**AN ANALYSIS STUDENT’S ABILITY IN**

 **WRITING PROCEDURE TEXT BY USING PICTURE SERIES**

**AT SMP TELADAN MEDAN**

**By :**

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Abstract

This research purposed to know the students‟ ability in writing procedure text . The location of this research was in SMP Teladan Medan.The time that was spend in this research was two days. This research was applied by qualitative content analysis. The subject of the research was the students at grade EIGHTH GRADE OF SMP TELADAN MEDAN . Students consist of 26 students. The instruments that used in this research was a test of writing procedure text, interview. The test was asking the students to write the procedure text by using picture series well. Based on the result of the research, the students‟ ability in writing procedure text was low. From this research, there are two instruments in examining their ability including vocabulary,style,mechanism,grammar. It is hoped that by the finding of these trouble, there will be future research on this subject so that there will be some method or strategy that enable to overcome these troubles**.**

**Key words**: ability, writing, procedure text, picture series

**INTRODUCTION**

English is a foreign language for Indonesian people. It is very important to be taught and learnt at school because it is as an international language. It‟s mean everybody have to able to use English as their communication to each others. It is a system sound which is structured and used to communicate about peoples‟ feeling. It must be developed in four aspects of language. In learning English, there are four aspects of language skills, they are listening, speaking, reading, and writing. One of the skills that always make students confuse is writing skill. Students always write in English unstructured.

Learning of procedure text is one of the subjects in writing skill. In that subject must the students to write the text based on the generic structure and language features. It‟s text ask the students to write clearly about the step how to do something, like the procedure of “how to cook fried rice”, “how to operate the computer”, etc. Based on the observation in SMP TELADAN MEDAN found the students got some obstacles in writing of procedure text. The example, students unable to arrange the procedure text well. When they wrote the text, they didn‟t give a goal and didn‟t give a step how to do it.

The process of evaluating data using analytical and logical reasoning to examine each component of the data provided. This form of analysis is just one of the many steps that must be completed when conducting a research experiment. An ability has relationship with intelligent of individual. Big ability will increase intelligent and the others way. Robbins (1996 : !02 ) says that an ability is someone‟s capacity to do something.

 Omar (1999 : 40 ) says that ability is near with skill. An ability always intend the level of consciousness and higher attention and also to defend them, it is needed a training.

**WRITING**

Writing is expression of language in forms of letter, symbols or words. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglypics linked onto parchment or an e-mail message type into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

The definitions of writing are variously stated by some experts. According to Rivers, writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow in Brown also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulty when they start looking for some reasons to write and producing written sentences.

Procedure Text

 Procedure text is a kind of text which describes how something is accomplished through a sequence of action or steps. The quotation above also has the same view as what Erlangga‟s arrangement team in English on Sky 1 ‟A Procedural text is used to tell someone how to make something”. Thus, procedures helps us do a task or make something.

The Kinds of Procedure Text

There are some kinds of procedure text below:

* 1. This kind of text explains how something works or how to use something.

 e.g : how to insert the discard, how to make a photo frame, how to make a twitter account.

* 1. This kind of text instructs how to do a particular activity ( recipes, rules for games, science experiments, road safety rules) etc.

e.g. : how to make a blueberry cheesecake, how to set the seatbelt.

* 1. This kind of text is about human behavior.

 e.g. : how to relieve stress, how to be successful, three tips on how to be an optimistic person.

In writing a text, the writer should understand how to form the text itself. In forming a text, the steps or processing are needed to achieve it. It‟s called be generic structure. Writing procedure text has generic structure which should be done by the writer. They are as the following:

1. Title/Goal It states the goal to be achieved
2. List of material It lists the materials needed. It often gives detail on the size,color,numbers,shapes,quantity,etc.
3. Steps/Methods/Procedures It describes steps in a logical order to achieve the goal. The steps are often marked with number 1,2,3, letter a,b,c, or bullet marks. Sometimes the steps include caution or warning.There can also be drawings or pictures to make the steps clearer. In the Procedure Text, must use: SIMPLE PRESENT TENSE

a. Use of imperatives (e.g.: cut, don‟t mix)

b. Use of action verbs (e.g.: turn, put, mix)

c. Use of connectives (e.g. : first, then, finally)

d. Use of adverbial phrases (e.g. : for five minutes, 2 centimeters from the top).

