CHAPTER I

INTRODUCTION

A. Background of Study

Language as a main tool of communication is very important to learn. Language makes us easy to interact with each other. Because of it, many languages are used in the world. English as international language becomes a study which is forced to be learnt. It is not only used for communication but also used for keeping up with the development of technology and science. Many occupations need someone who has mastered English skills well. English has four skills; they are speaking, listening, reading, and writing. All of the skills are highly required.

Allah in the holy Qur'an (Ar-Ruum: 22) has also granted to our capability in communicating and interacting to each other as follows:

In this verse states that God has created the universe and also various language and skin colors, showing that He has capability to create.

As the obvious evidence for those who understand. It means that the creatures need something to use in communication.

Writing is a process of transferring idea, feeling, and thought into written form by giving more attention to the use of language as correctly as possible. Brown (2001, p.336) defines "Writing is a thinking process, writers produce final written products based on their thinking after the Researchers go through the thinking process". In other words, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language, so it can be shared with others.

Some countries use English as second language for example, Malaysia and Singapore. In Indonesia, English as foreign language. Because of that, English becomes a difficult study to be learnt. People think that they do not need English to communicate in their daily activities because they can use their own language. For students, they only get a few times to learn or practice English in school. So, they are not interested and always shy to use English.

Referring to above condition, the writer believes that writing is a skill that needs extra words to be mastered. The purpose of teaching writing is to improve students' ability to function effectively in such written context. Improve is act of enhancing or making better in terms of quality, value or usefulness. This can be by making ideas, objects or processes more

desirable by adding or removing components. The term can be also be applied to people as well, via methods such as performance reviews which are meant to try and improve an employee in some manner.

Writing, for obvious reasons is one of the most visible products of education, and in correct usage and spelling has been taken to be signs or a personal scholastic failure and an alleged widespread deterioration of writing ability and indication of inadequacies in whole school systems.

Writing has function to entertaining and making fun. There are a variety of ways to use writing in our everyday live. For example we can write about the cake receipt. Writing skill helps the learners gain independent, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but others speakers of that language can read and understand it.

Many teachers are also strongly committed to invite students to participate effectively in writing situations. The teachers have some texts for help them in teaching writing. The texts are purposeful and patterned to serve writer purpose. Each texts type has different social function, general structure, and language feature. There are many kinds of text that are studied in junior high school students, namely narrative, descriptive, recount, report, and procedure.

The study will be focused on writing a procedure text which one of the materials in English lesson for SMP/MTs. 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 learning procedure text is not optimal.

The research is an experimental research and the objective of this study to find out whether there is significant effect between the students who have been taught writing using picture series and students who have not. The subject of this research was the eight grade students of MTsN 2 Banjar Selatan, Pekauman, Banjarmasin which consisted of 2 classes, VIII B and VIII D. The research instrument, the researcher uses test as the research instrument.

The researcher find that picture series was easy to use so they could write with picture series easily. Writing procedure through picture series brought the students to new kind of situation. It would help both the teacher and students to revise the students' writing and made writing more fun than the way it used to be.

Finally, based on the writer observation, the writer chooses MTsN 2 Banjar Selatan to conduct the research. To solve the problem, the writer chooses the title to help the learners **"IMPROVING STUDENTS' SKILL**

IN WRITING PROCEDURE TEXT THROUGH PICTURES (An Experiment Study at Class VIII MTsN 2 Banjar Selatan, Pekauman, Banjarmasin, South Kalimantan)."

B. Statement of Problems

Based on the background above, the researcher can formulate the problem in this research as follow:

1. How is students' skill improvement in writing procedure text through pictures?

2. What is students' problem in writing procedure text through pictures?

C. The Hypothesis of Study

Hypothesis is a guiding idea, statement of possibilities, and searches the relevant data and other consideration and predicts the certain result.

The hypothesis of this study can be formulated as follow the student taught by writing a procedure text using pictures improves their ability in English writing skill to those who are taught without using pictures.

D. Purposes of the Study

1. To know how is students' skill improvement in writing procedure text through pictures.

2. To know what is students' problem in writing procedure text through pictures.

E. Significance of Study

This study is carried out in order that the author gets more information about how to teach writing with a proper way or method. The result of the research can be used as input in English teaching-learning process, especially in teaching writing procedure text. The result of the research can be used as the reference for those who want to conduct a research in English teaching-learning process. In practical benefit, the writer hopes that the result of this research will be useful for teachers of readers, in order that they can use it in the teaching learning process, to make the students more interested in studying English.

The research has several benefits for teacher and students. Students are more interested to write and get more ideas to develop their ideas. For teacher, they are easier to get procedure text on magazine, newspaper, or magazine to help them in teaching and learning.

F. Definition of Key Terms

To avoid any misinterpretations toward the title, the writer needs to describe some terms in the title, as follows:

1. Improve is become or make something or somebody better. It means that this study is about improving students' writing skill.

2. Writing is an activity to express ideas, issues, event, filling, or thinking through written form.

3. Skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both.

4. Procedure text is a text to inform someone how to make, to do, or to use something.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Media

The word media originally comes from Greek word *'medium'* means middle, deliver mediator (Hornby, 2000, p.796). A medium is defined as any form of device or equipment, which is normally used to transmit information between persons. Thus, an educational medium can be used at home or in the classroom to supplement lessons and formal education. Educational media covers a large number of different types of media.

Media falls into a few major categories: text, image, video and audio. Text is the most common educational media type, and includes text books, worksheets and written notes. A diary is educational media because it educates the student on the lifestyle of the person who wrote it. A secondary source, such as a textbook, is useful for summarizing and explaining content. Images are another common media point because they

are typically included in textbooks. Image media also includes graphs and charts. These give students a visual reference for the lesson topic. Similarly, video is useful for that visual aspect. Documentaries and movies can both be educational media, depending on the content of the course. Audio includes music, recorded speeches and readings of text. Sounds, such as bird songs or gun fire, can also be included if the course is relevant. Music is essential for music and chorus classes, as well as cultural history courses. Speeches let students hear the emotions and tone of the speaker, and text readings are often used in English classes as students read literature.

