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IMPROVING THE ABILITY TO WRITE PROCEDURE TEXTS USING PICTURES IN ENGLISH LEARNING OF 7TH GRADE STUDENTS AT SMP NEGERI 5 KUPANG

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KEYWORDS
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Pictures
Writing

ABSTRACT

Improving the Ability to Write Procedure Texts Using Pictures in English Learning of 7th Grade Students at SMP Negeri 5 Kupang. This research aims to determine the use of pictures in improving students' ability to write procedure text. Based on the research results, pictures were one of the learning media that can improve the students' ability to write procedure texts. The type of research is Class Action Research. This research was conducted on seventh-grade students of SMP Negeri 5 Kupang. The population in this research are all seventh-grade students of SMP Negeri 5 Kupang, with sampling using purposive sampling technique, namely class VII D as the subject of the study. The data analysis in this study used a quantitative method and consisted of two cycles. Based on the results of data analysis, students' ability to write procedure texts in the pre-test were below the average of 57 and only 6 students, or 19% achieved learning completion. In the post-test in cycle I, the average score of students increased to 68 with the number of students who achieved learning completeness of 13 students or 42%. Then in cycle II or post-test II, students' ability to write procedure texts increased significantly with an average of 86, and 27 students, or 87% had achieved learning completion. From these results, the writer concluded that the use of pictures can improve the ability to write procedure texts of 7th-grade students of SMP Negeri 5 Kupang.

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INTRODUCTION

A procedure text is a text that describes a process of creating, operating, or doing something that is done through orderly steps. Procedure text can be used to explain how to make something, how to do something, or how to solve a problem. The ability to create procedure texts is one of the important skills that students must have, especially students who are learning English. The purpose of procedure texts is to provide instructions on how to do something through a series of actions or sequential steps (Kemendikbud, 2014:84). However, the ability to write procedure texts is not easily mastered by students. This is because students must understand the steps that must be done in a procedure, and must be able to sequence these steps logically.

The picture is one of the learning media that can be used in learning procedure texts that can be used to improve the ability to write procedure texts. This is because pictures can help students to understand the steps to be taken in a procedure. Pictures can also help students visualize the process described in the procedure text. To compile the procedure text sequentially and logically, students must first understand the stages to be carried out, and the pictures will greatly help students' understanding in compiling the procedure text. (Sadiman, 2007:29) says "Among educational media, pictures are the most commonly used media. They are a common language, which can be understood and enjoyed everywhere."

Based on observations at SMP Negeri 05 Kupang, students found it difficult to express ideas in writing because the media used by the teachers in learning procedure texts is not appropriate so that it makes students felt bored. Therefore, the use of learning media is very important for teachers, because the right media will make students feel happy to participate in learning. Based on this situation, the researcher tries to present appropriate learning media, especially in procedure text lessons, the media is a picture. The picture in this study is a tool used as a communication medium in the teaching and learning process. The use of pictures is very influential in English lessons because it becomes more interesting and fun.

Based on the identification of the problems above, the researcher formulates the research problem as follows: Can pictures improve the ability to write procedure texts in English learning of 7th grade students at SMP Negeri 05 Kupang? The aim of this research is to find out whether the use of pictures in English learning can improve the ability to write procedure texts of 7th grade students at SMP Negeri 05 Kupang.

METHOD

This research was conducted by using classroom action research. According to Suyanto (2008:8), classroom action research is research that aims to improve or repair learning practices in the classroom by implementing certain actions. In this classroom action research, the writer also used a quantitative method. Quantitative method is essentially about collecting numerical data to explain a particular phenomenon. This research was conducted in two cycles. The action in each cycle consists of four stages, namely planning, action, observation, and observation. The population in this study were all seventh-grade students at SMP Negeri 5 Kupang. There were 345 students in total, divided among 11 classes (class A to class K). Using the lottery technique, one class was chosen at random to provide the research sample. Class VII D is the selected sample in this study with a total of 31 students. The instruments in this classroom action research were the observation sheet, and students learning outcomes test. The test used in this study was an essay test, there were a pre-test and a post-test. The pre-test was conducted before treatment. This was conducted to measure a student's ability to write procedure text at first, and then a posttest was carried out after using pictures in the classroom to saw the increase in the student's procedure text writing ability.

