

# **The Use of Series Picture in Improving Students' Writing Skill**

(A Study towards the First Grade of SMPN 11 Bandung Academic year)

**A Research Paper**

Submitted to the English Department  
Faculty of Arts and Letters Pasundan University  
As a Partial Fulfilment of Requirement for Taking  
The Sarjana Degree

By

**Febriyanti Nur Shalihah**

**Reg. Number: 107010034**



**ENGLISH DEPARTMENT  
FACULTY OF ARTS AND LETTERS  
PASUNDAN UNIVERSITY  
BANDUNG  
2015**

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## **Abstract**

The title of this research is “The Use of Series Picture in Improving Students’ Writing Skill”. It is written to be submitted to the English Department of Pasundan University. The participants of the study are seventh grade student at SMPN 11 Bandung academic year 2014/2015. The objective of this study is to investigate the use of series picture in teaching writing in VII.3 class of SMPN 11 Bandung. The writer as teacher conducted this study three times of meeting, first day for pre-test, second day for treatment and last day for post-test. Some numerical data are described using descriptive analysis. The data were collected from observation, test and interview. The writer as teacher was observed by an English teacher in order to know the procedure and assessment of the writer in teaching writing using series picture media. The findings in this study clearly found that the use of series picture is significantly improves the students’ skills in writing. It can be seen by the mean of pre-test score 59.3 and the post-test score 74.6, so the improvement is 15.3. After analyzing by significant test the difference between pre-test and post-test score is 12.8, based on the table of t value,  $t_{0.05}$  t value = 2.042, is significant. Beside that the writer also interviewed the students to know opinion of the students about series picture as media in teaching writing.

## **Preface**

All praises to Allah SWT, the most Gracious and the most Merciful. By the God's blessing the writer has finally finished this research paper entitle "The Use of Series Picture in Improving Students' Writing Skill".

This research paper is submitted to English Department, Faculty of Arts and Letters, Pasundan University as a partial fulfillment of the requirement for taking the sarjana degree.

The writer notices that this paper is far from perfection because, the writer has difficulties in arranging this report. Therefore, comment and critics will be very appreciated accepted. The writer expects this paper will be a very useful resource, especially for the students of English Department, Faculty of Art and Letters, Pasundan University.

Bandung, January 2015

The writer

## Acknowledgement

*Alhamdulillah* *Rabbil'alamin*, by the blessing of God, the great of Allah SWT, the most Powerful, and the most Merciful, our Prophet Muhammad SAW who always gives us guidance, finally the writer is able to finish her paper.

The writer would like to say thank you for all people who always help and support her in writing this paper and appreciated to:

1. **Dr. Hj. Senny Suzanna Alwasilah, S.S, M.Pd.**, The Dean of Faculty of Arts and Letters of Pasundan University, for advice, help and warmth.
2. **Erik Rusmana, S.S, M.Hum.**, The head of English Department of Faculty of Arts and Letters at Pasundan University, for giving me a great opportunity to conduct the research.
3. **Drs. Supian, M.Pd.**, her first advisor who always give the writer valuable guidance and encouraging in completing this final paper.
4. **Fegy Lestari, S.S, M.Pd.**, her second advisor in making this paper. Thank you for the advice, patience, guidance and suggestions.
5. The English Teacher of SMPN 11 Bandung, **Yeti Nurhayati S.Pd.**, who is very welcome to her and always give her support in making this paper.
6. The Headmaster of SMPN 11 Bandung **Nanang Suryana, M.Pd.**, **Kurnia Yudhia, M.Pd.**, and **Agus Supriyanto, S.Pd.**, for welcoming the writer to conduct a research.

7. **For All Lecturers and Administration Staffs** of English Department of FISS UNPAS.
8. **All of the writer's besties**, Dennis Rizki, Aditya Tresnawan, Nenden Gilang Pamekar, Nur Sifa Kurniawan, Dina Nurdiani, Restu Pertiwi, Irma Purnama, Ghina Nurilma, Diana Misyuarni, Fhara Dhyta, Desty Kirana, Lia Amelia, Dikri Adiwinata, and Randika Aprilian. For your advice, support, kindness and precious time we have been through together. Love you all.
9. **Harry Darmawan** for always stand by her side in support her making this final paper.
10. **All friends in English Department 2010**, for the support and for all unforgettable moments that have been through.

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# **Chapter I**

## **Introduction**

In this chapter the writer mentions several aspects of introduction. This introduction includes Background, Research Problem, Limitation of the Problem, Objectives of the Study, and Significances of the Study becoming the writer conducts research.