In Oxford Advanced Learner's Dictionary, it is said that "media is the main ways that large numbers of people receive information and entertaiment, there are television, radio and newspaper. According to Locatis & F.D. Afkinson media as the means for transmitting or delivering messages (1984, p.3). it means is everything that can be used in delivering or transmitting messages from sender to the receiver, in order to help teachers in giving stimulation for their students' attention and mind.

Omar Hamalik said in his book *'Media Pendidikan'*, media as any tools, methods and techniques used to make the communication and interaction between the teacher and students more effective in the teaching-learning process (1985, p.23). Sadirman in his book *'Pengertian, Pengembangan dan Pemanfaatannya', media adalah segala sesuatu yang dapat digunakan untuk menyalurkan pesan dari pengirim ke penerima*

sehingga dapat merangsang pikiran, perasaan, perhatian dan minat siswa

sedemikian rupa sehingga proses belajar terjadi. (1993, p. 197).

There are some advantages of using media in teaching-learning

process according to Nana Sudjana and Ahmad Rifa'i (1997, p.2), they are :

a. *Pengajaran akan lebih menarik perhatian siswa sehingga dapat menimbulkan motivasi belajar.*
b. *Bahan pelajaran akan lebih jelas maknanya sehingga dapat dipahami oleh siswa dan memungkinkan siswa menguasai tujuan pengajaran lebih baik.*
c. *Metode belajar akan lebih bervariasi tidak semata-mata komunikasi melalui peraturan kata-kata oleh guru sehingga siswa tidak bosan dan guru tidak kehabisan tenaga apalagi bila guru mengajar untuk setiap jam pelajaran.*
d. *Siswa lebih banyak melakukan kegiatan belajar, sebab tidak hanya mendengarkan uraian guru, tetapi juga aktivitas lain seperti mengamati, mendemonstrasikan dan lain-lain.*

From the opinion of some experts, it can be concluded that the usefulness of

instructional media in teaching and learning process is as follows:

a. Learning media can clarify the presentation of messages and

information so as to facilitate and enhance the learning process and

results.

b. Instructional media can improve and direct the child's attention so that

it can cause learners' learning motivation.

c. Learning media can overcome the limitations of the senses, space, and

time.

d. Learning media can provide a common experience to students about

events in their environment

In teaching-learning process, it cannot be denied there are many things that will help students to increase their writing skill such as material to be taught, the instrument used in explaining material, method, and technique of teaching. In learning activities, there is a process of learning which is basically a process of communication. In the communication process, the teacher acts as a communicator in charge of delivering educational message (message) to the message recipient is a child. So that messages are delivered teacher education can be well received by the child, then the communication process is required vehicle dealer education messages called media education / learning. The learning process contains five components of communication, teacher (communicator), instructional materials, instructional media, students (communicant), and learning objectives.

1. **Basis of Use Media Learning**

   In this context, we will use four (4) bases, namely: psychological, technological, empirical, and philosophical.

   a. Psychological.

      Learning is a complex process and unique; that is, someone who studied include all aspects of his personality, both physically and mentally. Involvement of all aspects of this personality will see of learned behavior that person. Learning behavior is evident is unique; meaning that behavior only occurs in people and not in others. Everyone raises different learning behavior.

The uniqueness of this learned behavior is caused by the differences in the characteristics that determine the behavior of learning, such as learning styles (visual vs. auditory), cognitive style (field independent vs. dependent field), talents, interests, level of intelligence, intellectual maturity, and others that can be referred to individual characteristics of students. Student learning behavior of complex and unique demands of service and treatment of complex and unique learning for every student anyway. Learning component that is responsible for dealing with this problem is learning delivery strategy, more specifically the learning media. Strategy (media) learning should be selected according to the individual characteristics of the students. It should be best provide services to each student according to the characteristics of the study. For example, students who have a visual learning style should get to learn visual stimuli, as well as students who have auditory style should get to learn auditory stimuli.

Changes in behavior as a result of the study can be grouped into three aspects, namely: cognitive, attitudes, and skills. Every aspect requires the use of different learning media. That is, cognitive learning requires a different medium than the students who study other aspects. On this basis, the necessary delivery strategy that uses multimedia to meet the demands of studying different aspects.

b. Technological.

The final target of learning technologies is to facilitate student learning. To achieve this end goal, technologist-technologist in the field of learning to develop a variety of learning resources to meet the needs of each student according to their characteristics.

c. Empirical.

Various research findings show that there are interactions between use of instructional media and learning characteristics of students in determining student learning outcomes. That is, that the student will gain a significant advantage when he learned to use the media according to their characteristics. Students who have a visual learning style will be more benefit from the use of visual media, such as movies, videos, pictures or diagram. While students who have auditory learning style is more benefit from the use of auditory learning media, such as voice recording, radio or lectures from teachers / tutors. It would be more appropriate and beneficial students of both types of learning that if the use of audio-visual media. Based on the empirical rational basis, then the selection of instructional media should not be based on the teacher's favorite, but should consider the suitability between learner characteristics, the characteristics of the subject matter, and the characteristics of the medium itself. On this basis, the principle of adjustment of the type of media that will be used in learning activities with the individual characteristics of the student becomes more stable. Selection and use of the media should not be based on a

favorite teacher or pleasure, but based on the suitability of the media with the characteristics of the students, in addition to other criteria that have been mentioned.

d. Philosophical

By paying attention to the complex and unique learning process, the accuracy of the media selection and learning methods will greatly affect student learning outcomes. In addition, students also greatly influence the perception of learning outcomes. Therefore, the selection of media, in addition to pay attention to the complexity and uniqueness of the learning process, to understand the meaning of perception and the factors that influence the perception explanation should be sought optimally so that the learning process can take place effectively. For this purpose, there should be the selection of appropriate media so as to attract the attention of students and provide clarity object observed and learning materials that will be taught tailored to the student experience.
(*http://www.academia.edu/4563787/pengertian_media_pembelajaran,* Retrieved December 09, 2014)

2. **The Benefits of Media**

Instructional media as a tool in the learning process can not deny its existence. Because, in the presence of the media, the teacher can easily do its job in presenting the material to the students. Without the help of the media, then the matter will be understood by the student.