The data collection technique in this research were observation and test. Observation was conducted during the learning process. The observation was conducted by two observers. The first observer was the English teacher at school to observed the teacher (the writer) activities, while the second observer was a peer to observed the students' activities. The test in this study was an assessment tool containing questions given to students to measure learning outcomes. The test used in this study was a written test in the form of an essay, which was the main data to determine the increase in student learning outcomes. To analysis the data, the first the writer analysis students learning outcome test, and the second the writer analysis the data observation about teacher and students activities.

1. Test analysis
    a. Counting the students individual scores by using the following formula:
    Score = $\frac{Score\ acquisition}{Total\ score} x100$
    b. Calculating the mean of student's by using the following formula:
    $\underline{x} = \frac{\sum x}{N}$
    $\underline{x}$ = mean of score
    $\sum$x = total of all scores of students
    N = the number of students
    c. Counting the percentage of the student's scores used the following formula:

$$P = \frac{F}{N} \; x \; 100\%$$

P = Percentage of student's score
F = The student's got minimum mastery criterion
N = Total of students

Table 1: Score classification

Numbers	Category
80-100	Excellent
70-79	Good
60-69	Fair
50-59	Less
0-49	Very less

2. Analysis of teacher and students activities

$$P = \frac{F}{N} \; x \; 100\%$$

P = Percentage number
F = Teacher and students activity
N = Total activity

Table 2: Classification of activity scores

Mean	Category
3,50-4,00	Excellent
2,50-3,49	Good
2,00-2,49	Fair
0,00-1,49	Less

FINDING AND DISCUSSION

Findings

1. **Pre-test**

A pre-test was conducted before conducted the real research. The pre-test was conducted on Wednesday, February 12 2025, in class VII D with 31 total of students. This action was carried out to get the data about problems encouraged by students in the learning procedure texts.

Table 3: The result of students scores in the pre-test

Student's code	Aspects assessed				Score	Level
	Content	Structure	Language characteristics	Writing rules		
N 1	2	2	2	1	44	Very less
N 2	2	3	2	2	56	Less
N 3	2	2	2	2	50	Less
N 4	2	3	3	3	69	Fair
N 5	2	3	2	1	50	Less
N 6	3	3	3	3	75	Good

N 7	2	3	2	1	50	Less
N 8	2	3	3	1	56	Less
N 9	2	2	2	1	44	Very less
N 10	2	3	3	1	56	Less
N 11	3	3	3	3	75	Good
N 12	2	2	2	1	44	Very less
N 13	2	3	2	1	50	Less
N 14	2	3	2	1	50	Less
N 15	3	3	3	2	69	Fair
N 16	2	3	2	2	56	Less
N 17	3	4	3	3	81	Excellent
N 18	2	2	2	1	44	Very less
N 19	3	3	3	2	69	Fair
N 20	2	3	2	1	50	Less
N 21	2	3	3	2	62	Fair
N 22	4	3	3	3	75	Good
N 23	2	2	2	1	44	Very less
N 24	2	3	2	1	50	Less
N 25	3	4	3	3	75	Good
N 26	2	3	3	2	62	Fair
N 27	2	3	2	2	56	Less
N 28	3	4	3	3	81	Excellent
N 29	2	2	2	1	44	Very less
N 30	2	2	2	1	44	Very less
N 31	2	3	2	1	50	Less
Total					**1781**	
Average					**57**	

Table 4: Completeness score in pre-test

Score range	Category	Frequency	Number of students	Percentage
80-100	Excellent	2	31	6%
70-79	Good	4	31	13%
60-69	Fair	5	31	16%
50-59	Less	12	31	39%
0-49	Very less	8	31	26%
31			**100%**	

a. The writer counted the student's scores by using the formula, as follow:

$$\text{Score} = \frac{Score\ acquisition}{Total\ score} x100$$

For example student N1

There were 16 total scores, the score acquisition was 7, the calculation is as follows:

$$\text{Score} = \frac{7}{16} x100 = 44$$

The score of N 1 was 44

b. The writer calculated the mean of the students' scores by using the formula:

$$\underline{x} = \frac{\sum x}{N} = \frac{1781}{31} = 57$$

Based on these results, the mean of students' score in pre-test was 57.

c. The writer used the following formula to count the percentage of students scores:

$$P = \frac{F}{N}\ x\ 100\% = \frac{6}{31}\ x\ 100\% = 19\%$$

2. Cycle I

Tabel 5: The result of students score in post-test I (Cycle I)