### **1.1 Background of the Study**

English is the one of language, which is used to communicate by people. English now also said as the important language, because it is as the second language in the world. So it is very important and must be learnt. It is also called as the international language. In Indonesia, English has an important role for communication and technology.

The writer finds out an alternative way to create suitable and interesting techniques related to students' condition. Through series picture as media in learning English it expected can be one of the positive ways to increase students enthusiasm in learning English and help students to build spirit to writing. Using series picture can be an effective media for any proficiencies level or language skill. The following is an example of how series picture can be used in improving the students' ability to writing.

As the explanation above, this study investigates how the use of series picture can improve the students' writing skill. It is to know the students' response

toward the use of series picture. In details, this research entitled “The Use of Series Picture in Improving Students’ Writing Skill”

Students have to master the four language skills: listening, speaking, reading, and writing. However, writing is the most difficult and complicated skill to be learned compared to other language skills. It is because of writing is not only mastering how to use language but also everything about what we are going to write and the way we arrange and write it.

There are many problems in teaching English especially in writing. The problems that can be from many factors, it can be learning process, the method or the way how the teacher conveys the material.

Harmer J. (Fourth Edition: 325) in teaching writing we can either focus on the product of that writing or on the writing process itself. When concreting on the product, we are only interested in the aim of a task and in the end product. As we shall see below, a consideration of written genre has a lot in common with a product approach to writing, an approach which values the contraction of the end-product as the main thing to be focused on (rather than the process of writing itself)

In improving writing skill, there are some factors that make the students get difficulties for teaching writing. The students not really enthusiastic in writing English and the students less motivate to study in writing English too, it all happened because the teacher using old method. The example, teachers teach the students just using marker and white board, it can make the students lazy and bored to study.

The teacher has the important role in teaching and learning process. However, the teacher should have an effective method to teach writing to students. In brief, the teacher must have some method and media for teaching the student and train them well. Beside of that, teacher must be a smart and creative person who has much knowledge about the material and ready to catch the student for transfer the material.

Environment and facilities also must support the students to apply the knowledge who had acquired in school.

## **1.2 Research Problems**

This research is expected to answer the research problems as follows:

- 1) How are the procedures of teaching writing by using series picture?
- 2) What are the students' result in teaching writing by using series picture?
- 3) How are the students' response in improving writing skill using series picture?

## **1.3 Limitation of the Problems**

This research focus on finding out whether the use of mind series picture can help students improve their writing skills in terms of schematic structure and linguistic features in writing procedure text and investigating how the students response to the use of series picture.

#### **1.4 Objectives of the Study**

In accordance with the research problems, this research is aimed at the investigating :

- 1) To find out how are the procedures of teaching writing by using series picture.
- 2) To find out what are the students' result in teaching writing series picture.
- 3) To find out how are the students' response in improving writing skill using series picture.

#### **1.5 Significances of the Study**

The writer hopes that this research gives significances for the readers and the other researchers. Basically, the significances are distinguished into two:

##### **1) Theoretical Significances**

This study is expected to develop the literature on the English teaching technique and also gives beneficial empirical data as reference for further study on the use of series picture in improving students' writing skill

## 2) **Practical Significances**

### (1) **The Teacher**

- The result of research can be useful for additional information that can be applied by the teacher in teaching writing.
- This study is able to provide the different technique which is innovative and enjoyable for improving students writing skill in Junior High School.

### (2) **The Student**

- The students can master writing skill by doing the class activities towards simulation.
- It can increase students' self confidence in writing English.

### (3) **The Other Researcher**

- For the other researchers, the research paper can use as information and reference in English teaching learning process, for those who want to conduct a research especially in teaching writing through series picture media.

## **1.6 Population and Sample**

A population is a set or collection off all elements possessing one more attributes of interest. The population that the writer used in this research is

purposive sample. Population of this research is the seventh grade students of SMP Negeri 11 Bandung.

Sampling is the process of selecting the number of individual that represent the large group from which they collected. The individual selected are called a sample. Sample is supposed to be the representative of the population. According to Mardalis (1999:55) "*Sampling atau sample berarti contoh, yaitu sebagian dari seluruh individu yang menjadi objek penelitian*". Therefore, the writer chooses the seventh grade of junior high school of SMPN 11 Bandung.

## **Chapter II**

### **Theoretical Foundation**

#### **2.1 The Four Skills Language**

There are four language skills, teacher tend to talk about the way we use language that should be learnt, they are Listening, Reading, Speaking, and Writing. These are divided into two types. Receptive skill is a term used for reading and listening skills in which the language users require the ability to receive spoken and written language. Productive skill is a term for reading and listening skills in which the language users require the ability to produce language both spoken and written.