Each learning materials have varying levels of difficulty. On the one hand there are learning materials that do not require a medium of learning, but on the other hand there is the learning materials that require learning media.

According to Kemp and Dayton in Arsyad (2011) that many of the benefits of the use of instructional media,

a. Delivery of messages becomes more standardized because every student who saw or hear the presentation through the media receive the same message.

b. Learning can be more attractive because it can make the students awake and pay attention.

c. Learning becomes more interactive with the application of learning theory and psychological principles are acceptable in terms of student participation, feedback, and reinforcement.

d. Long learning time required can be shortened because most media requires only a short time to deliver the message / content of lessons in considerable amounts.

e. The quality of learning outcomes can be improved when learning media can communicate knowledge in a good way, specific, and clear.

f. Learning can be given when and where needed.

g. A positive attitude of students about what they are learning can be improved.

3. Kinds of Media

In teaching-learning process there are many things can improve as teaching media. Generally, media can be divided into 3 (three) kinds of media. There are audio, visual and audio-visual.

a. Audio

Audio is kind of media which have function and used as media that can be hear. For example: tape recorder, radio, mp3, walkman, etc.

b. Visual

Visual is kind of media which have function and used as media that can be seen. For example: picture or image, projector, chalkboard, magnetboard, etc.

c. Audio-visual

Audio-visual is kind of media which have function and used as media that can be hear and see. For example: television, computer, DVD, etc.

4. **Function of Media**

One of the main function of the media is teaching as a tool to help teach that also influence the climate, conditions, and the learning environment is created and styled by the teachers. In general the instructional media, the media's function:

a. The function of education; that the media provide educational value, both in shades of thinking, stimulate motivation, provide a stimulus to think logically, systematically and realistic.

b. The social function; media allow for socialization in education, the development of social nature, attitude willing to cooperate and help each other.

c. The function of culture; media can develop creativity at work / cultured individual.

d. The function of efficiency; media allows for efficiency, good time, effort, and cost because not all course materials can be studied through direct objects, but need replacement tool and simplification.

e. Political function; proper use of the media can change a policy in education so as to save teachers, uniformity and consistency concept regularity activities subject matter.

(*http://www.academia.edu/4563787/pengertian_media_pembelajaran,* Retrieved December 09, 2014)

In additional, the functions of media are:

a. To help the teacher in teaching process

b. To reach the purpose of study in teaching process

c. To make teaching method more active and effective

5. Principles of Learning Media Selection

Principles of instructional media selection refers to the consideration of a teacher in selecting and using instructional media for use or used in teaching and learning activities. There are several principles that should be considered by teachers in selecting and using instructional media.

1. No one of the most superior media for all purposes. One media is only suitable for certain learning objectives, but may not be suitable for another.

2. The media is integral part of the learning process. This means that the media is not just any teacher teaching aids. But it is an inseparable part of the learning process. Determination of the media must be in accordance with the other components in the instructional design. Without learning teaching aids may still be able to take place, but without learning media that will not happen.

3. Anything media to be used, the final goal is to facilitate student learning. Easy of student learning should be main reference selection and use of a medium.

4. The use of various media in the learning activity is not just a distraction / pastime or amusement, but has a purpose that is integrated with ongoing learning.

5. Selection of the media should be objective (based on learning objectives), not based on personal pleasure.

6. The use of multiple media at the same time will be able to confuse students. Multimedia usage does not mean to use the media that many at once, but certain media selected for a particular purpose and other media for other purposes as well.

7. Goodness and badness media does not depend on the concrete and abstract. Media concrete form, it may be difficult to understand because of the complexity, but the media can also give a sense of abstract right. (*http://www.academia.edu/4563787/pengertian_media_pembelajaran,* Retrieved December 09, 2014)

So it can be concluded that the principles of the selection of instructional media:

1. The media selected should be appropriate to the purpose and subject matter, teaching methods used and the characteristics of students who are learning (knowledge level of students, language students, and the number of students studying).

2. To be able to choose the right media, the teacher must know the characteristics of each of each media and learning.

3. Selection of instructional media should be oriented to student learning, meaning the selection of media to improve the effectiveness of student learning.

4. Selection of the media should consider the cost of procurement, the availability of media, media quality, and physical environment where students learn.

B. Definition of Picture

A picture, also called an image, is a group of colored points on a flat surface that looks the same as something else. For example, a picture can look the same as an object or a person. Pictures can also be

drawings, paintings or photographs. People who make such pictures are called artists, photographers or painters. Pictures are very helpful. Sometimes people say pictures are worth a thousand words. Pictures and diagrams can be used to explain how to do things, and thus a picture is a kind of tool. (*http://simple.wikipedia.org/wiki/Picture,* Retrieved December 09, 2014)

Jean L. Mckenchine (1980, p. 1357) define "Picture is an image or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photograpy. Meanwhile according to Andrew Wright (1989, p. 29) "Picture is not ust an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences.

Harmer (2004, p.67) states, picture is often used to present situation for grammar and vocabulary work. Moreover by using sequence pictures, the students can be encouraged to write because it is very helpful. Harmer (2004, p.62) states, picture can awake creativity of the students who are stimulated by visual input. So that with the help of pictures in learning, students can maximize their ability to understand what is the purpose of the picture with their creativity, because the visual is a great way to give directly to the student comprehension.