Student's code	Aspects assessed				Score	Level
	Content	Structure	Language characteristics	Writing rules		
N 1	3	3	2	2	62	Fair
N 2	3	3	3	2	69	Fair
N 3	3	3	3	2	69	Fair
N 4	3	4	3	3	81	Excellent
N 5	3	3	3	2	69	Fair
N 6	3	4	3	3	81	Excellent
N 7	3	4	3	2	69	Fair
N 8	3	4	3	3	81	Excellent
N 9	3	3	2	1	56	Less
N 10	3	3	3	2	69	Fair
N 11	4	4	4	2	87	Excellent
N 12	2	3	2	2	56	Less
N 13	3	3	3	2	69	Fair
N 14	3	3	2	2	62	Fair
N 15	3	4	3	3	81	Excellent
N 16	3	4	3	2	75	Good
N 17	4	4	4	3	94	Excellent
N 18	2	3	2	2	56	Less
N 19	3	4	3	3	81	Excellent
N 20	3	3	2	2	62	Fair
N 21	3	4	3	2	75	Good
N 22	4	4	4	2	87	Excellent
N 23	2	2	2	2	50	Less
N 24	3	3	2	2	62	Fair
N 25	4	4	4	2	87	Excellent
N 26	3	3	3	3	75	Good
N 27	3	3	3	2	69	Fair
N 28	4	4	4	3	94	Excellent
N 29	3	3	2	1	56	Less
N 30	3	3	2	2	62	Fair
N 31	3	3	3	2	69	Fair
Total					**2196**	

Table 6: Completeness score in post-test I (Cycle I)

Score range	Category	Frequency	Number of students	Percentage
80-100	Excellent	10	31	32%
70-79	Good	3	31	10%
60-69	Fair	13	31	42%
50-59	Less	5	31	16%
0-49	Very less	0	31	0%
31			**100%**	

a. The writer counted the student's scores by using the formula, as follow:

$$\text{Score} = \frac{Score\ acquisition}{Total\ score} x100$$

For example student N1
There are 16 total scores, the score acquisition was 10, the calculation is as follows:

Score = $\frac{10}{16} x 100 = 62$

The score of N 1 was 62

b. The writer calculated the mean of the student's scores by using the formula, as follows:

$$\underline{x} = \frac{\sum x}{N} = \frac{2196}{31} = 68$$

Based on these results, the mean of students' score in post-test I was 68.

c. The writer used the following formula to count the percentage of students scores:

$$P = \frac{F}{N}\ x\ 100\% = \frac{13}{31}\ x\ 100\% = 42\%$$

Based on the result of the analysis, the mean score of learning outcomes obtained by students on the post-test I was 68. These results did not meet the Minimum Achievement Criteria (Kriteria Ketuntasan Minimal) determined by the school which was at least 70. The analysis results showed that only 13 students or 42% reached the KKM and 18 others or 58% of students were under the criteria. Therefore, the percentage of students' learning completeness that was still below 80% had not reached classical completeness.

Table 7: Teacher activity observation results in cycle I

Num	Aspects observed	Value			
		1	2	3	4
1	**Initial Activities** ● Open the lesson with greetings and prayer ● Teachers checked students' attendance and asked students about their conditions. ● Teacher's ability to motivate students by conveying the learning objectives. ● Teacher's ability to relate the material with students' experiences				✓ ✓ ✓ ✓
2	**Core activity** ● Teacher's ability to explain learning materials. ● Dividing students into groups. ● The teacher divides the pictures of ''how to make instant noodles'' to each group. ● Directing the way of working to each group. ● Guided students to work on the worksheet. ● Provided opportunities to ask questions to students. ● Providing assistance to each group that is having difficulty. ● Guided students in presenting the result of cooperation in groups. ● Provided opportunities to ask questions to students.		✓	✓ ✓ ✓	✓ ✓ ✓ ✓
3	**Closing activity**				

	● Provided opportunities to ask questions to students about the material that had been discussed. ● The teacher together with the students clarified understanding and provided conclusions about the material. ● Asked about the learning process (reflection). ● Closed the lesson with prayer and greetings		✓	✓ ✓	✓
Total score		**57**			
Average score		**3,35**			

Based on the observation data conducted by the first observer (Charlota Mone, S.Pd), the total score of the overall value which included the initial activities, core activities, and closing activities obtained 57. Thus the average value 3,35 was included in the good category and there were still activities that needed to be improved again.