The four skills in English teaching have specific meaning and process to learn. (<http://www.englishclub.com/fourskill/what.htm>). Explain that the four skill meaning and how to produce it.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. Like babies, we learn this skill by listening to people who already know how to speak the language, this may or may not include native speakers. For practice, you can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as you can



Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, Punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). According to Grellet in Fahmi (2003:6) stated that “Reading is constant process of guessing and what one brings to the text is often more important than what one brings in it.” Reading is a receptive skill – through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read.

Writing is one way of teacher providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary structure and complements the other language skill. Sentence is the base of an article. So he should begin his writing with sentences. For example, translation, sentence pattern exchanging, and text shortening and rewriting. It helps to understand the text and write compositions. It can foster the learner’s ability to summarize and to use the language freely.

Speaking is the delivery of language through the mouth to speak, we create sound using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. When two or more people speak or talk to each other, the conversation is called a “dialogue”. Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as

in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror.

As we know four skills have strong relation each other. Based on information above the writer get conclusion about from listening and reading can produce speaking and writing. According to Brown (2001:335), 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. Besides Brown also mentioned that written product are the result of thinking, drafting, and revising procedures, specialized skills is required in written language and that not every speaker develops naturally.

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 composition.

According to Byrne (1979:83) in order to solve the problems of writing, teachers are demanded to teach students by using kinds of media such as flashcard, pictures, and so on. Pictures are one of those media that can be used in teaching and learning process.

## 2.2 Characteristics of Written Language

There are seven characteristics of written language, Brown (2001:341-342), those are:

- 1) 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, the students feel confidence when they write.
- 2) Production time, the efficient time in writing process, the goal is to train the students to make the best possible use of limitation time.
- 3) Distance, once of the thorniest problem writers face in anticipating their audience. That audience range from general audience characteristic to how specific words. Phrases, sentence, and paragraph will be interpreted. The distance factor requires what might be termed “cognitive” empathy, in that good writers can read their own writing from the perspective of the mind of the targeted audience. Writers needs to be able to predict the audience general knowledge, cultural and literary schemata, specific subject mater knowledge about what they write.
- 4) Orthography, the differences between our native language with English. Sometime we take for granted the mastering of the mechanics of English writing by our students. If students are non literate in the native language, you must begin at the very beginning with fundamental of reading and writing. For literate student, if their native language system is not

alphabetic, news symbols have to produced by hand that may have bocome accustomed to another system. If the native language has different phonemes graphemes system, then some attention is due here.

5) Complexity, the complexity of written as apposed to spoken language was illustrated.

(1) How to remove redudancy.

(2) How combine sentence.

(3) How to make references.

(4) How to create syntactical and lexical variety.

6) Vocabulary, the students mastery of vocabulary. Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantages of the richnss of English vocabulary.

7) Formality, the students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

### **2.3 Teaching Writing**

According to Harmer J (1998:261-262) 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 are: motivator, resource, and feedback provider.

Based on Harmer J, when teaching writing teachers are expected to act as:

- 1) 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.
- 2) Resource teacher should be ready to supply information and language where necessary. Teachers need to tell the student 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.
- 3) Feedback provider: teachers should respond positively and encouragingly to the content of what students have written.

According to Harmer J (1998:87) The reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. We will look at each of these in turn.

So, that is why writing should be the important skill for students. By writing students can improve their memories and comprehend the material. If the students writing skill are good, the students can write whatever they want using the new language that they have learned, in this case English language. One of the solutions to the problems that arise, the writer will use the writing procedure text and series picture as a media in teaching English.

### **2.3.1 Teaching Writing Procedure Text**

Procedure text is taught to seventh grade students in junior high school based on standard competencies and basic competencies. Procedure text describes how something is accomplished through a sequence of actions or steps (Gerot and Wignell, 1994:206). Besides, according to Derewianka (1990:24), procedure text is a text which tell us information of making or doing something and how things work through several steps and directions.

There are three particular generic structures in procedure text named goals, materials, and method (Derewianka, 1990: 27). According to Derewianka (1990) and watkins and knapp (2005:157), goal or purpose in procedure text is to give description for readers about what they are going to do. It is usually stated in the title of the text, for example, “How to Make Sandwich”.