According to Latuheru (1988), pictures have several functions in the teaching and learning process. First, picture can translate abstract

ideas into more realistic forms. Second, pictures are easily obtained, e.g. from schoolbooks, newspapers and magazines. Third, pictures are usable in different kinds of academic levels. Fourth, picture can save the teacher's time and energy. Raimes (1983), pictures in sequence provide for a variety of guided and free writing exercises. A picture sequence, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. A set of parallel pictures provide materials that offer guidance on vocabulary, sentence structure, and organization, and then let the students to write about new subject matter.

According to Vernon S. Gerlach and Donald P. (277), there are some advantages and disadvantages of pictures used in teaching and learning process:

a. The advantages

- They are inexpensive and widely available.

- They provide common experiences for an entire group.

- The visual detail make it possible to study subject,

- They offer a stimulus to further study, reading and research visual evidence is power tool.

- They help to focus attention and to develop critical judgment.

b. The Disadvantages

- Students pay attention on the picture more than on learned material.

- It takes time and costs much to provide attractive pictures.

- Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

  (*http://05128800.blogspot.com/2011/06/advantages-and-disadvantages-of-picture.html,* Retrieved December 09, 2014)

C. Definition of Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

1. Language Features of Procedure Text

In the Procedure text, we use:

- Simple present tense.

- Use of imperatives (example: cut, don't mix)

- Use of action verbs (example: turn, put, mix)

- Use of connectives (example: first, then, finally,..)

- Use of adverbial phrases (example: for five minutes, 2 centimeters from the top)

2. Generic Structure of Procedure

- Goal: It is contain the purpose of the text.

- Material or Ingredient (not required for all procedural texts)

- Step: it is contain of the steps to make something in the goal.

Example of Procedure:

a. How to make a sandwich (aim/goal)

You need (materials)

- 2 slices of bread

- peanut butter

- a banana

- honey

What you should do are: (steps)

- Take two slices of bread

- Spread peanut butter

- Cut up a banana onto small slices and put them on one of the slices

- Pour some honey over the bananas

- Put the other slice of bread on top

b. Procedure to Charge hand phone battery:

Prepare your:

- Handphone

- Battery Charger

Steps:

- First, Connect the charger to your hand phone, the flash symbol on the charger plug must face upward.

- Second, wait until the battery icon appears on the screen

- After that, charge battery approximately 3 hours until the battery icon indicates that the battery is fully charged

- And then removed the charger by pulling out from your hand phone.

  (*http://theenglishcamp.blogspot.com/2013/10/procedure-text.html,* Retrieved December 09, 2014)

D. Writing Skill

1. The Definition of Writing

Brown (2001, p.335) explained that writing is the representation of spoken language, written language is almost same with spoken language, the difference is the performance of written language is conveyed in graphichal.

Brown also mentioned that written products are the result of thinking, drafting, and revising procedures, specialized skills is required in written language, and that not every speaker develops naturally. Thus, based on statements above that writing is a process of expressing the idea into a written form, and it needs specialized skills that not every students can develop it naturally, it needs the teacher who is able to motivate and encourage the students to develop their writing skills, and they are expected to be able to develop their writing skills and make a good learning process.

Learning to write is essentially a study of how people express their ideas and feelings through writing media (Rainey, 2003, p.2). Through writing, one can also express needs, can record his thoughts about things that are important or activities that are personal in their lives. In fact, writing can also be used as entertainment, where one can communicate feelings and ideas to others through a variety of media and forms, such as letters, autobiographies, stories, and essays.

Reinking, (2002, p.3) states that there are four general purpose of the act of writing, which is to inform, influence, express, and entertain. In an article, almost all of which was written by the author is a reflection of

its ability to be processing the words that even abstract things can be shown more clearly because of the ability.

Based on some understanding of the above it can be concluded that writing is an activity stringing words into sentences that can be understood by other people who read what is written with the purpose to provide information so that the reader as if to communicate and get the benefit of the written sentence. Writing is a way to convey our ideas and advice to others. Writing is another way to provide information and publicize themselves to others so that they know what we are doing. By writing the communication process run more smoothly.

2. **Characteristics of Written Language**

There are 7 (seven) characteristics of written language based on Brown (2001, p.341-342), they are:

a. Permanence: Written language should have the power to correcting the text, to clarify, and to withdraw, therefore the teacher is expected to be able to guide, to facilitate, and help the students to revise and refine their work. Thus, the students feel confidence when they write.

b. Production time: The efficient time in writing process, the goal is to train the students to make the best posible use of limitation time

c. Distance: The students perspective; general knowledge, cultural and literary schemata, and specific subject matter knowledge about what they write.

d. Orthography: The differences between our native language with English.

e. Complexity:

- How to remove redudancy.

- How combine sentence.

- How to make references.

- How to create syntactical and lexical variety

f. Vocabulary: The students' mastery of vocabulary.

g. Formality: The students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

3. **Process Approach in Teaching Writing**

Jordan says that the process approach treats all writing as a creative act which requires time and possitive feedback to be done well. Process approach of writing that emphasizes on the various stages that any piece of writing goes through. Using this approach can make students taking more responsibility for their own learning. They can also make cleaner decision about the directionof their writing. (2007, p.164).

Gardner and Johnson (1997) describe the stages of the writing process:

a. Prewriting. Students generate ideas for writing: brainstorming; reading literature; creating life maps, webs, and story charts; developing word banks; deciding on form, audience, voice, and purpose as well as through teacher motivation.

b. Rough draft. Students get their ideas on paper. They write without concern for conventions. Written work does not have to be neat; it is a 'sloppy copy.'

c. Re-read. Students proof their own work by reading aloud and reading for sensibility.

d. Share with a peer reviser. Students share and make suggestions for improvement: asking who, what, when, where, why, and how questions about parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.

e. Revise. Improve what the narrative says and how it says it: write additions, imagery, and details. Take out unnecessary work. Use peer suggestions to improve and clarify.

f. Editing. Work together on editing for mechanics and spelling. Make sure the work is 'goof proof.'

g. Final draft. Students produce their final copy to discuss with the teacher and write a final draft.

h. Publishing. Students publish their written pieces: sending their work to publishers; reading their finished story aloud, making books.