Table 8: Students activity observation results in cycle I

Num	Aspects observed	Value			
		1	2	3	4
1	**Initial Activities** ● Greetings and prayers. ● Students listen and answer the attendance roll call. ● Listening to the learning objectives presented.				✓ ✓ ✓
2	**Core activity** ● Students listen to the explanation of the material ● Students form a study group ● Listen to the teacher's instructions for the group work. ● Students actively asked questions. ● Students work on group assignments. ● There was student interaction in groups. ● The ability of the group to presented work results. ● Interaction between groups.		✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	
3	**Closing activity** ● Students answered the teacher's question about the material that had been discussed. ● Listen to the conclusion about the material. ● Students gave responded about the learning process (reflection). ● Prayer and closing greetings.		✓	✓ ✓	✓
Total score		**45**			
Average score		**3**			

Based on the observation data conducted by the second observer (Viransia Dini), the total score of overall value which included initial activities, core activities, and closing activities was obtained 45. Thus the average value of 3 was included in the good category and there were still activities that needed to be improved again.

3. Cycle II

Table 9: The result of students score in post-test II (Cycle II)

Student's code	Aspects assessed				Score	Level
	Content	Structure	Language characteristics	Writing rules		
N 1	3	3	3	3	75	Good
N 2	4	4	4	2	87	Excellent
N 3	4	4	4	2	87	Excellent
N 4	4	4	4	3	94	Excellent
N 5	4	4	3	3	87	Excellent
N 6	4	4	4	3	94	Excellent
N 7	4	4	4	2	87	Excellent
N 8	4	4	4	3	94	Excellent
N 9	3	3	3	2	69	Fair
N 10	3	4	3	3	81	Excellent
N 11	4	4	4	4	100	Excellent
N 12	3	4	3	3	69	Fair
N 13	3	4	3	4	87	Excellent
N 14	4	4	3	3	87	Excellent
N 15	4	4	4	3	94	Excellent
N 16	4	4	4	2	87	Excellent
N 17	4	4	4	4	100	Excellent
N 18	3	4	3	2	75	Good
N 19	4	4	4	3	94	Excellent
N 20	3	4	3	3	81	Excellent
N 21	3	4	3	4	87	Excellent
N 22	4	4	4	4	100	Excellent
N 23	3	3	2	2	62	Fair
N 24	3	4	3	3	81	Excellent
N 25	4	4	4	3	94	Excellent
N 26	3	4	3	4	87	Excellent
N 27	4	4	4	2	87	Excellent
N 28	4	4	4	4	100	Excellent
N 29	3	3	3	2	69	Fair
N 30	3	4	3	3	81	Excellent
N 31	3	4	3	4	87	Excellent
Total					**2664**	

Table 10: Completeness score in post-test II (Cycle II)

Score range	Category	Frequency	Number of students	Percentage
80-100	Excellent	25	31	81%
70-79	Good	2	31	6%
60-69	Fair	4	31	13%
50-59	Less	0	31	0%
0-49	Very less	0	31	0%
31			**100%**	

a. The writer counted the student's scores by using the formula, as follow:

Score = $\frac{Score\ acquisition}{Total\ score} x100$

For example student N1

There were 16 total scores, the score acquisition was 12, the calculation is as follows:

Score = $\frac{12}{16} x100 = 75$

The score of N 1 was 75

b. The writer calculated the mean of the students' scores by using the formula, as follows:

$$\underline{x} = \frac{\sum x}{N} = \frac{2664}{31} = 86$$

Based on these results, the mean of students' scores in post-test II was 86.

c. The writer used the following formula to count the percentage of students scores:

$$P = \frac{F}{N}\ x\ 100\% = \frac{27}{31}\ x\ 100\% = 87\%$$

Based on the result of the analysis above, of the students who achieved individual learning completeness 27 students, or 87% while 4 others, or 13% students had not achieved learning completeness. The average of students of learning outcomes in post-test II was 87 including in the excellent category. The result of the analysis showed that 27 students or 87% had reached the Minimum Achievement Criteria individually so classical learning completeness in cycle II had successful or significant.