**Picture Series**

According to Harmer (2004:69) states that picture can stimulate students’creativity, especially in writing. Picture works in provoking the imagination and creativity so that they can produce good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by picture. Futhermore, when they look at the picture, each students will have their own imagination inside the picture. Starting from that, they will have something (an idea)to write. Similarly, Brown (2003:226) argues that picture offers a non-verbal means to stimulate writer response. It means that by giving students picture, it is easier for them to get ideas.

Meanwhile, Wright (1989:17) explains the use of pictures as media can help to attract students’ interest and encourage their motivation in learning, make them want to pay attention and want to take part. Pictures make the students have sense of the context of the language. They bring the world into the classrom. Pictures can be a specific reference point or stimulus to the students. Next, pictures can also be described in an objective way or interpreted or responded to subjectively by learners. Pictures can cue responses to questions or substitutions through guided practice. The last, pictures can stimulate and provide information in the conversation and discussion. Pictures bring challenges for students in learning writing skill. Pictures are used as the means of describing, identifying, predicting, discussing, matching, grouping, sequencing, ordering and memorizing. Pictures also bring opportunities to learn writing skills to express opinions, express experiences and feelings, speculate and express opinion, express and debate opinion and to dramatize. So, there are many activities which can be created fromusing pictures. Harmer (2004:67) also states some ways to have pictures as media to teach writing. They are describing pictures, writing postcards, story tasks and so on. In this research, the researcher will use one of them, which is story tasks to be used as media in teaching writing.

**METHOD**

The research was conducted at SMP Teladan Medan Jl. Pendidikan No.62 Cinta Damai Medan Helvetia, Kota Medan. This research will focused in the students of junior high school especially VIII grade at 2018/2019 academic year. Students are the reason for choosing this school because writer find students less able to write procedural texts. The reasons for choosing this location are: It was because the students of VII had problems in writing. It was also based on the discussion with English teacher and the agreement with the headmaster. To get this research data then writer was conducted a test and interview to the eight grade students in SMP Teladan Medan. This test was focused on the writing procedure text in picture series sentences made by students. The students will be given one picture by using procedure text. The writer was provide a series of drawings to be compiled by students and will be written by students in written form, they will write an essay or write procedure text. Writing assessment refers to an area of study that contains theory and practices that guide the evaluation of a writer performance or potential through a writing task.

**CONCLUSION AND SUGGESTION**

**Conclusion**

After analyzed the data from the result of test, interview and observation from students’ ability in writing procedure text by using picture series , there are some conlusion that can be show as follow :

1. The ability of students’ ability in writing procedure text by using picture series at eight grade students of SMP Teladan Medan categorized good and students’ ability in writing procedure text by using picture series because the students get the total score 1.834 with mean score 70.5

The percentages of students categorized very good and able students’ ability in writing procedure text by using picture series there was 6 students with percentage 23%. 6 students categorized good and able to students’ ability in writing procedure text by using picture series with percentages 23%. 9 students categorized sufficient and unable students’ ability in writing procedure text by using picture series with percentages 37%. 5 students categorized fair and unable students’ ability in writing procedure text by using picture series with percentages 15%. The highest score of students was 93, and lowest score of students was 43.

1. Based on the explanation above, there are many students have difficulties students’ ability in writing procedure text by using picture series. So, the teacher should be teach how to read the text carefully and give the students list of vocabulary. So the students can understanding what text talk about.
2. Based on the table 4.4 classification of students’ category the researcher described only 6 students or 23% got categorized Very good, there is 6 students 23% got categorized Good, 8 students or 37% got Sufficient, 1 students or 15% got categorized Fair, and there is no student got Poor.
3. In completing the test students experience difficulties in the field of grammar first in grammar because of the lack of understanding of students in grammar and vocabulary. students feel that grammar is a complicated matter.
	1. **Suggestion**

Based on the conclusion above, the writer offers some suggestion as the following :

1. It is suggested for the English teachers to use picture series in teaching writing procedure texts since the result of the research showed that picture series were useful to help students in generating the ideas. The students could write the procedure text in a good order. The students should more practice in learning english, students’ ability in writing procedure text by using picture series. So the students will not have difficulties in the future
2. The students should more practice in learning english, especially in identifying adjective in descriptive text some texts taken from national examination 2015-2017. So the students will not have difficulties in the future
3. The results of the research were expected to encourage other researchers to conduct further study dealing with writing skills or picture series for other skills. Further researchers are recommended to use picture series on different grades of education level such as junior/senior high school level to see the effectiveness of using picture series in composing procedure texts. Further researchers also may conduct research on other genre of texts to improve their writing skills in different kind text.

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