4. **Components of Writing**

Teachers have the tools they need to begin instruction immediately.

a. Structures of Language. With modeling and explicit instruction, students learn to construct simple, compound, complex and compound-complex sentence structures using colorful sentence component shapes. As a result students communicate more clearly in speaking and writing and can tackle reading higher level texts.

b. Grammar. Each Monday teachers instruct a new language, grammar or writer's craft skill engaging multiple learning channels. Throughout the week that skill is practiced in daily speaking, writing, sentence styling and revision. Grammar skills follow a prescribed scope and sequence at each grade level.

c. Process. Instruction begins with the sentence, teaching it with hands-on sentence shapes to help students understand the components and importance of sentence structures in reading and writing. Students build their writing to paragraphs, compositions, stories and essays.

d. Modes and Genres. Teachers model how to analyze fiction and nonfiction genres. Students organize their thoughts in brainstorming and planners for narrative, informative, explanative, opinion, analytical and argument writing. Since students learn to write from models, Writing Alive provides weekly writing models, editorials and articles in the genres in which they will write. Each week begins with a suggested mentor text. Students learn to use their writing skills across the curriculum.

e. Traits. Daily Sentence Styling gives students opportunities to master revision strategies that improve organization, ideas, content, word choice, voice, fluency, style and conventions. Explicit instruction and models equip students to personalize and improve the traits in their writing.

f. Assessment. Students view basic, proficient and advanced writing models, set goals on diagnostic rubrics before drafting and assess goals after drafting to guide their revision.

   (*http://www.writingalive.com/All_Six_Components.html,*

   Retrieved December 09, 2014)

5. Teacher's Role in Teaching and Learning of Writing

Harmer (1998, p. 261-262) stated the teacher not only needs to deploy some or all of the usual roles when they ask students to write, but also they should have the ones of these important roles when they are teaching writing, the roles are: motivator, resource, and feedback provider. Based on Harmer, when teaching writing teachers are expected to act as:

a. Motivator: teacher will be able to motivate the students, create the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. And also help them to generate their idea.

b. Resource: teacher should be ready to supply information and language where necessary. Teachers need to tell the students that

they are available and be prepared to look the students' work as it progress, offer advice and suggestions in a constructive and tactful way.

c. Feedback provider: teachers should respond positively and encouragingly to the content of what students have written.

E. Learners' Styles

According to the 'Technical Advisory Service for Images' (2004), the two sides of the brain "have different attributes and respond to different stimuli". The left side of the brain is "analytical, verbal, sequential, and linear; while the right is visual, spatial, holistic and relational". Accordingly, the left is more logical and responds better to textual material, whereas the right is imaginative, responding better to visual content. This shows that different learners have different learning styles.

According to Haynes, there are six types of learners, all of which are explained briefly as follows:

a. Auditory Learners: This type of learner learns best through listening and speaking. They are more interested in learning through interviewing, debating, talking, and listening to other people's opinions.

b. Tactile Learners: This refers to the type of student with the strength of learning through touching. They learn best through drawing, playing board games, or making something by following certain instructions.

c. Kinesthetic Learners: Learners with this style wish to involve their whole body in the learning process. Similar to tactile learners, they prefer playing games that engage their body, learning through movement activities, or acting out.

d. Global Learners: This refers to those who learn best through group activities, holistic reading methods and cooperative learning strategies. They would like the teacher to present information in an interesting manner where they can interact with others.

e. Analytical Learners: Students with this learning style prefer to work individually and tend to focus a lot more on details and analyzing.

f. Visual Learners: This type of learner is the main focus of this research paper. Visual learners are students who learn by observing graphs, charts, maps, posters, and text with a lot of pictures. They are 'sight' readers and are highly motivated by pictures and videos.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of this research is field research that having the character of descriptive that is a research to describe based on facts that discovered of areas. In this research the writer used an experimental study that is an approach to describe objectively about improving students' skill in writing procedure text through pictures.

B. Research Setting

Setting of this research is at MTsN 2 Banjar Selatan, Pekauman, Banjarmasin, South Kalimantan. Time of this research is at 22th November 2014 until 13th December 2014. The class of research is class VIII B and VIII D.

C. **Scope of the Study**

A limitation for the scope of the study is about writing skill. The class is VIII B and VIII D in order to mastering writing skill especially for their grammar and vocabulary in teaching writing to improve students' writing ability on procedure text. It will be know when we use pre-test and post-test.

D. **The Population and Sample of Research**

1. Population

The population of this research was the eighth grade students of MTsN 2 Banjar Selatan. The eighth grade students in this school were divided into four classes. There were VIII A, VIII B, VIII C, and VIII D. But, the researcher take two classes VIII B and VIII D which consists of 76 students, because their lessons consecutive hours in one day.

2. Sample

The writer will choose two classes as a sample for the experimental class and control class. VIII B as an experimental class there are 38 students. VIII D as a control class there are 38 students. To represent this large number of population, students of class were taken as the sample. The research samples were used purposive sampling. The

purpose of this sampling technique was made the researcher easy in reaching the result of improving students' writing ability through text procedure in experimental class whether it is effective or not after applying this text. It was useful in order to measure the student achievement of the subject given.

E. Experimental Study

An experimental study is a type of evaluation that seeks to determine whether a program or intervention had the intended causal effect on program participants. There are three key components of an experimental study design:

1. Pre-post test design,

2. A treatment group and a control group, and

3. Random assignment of study participants.

A pre-post test design requires that you collect data on study participants' level of performance before the intervention took place (pre-), and that you collect the same data on where study participants are after the intervention took place (post). This design is the best way to be sure that your intervention had a causal effect.