Table 11: Teacher activity observation results in cycle II

Num	Aspects observed	Value			
		1	2	3	4
1	**Initial Activities** ● Open the lesson with greetings and prayer ● Teachers checked students' attendance and asked about students' conditions. ● Teacher's ability to motivate students by conveying the learning objectives. ● Teacher's ability to relate the material with students' experiences				✓ ✓ ✓ ✓
2	**Core activity** ● Teacher's ability to explain learning materials. ● Divided students into groups. ● The teacher divided the pictures of ''how to make chocolate fried bananas'' to each group. ● Directing the way of working to each group. ● Guided students to work on the worksheet. ● Provided opportunities to ask questions to students. ● Assisting each group that is having difficulty. ● Guided students in presenting the result of cooperation in groups. ● Provided opportunities to ask questions to students.			✓	✓ ✓ ✓ ✓ ✓ ✓

					✓
3	**Closing activity** ● Provided opportunities to ask questions to students about the material that has been discussed. ● The teacher together with the students clarified understanding and provided conclusions about the material. ● Ask about the learning process (reflection). ● Closed the lesson with prayer and greetings				✓ ✓ ✓ ✓
Total score		**67**			
Average score		**3,94**			

Based on the observation data conducted by the first observer (Charlota Mone, S.Pd), the total score of the overall value which included the initial activities, core activities, and closing activities obtained 67. Thus the average value 3,94 was included in the excellent category and improved from cycle I.

Table 12: Students activity observation results in cycle II

Num	Aspects observed	Value			
		1	2	3	4
1	**Initial Activities** ● Greetings and prayers. ● Students listen and answer the attendance roll call. ● Listening to the learning objectives presented.				✓ ✓ ✓
2	**Core activity** ● Students listen to the explanation of the material ● Students form a study group ● Listen to the teacher's instructions for the group work. ● Students actively ask questions. ● Students work on group assignments. ● There is student interaction in groups. ● The ability of the group to present work results. ● Interaction between groups.			✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
3	**Closing activity** ● Students answered the teacher's question about the material that has been discussed. ● Listen to the conclusion about the material. ● Students gave responses about the learning process (reflection). ● Prayer and closing greetings.			✓	✓ ✓ ✓
Total score		**56**			
Average score		**3,73**			

Based on the observation data conducted by the second observer (Viransia Dini), the total score of overall value which included initial activities, core activities, and closing activities was obtained at 56. Thus, the average value of 3,73 was included in the excellent category and was improved from cycle I.

Discussion

Based on the results of students' scores on the pre-test showed that students did not understand how to write procedure texts. The writer tried to present pictures as a medium to overcome these problems. Pictures were one of the learning media that can improve the students' ability to write procedure texts. The results of the study showed that pictures had a positive impact on improving students' ability to write procedure text. This could be seen from the increase in student scores. The following was a comparison of students' scores on the pre-test and post-test.

Table 13: The comparison of students' scores on the pre-test and post-test.

Description	Pre-test	Cycle I	Cycle II
Mean	57	68	86
Completed	19%	42%	87%
Not completed	81%	58%	13%
Percentage	100%	100%	100%

Based on the table above, the mean score of students in the pre-test was 57, there were only 6 students, or 19% who had achieved the Minimum Achievement Criteria (KKM= Kriteria Ketuntasan Minimal) while 25 students, or 87% had not completed or had not met the Minimum Achievement Criteria. After the writer conducted cycle I by using pictures in learning, there was an increase in the mean student's score, which was 68. There were 13 students or 42% who met the Minimum Achievement Criteria and 18 students or 58% received a score of the unsuccessful criterion. Then the writer continued cycle II since in cycle I learning, only 13 students or 42% met the criteria while 18 students or 58% were under the criteria. The problems experienced by students who did not meet the criteria were errors in the use at the beginning of sentences, as well as spelling errors such as periods and commas. From these problems, in cycle II learning, the writer encouraged students to pay attention to these errors by taking a personal approach. In cycle II, the mean score of the students increased by 85.93. There were 27 students or 87% who had met the Minimum Achievement Criteria and only 4 students or 13% had a score of the unsuccessful criterion. In other words, students' ability to write procedure texts increases.

CONCLUSION

Based on student learning outcomes from cycle I to cycle II, the writer concluded that pictures can improve the ability to write procedure texts of 7th grade students of SMP Negeri 5 Kupang. This can be seen from the results of student scores on the Pre-test and Post-test. The ability to write students' procedure texts on the pre-test was below the average of 57 and only 6 students or 19% achieved learning completion. In the post-test in cycle I, the mean score of students increased to 67% with the number of students who achieved learning completeness of 13 students or 42%. Then in cycle II or post-test II, students' ability to write procedure texts increased significantly with a mean score of students was 86, and 27 students, or 87% had achieved learning completion. From these results, the writer concludes that pictures had a positive impact, namely, it can improve the ability to write procedure texts of 7th grade students of SMP Negeri 5 Kupang.

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