition*. Cambridge: Cambridge University Press.
- Wright, A. (1997). *Pictures for language learning*. Cambridge: Cambridge University Press
- Wright, T. (1984) *Understanding classroom role relationships, roles of teachers and learners*. Oxford: Oxford University Press.