To get the true effects of the program or intervention, it is necessary to have both a treatment group and a control group. As the name suggests, the treatment group receives the intervention. The control group, however, gets the business-as-usual conditions, meaning they only receive interventions that they would have gotten if they had not participated in the

study. By having both a group that received the intervention and another group that did not, researchers control for the possibility that other factors not related to the intervention (e.g., students getting accustomed to a test, or simple maturation over the intervening time) are responsible for the difference between the pre-test and post-test results. It is also important that both the treatment group and the control group are of adequate size to be able to determine whether an effect took place or not. While the size of the sample ought to be determined by specific scientific methods, a general rule of thumb is that each group ought to have at least 30 participants.

Finally, it is important to make sure that both the treatment group and the control group are statistically similar. While no two groups will ever be exactly alike, the best way to be sure that they are as close as possible is having a random assignment of the study participants into the treatment group and control group. By randomly assigning participants, you can be sure that any difference between the treatment group and control group is due to chance alone, and not by a selection bias.

Study Design
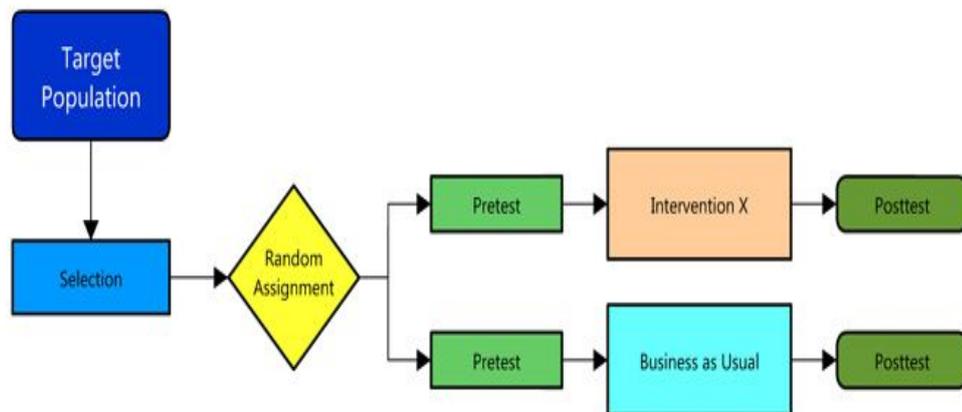
An experimental study is often considered the gold standard of research. Because of the pre-post tests, treatment and control groups, and group random assignment, experimental studies address more threats to internal validity than any other type of study. By having greater internal validity, an experimental study will have the best chance of determining whether or not a program or intervention had a causal effect on the treatment group. Furthermore, any findings from an experimental study can be applied to the population from which the study's samples were drawn.

While experimental studies are considered to have the most internal validity, they are not always the most appropriate. As mentioned above, experimental studies are best used to address whether a program or intervention had the intended causal effect on program participants. Further, it is necessary that the program or intervention can be measured

quantitatively in some fashion (through a knowledge test, observations, survey questions, etc.).

Experimental studies are often difficult to implement because they can be so complex. Researchers must understand all the possible threats to the study's validity, as well as the statistical methods needed to run accurate analyses. It is recommended that organizations use outside consultants or research organizations to run experimental studies. Not only does this allow the experimental study to be conducted by experts in study design, implementation, and analysis, but it also protects the results of the study from a perceived bias of the organization. For example, a company with a product that aims to improve literacy in children with learning disabilities might conduct a valid and bias-free study that shows that their product does in fact improve the literacy in children with learning disabilities. The reality is that school districts might not trust this result unless the study was conducted and analyzed by an unaffiliated organization. If you are working with an affiliated researcher, be sure to disclose the relationship up front so that consumers of the reports can judge any potential conflict of interest.

Because of experimental studies the design process, the random assignment, pre- and post-test development, and analysis they tend to take more time than most other types of studies. For similar reasons, in experimental studies it must given that at least two full groups need to be recruited, these studies usually involve more participants and more settings, too. Before initiating an experimental study, we should be sure that we have

the required amount of time and resources to complete it.should be sure that we have the required amount of time and resources to complete it.

F. Methods of Information Collection

There are many ways to collect information in research. The method that is chosen by the researcher depends on the research question that is being asked.

a. A test is a form or a physical or mental task for which a normal standard has been determined or for which there are correct answers. A participant's performance on the test is then compared to these standards and correct answers. Tests are used in research to determine a participant's aptitude, skill, knowledge, health, or mental status as compared to the general population. Tests can be administered in person or through a paper or electronic medium. An example would be students taking a standardized test for academic achievement.

b. Observations are recordings that are taken of the participant without requiring interaction. These recordings are made while participants are engaged in routine behaviors and are used as an indicator of what participants actually do rather than relying completely on self-reports of participants' behaviors. An example would be a researcher observing an on going lesson plan used in a classroom by a public school teacher. (*http://ori.hhs.gov/education/products/sdsu/eg_info.htm,* Retrieved December 09, 2014)

There are 3 (three) steps about this research:

a. Experimental Study

This study under experimental teaching method, it is needed on experimental class. To the experimental class the writer use the procedure text and real things media in learning process. Whereas the control class, the writer taught them based on method that commonly applied by their teacher as text book.

b. Treatment

In this section, the writer using the topic about procedure text by using pictures on experimental class. The way of this text is showing some pictures to make something. The students write procedure text based on steps of the picture. Whereas the control class, the writer taught them without procedure text and pictures. The writer taught based on method their teacher commonly applied in learning process.

c. Manipulation

The last step on the lesson, the writer asked some questions to find out how far they understood about writing. Then, the writer found that the student can use the pattern such as pour the hot water (V1 + O). So, the use procedure text in writing learning can develop students' speaking ability and it is a good alternative way in learning process.

G. Research Instrument

In this research, the writer using pre-test and post-test as the instrument. The test is in the form of writing test of procedure text. The kinds of test is short answer, complete the sentence, make paragraph

according to picture, and arrange the sentences. The assesment of this writing include 6 (six) aspect: idea, content, appropriacy (schematic structure and language features), vocabulary, coherence, and spelling. The test is conducted before the treatment as a pre-test and after the treatment as a post-test. The teacher asks the students to make a procedure text.

1. Pre Test

In pre-test, all of students of control class and experiment class will answer question items about writing procedure text, it means the writer wants to know the student's writing skill before the teacher teaching about procedure text.

2. Post Test

In post-test, all of students of control class and experiment class will answer the questions items after they learn about procedure text, it means the writer wants to know the students' skill of writing procedure text after the teacher teaching procedure text.

In order to make the organizing and analysis of the data processing easier, the writer organizes the measurement design of the students' writing of procedure text. In classifying the score, the writer used the measurement of students' right answer.

Table. 3.1 Interstpretation Result of written test

No.	Score	Explanation
1.	80-100	Excellent

2.	60-<80	Good
3.	40-<60	Sufficent
4.	20-<40	Low
5.	0-<20	Poor

Then, to know group average score or mean, the following formula is used

$$M = \frac{\sum X}{N}$$

Note:

M   : Mean Scores

$\sum X$: Accumulative Score

N   : Number of Respondents

H. The Technique of Data Collection

In collecting data, the writer uses pre-test and post-test's score of the students. The test that is used here is teacher-made test, it is made by collecting some of items of question and test from the book's source.

In conducting this research, the writer used two kinds of test as the main instrument that included non-test and test. The non-test was observation, while the test was pre-test and post-test. Observation was conducted before pre-test, the aim of the observation was to know what happen during the teaching and learning process. Pre-test was given before treatment to measure prior knowledge of the students. Post-test was given after conducting treatment.

I. The Technique of Data Analysis

The technique for data analysis which is used in conducting of this research as follows:

1. To find the result both of the classes the writer used statistical analysis. Firstly the researcher computed the individual score by applying the formula proposed by Arikunto (2006, p.240) :

$$\sum = \text{ x } 100$$

$\sum$ = Standard Score n = Maximum Score

x = Obtain Score   100 = Constant Number

2. Secondly, the writer computed the mean score of the students in pre-test and post-test by using formula recommended by Arikunto (2006, p.313) as follow :

    a. The formula is used for experimental class

    $$Mx =$$

    b. The formula is used for control class

    $$My =$$

    Mx = mean score of experimental class

    My = mean score of control class

    $\sum x$ = sum of score for experimental class

    $\sum y$ = sum of score for control class

    N = the number of students

3. Making conclusion and suggestion based on data analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Before the research conducted, the writer provided an early test in all groups. This is done with the aim to control and maintain the balance of the background so that when the two groups at the end of the study there are differences in the results of the two groups, it can be ascertained that the difference is caused by differences in the techniques applied in the teaching process.

The research is begun by conducting a pre-test to the students. The pre-test was done to find out whether using picture series can improve the students' ability in writing procedure text or not. In this research researcher used experimental research, therefore researcher needed to do the pre-test, treatment and post-test to get the data to conduct this research, to get the data, researcher teach using picture series in experimental class.

1. **The Test Result of Experimental Class and Control Class**

The writer analyzed data by calculated the students' score and mean score of pre-test and post-test for experimental class and control class. The result students' score and mean score can be seen in the following tables:

Tabel 4.1 Students' score and mean score in pre-test and post-test of experimental class

No	Student's name	Student's score		Mean Score
		Pre-test ()	Post-test ()	
1	A	80	100	90
2	B	80	100	90
3	C	80	100	90
4	D	80	100	90
5	E	80	100	90
6	F	80	100	90
7	G	80	100	90
8	H	80	70	75
9	I	80	75	77.5
10	J	100	100	100
11	K	80	100	90
12	L	80	100	90
13	M	80	100	90
14	N	80	100	90
15	O	100	100	100
16	P	100	100	100
17	Q	80	100	90
18	R	80	75	77.5
19	S	80	80	80
20	T	100	85	92.5
21	U	100	80	90
22	V	80	75	77.5
23	W	80	75	77.5

24	X	80	75	77.5
25	Y	80	75	77.5
26	Z	80	75	77.5
27	A1	80	80	80
28	B1	80	75	77.5
29	C1	100	75	87.5
30	D1	100	75	87.5
31	E1	80	100	90
32	F1	80	75	77.5
33	G1	80	75	77.5
34	H1	100	75	87.5
35	I1	80	80	80
36	J1	80	100	90
37	K1	80	100	90
38	L1	100	80	90
	Total	3220	3330	3275
	Mean score	84.73	87.63	86.18

From the table above in the experimental class, it can be seen that there are some students who have increased the value of the results of the pre-test to post-test result value and there are also some students who decreased from the results of the pre-test to post-test result value, the highest mean score there were three students got 100 and one student got lowest mean score 75.

Tabel 4.2 Students' score and mean score in pre-test and post-test of control class

No	Student's name	Student's score		Mean Score
		Pre-test ()	Post-test ()	
1	A	75	80	77.5
2	B	75	80	77.5
3	C	100	80	90
4	D	100	100	100
5	E	100	80	90
6	F	100	100	100
7	G	100	100	100
8	H	70	70	70
9	I	70	80	75
10	J	75	80	77.5
11	K	80	80	80

12	L	80	100	90
13	M	80	100	90
14	N	80	100	90
15	O	65	100	82.5
16	P	75	80	77.5
17	Q	100	80	90
18	R	80	100	90
19	S	75	80	77.5
20	T	70	60	65
21	U	100	80	90
22	V	75	80	77.5
23	W	70	80	75
24	X	60	80	70
25	Y	80	80	80
26	Z	100	80	90
27	A1	70	80	75
28	B1	100	80	90
29	C1	75	100	87.5
30	D1	85	80	82.5
31	E1	75	80	77.5
32	F1	65	80	72.5
33	G1	80	100	90
34	H1	60	100	80
35	I1	60	75	67.5
36	J1	80	80	80
37	K1	70	80	75
38	L1	80	80	80
Total		3035	3225	3130
Mean score		79.86	84.86	82.36

While in the control class that only one student got the lowest mean score 67.5 and the highest mean score there were three students got 100. When looking at the amount of the total mean score of the control class, their total mean score is lower than the total mean score of the experimental class, i.e. 3130 for the control class and 3275 for the experimental class.

After obtaining the students' score and total score of experimental class and control class, the writer calculated the mean score both of classes by using the formula below:

Formula for experimental class :　=　= 86.18

Formula for control class　　　 :　=　= 82.36

2. **Findings on the Observation**

While the teaching learning process, the writer did the observation. The observation done to find out the teacher and students' performance while teaching and learning process was happened. The writer observed the teaching and learning activities based on lesson plan. Besides, the writer also interviewed the students and the teacher about the picture series. The writer interviewed the experimental class students to know their opinion about learning English using picture series, and interviewed teacher to know her opinion about teaching English using picture series. The result of the observation are from the experimental class there are little students said that learning English is difficult, and they said that they had some difficulties in writing procedure text, the rest of the students said that they like studying English and they said that they do not find too much difficulties in learning English, but they still had some problems in writing procedure text. Most of the students said that using picture series make them more interested in

learning English, in this case when writing procedure text, they said that picture series made them easier to write because they can look at the series of the picture therefore they can convey their sentences more easily.

B. Discussion

Based on the result of the students pre-test it can be seen that most of students got high score. The highest score of experimental group on pre-test was 100 and the lowest score was 80 and only 9 students got score 100. In contrast to the pre-test result, the students' score for post-test was increased, there were 18 students who got the highest score, the highest score was 100. It means that there is an improvement of students' writing skill. They already knew how to make procedure text and the use of mechanics writing.

The students' skill in writing procedure skill was totally developed. Generally all of students achieved the English standard score. The standard score for English subject in MTsN 2 Banjar Selatan is 6.5. So that, they must study harder to achieve higher score and know well how to make a good paragraph.

Based on the analysis of the writer of a study conducted by Mariah in her thesis entitled "Students' Ability in Writing Procedure Text by Using Pictures Series at The Seventh Grade of MTs Al-Hidayah Martapura Barat Academic Year 2013/2014", in relation to this research, in her thesis she thought that no students are getting very good value by category, it is because she uses a test just to see how the level of students'

ability in writing procedure text. Then the result of the value categorized into several categories examined. Compared with this study, the writer not only focus on how to know the ability of students to write a text of procedure but how to improve students' skills in writing procedure text, by doing a pre-test and post-test to determine how the student's skill to write procedure text, whether there is a significant difference by doing test before and after the material taught.

The writer found the students' ability in English was poor before the treatment done. The material taught to the students was how to make procedure text by using sequence pictures. Indeed, not only the media effective, but also the time for teaching and the continuity material will determine the students' understanding about English.

CHAPTER V

CLOSURE

A. Conclusion

In essence, language learning is to learn to communicate. Therefore, the main purpose of learning the English language is directed to improve students' ability to communicate in English, both verbally and in writing. Understanding the communication in question is to understand and express information, thought, feeling and develop science, technology, and culture by using English.

Based on research in MTsN 2 Banjar Selatan, the conclusion was the use of through pictures can improve the students' skill in writing procedure text. It would be more effective when it was combined with the teachers' good explanation. The use of this technique could attract the students' attention in teaching and learning process as well. The appearance of through pictures as a technique in teaching writing procedure text has improved students' skill in writing procedure text

through pictures especially at class as the experimental class. Therefore, the researcher can conclude that:

1. It was supported by the mean score between pre-test and post-test. It showed that the mean of post-test after the treatment using through pictures was better than the mean of pre-test. The appearance of through pictures as a technique in teaching writing procedure text has improved the students' writing ability in writing procedure text, it can be seen in the differences from their result from total score of pre-test and post-test in experiment class, which the total mean score of the pre-test is 84.73 while the total mean score of the post-test improved up to 87.63. The score improvement also can be seen in the result of control class which the total mean score of pre-test is 79.86, and score of post-test improved up to 84.86. After obtaining the students' total score of experimental class and control class, the writer calculated the mean score both of classes by using the formula below. So the result of mean score for experimental score is 86.18 and for control class is 82.36. So, it means that through pictures as the one of the techniques in teaching can improve student's skill in writing procedure text.

2. The most of the students did not know well not only how to make a paragraph but also the use of mechanics writing (punctuation, capitalization, and spelling).

B. Suggestions

Considering the result of the research, some suggestion are addressed to teachers and students. Teachers should use media such as sequence pictures in teaching and learning process especially in writing n because it has been proven to significantly develop students' skill in writing procedure.

1. The teacher can use picture series as one of technique in teaching writing since it is proved that this technique can improve the students' ability, especially in writing procedure text. Before using the picture series to the students in teaching-learning process, the teacher should make sure that the students have understood and have enough vocabulary and information to write procedure text. The teacher should try to use picture series which suitable with the material or genre of text in the next teaching-learning process, therefore, the students can produce the well-organized procedure text, the students can write and convey their idea more easily.

2. For the students, they should study harder and do more exercise and practice in writing. The students also should master more vocabulary and understand well about mechanics of writing to help them to constructs sentences in writing. The students, should study harder and do more exercise and practice in writing. The students also should master more vocabulary and understand well about mechanics of writing to help them to constructs sentences in writing.