Furthermore, materials or ingredients. According to Derewianka (1990) and Watkins and Knapp (2005), ingredients or materials are something to be prepared and those are stated commonly in order of use. Besides, a set of ingredients or the materials required to complete the task will often be presented in the order of use. The last is sequenced steps in doing or making something (firstly, take a soon,...., second, then, etc.). Then, a sequence of steps specifying how the goal is to achieve.

Here is example of procedure text by Watkins and Knapp (2005:162)

**Table 2.1**  
**The Example of Procedure Text**

<b>Schematic structures</b>	<b>Example</b>	<b>Language features</b>
<b>Goal</b>	How to make a Salad Sandwich	Each step in the process
<b>Ingredients/materials</b>	2 pieces of bread Butter Lettuce Tomato Beetroot Cucumbar	Is represented by an action verb- <i>Take, spread, put</i> – expressed in the Simple present tense. These actions Are stated as imperatives, with the Addressee referred to both directly and indirectly at different stages of
<b>Method/sequences of Steps</b>	1. You take 2 pieces of bread. 2. Spread butter on the bread  3. Next, put in your lettuce, Tomato, beetroot & cucumbar 4. Put the other piece of bread on top. 5. Put on plate and give it to your mum!	The text; for example, <i>you take</i> (direct) <i>and spread butter</i> (indirect) It is also expressed in the simple present tense. It uses temporal connectives to do With time or sequence of action And it can be used to link Information (first, then, next, when etc)

Moreover, content standard of junior high school states that English teaching in classroom should be conducted based on a text-based approach. Text-based approach can be defined as an approach to teach language using different types of text. In relation to teaching procedure text, it is focused on the genre approach.

### **2.3.2 Teaching Using Media**

Teaching using media can be considered as particular things that can support teachers in presenting lessons. By using media the student will pay attention with our lesson and make the student enjoy in learning English.

Brown (2007:138) stated that succeed learning are they that make use of visual or auditory, but a little bit of diligence will distinguish student with others. So, the point is succeeding learning are they using media in learning and teaching English.

Brown in Purnamasari (2012) stated that, by using media, the students will be active in learning and the teacher will enjoy the evidence of their progress. The teacher has a great duty in helping the students to get the visual literacy by interpreting, working, and creating picture stories. Students become literate in visual term in which they can study lots of abstract ideas. Moreover, students can be motivated to learn the facts and concepts in history by the use of various media, particularly by using pictures.

#### **2.4 Pictures in Language Teaching**

Using series picture is not a new thing. Some teachers search for various aids, especially series pictures, to improve this enjoyable situation in the classroom. Brown (2000:143) clarified that pictures are “old-fashioned” but those are “very helpful as media in an instruction”. Although pictures are old fashioned, pictures bring not only images of reality, but also can be function as a fun element in the class. Sometimes it is surprising to see how pictures may change a lesson, even it it is only employed in additional exercise or just to create the atmosphere. Moreover, Wright (1994:17) states that pictures can be used as a reference and stimulus in order to promote five very different language teaching emphases, such as structures, vocabulary, functions, situations, and all four skills.



As mentioned before by Wright (1994:4) harmer (2001) mentioned that writing is a productive skill and pictures can often be used in similiar ways to promote it. Moreover, Wright (1994:17) described that some roles for pictures in writing are 1) pictures can motive the student and make them pay attention and take part in learning; 2) pictures contribute to the context in which the language is being used, such as bring the world into the classroom (a street scene or a particular object, for example a train, a cloudy); 3) pictures can give responses to questions or cue subsituations thgough controlled practice; 4) pictures can stimulate and provide informationto be referred to in coversation, discussion and storytelling. Therefore, series pictures are appropriate media in taching situation. By using series pictures, students can improve their imagination to write especially writing procedure text.

#### **2.4.1 Series of Pictures in Teaching Procedure Text**

The success and failure of the English teaching is affected by such factors as teachers, time allocations, and the use of visual aids, methodology, teaching materials, and other facilities. It is obvious that teachers are required to make easier of visual aids and improve their teaching method when they want to help students to get a satisfactory result. For example, teachers bring one visual aids such as series pictures. Then, teachers use it is a method to teach in classroom. By using these kind of visual aids, it will help students achive the goals of learning.

Furthemore, many experts believe that pictures have many advantages. Harmer (2001: 134) pointed out six uses of pictures as visual aids in language

teaching. Firstly, Harmer stated that pictures used for drilling. It is useful for drilling grammar, sentences, and practice vocabulary. Secondly, the use of picture is for communication. It provides variety of communication activities in classroom. Thirdly, Harmer said that picture is used for understanding. Students will get their understanding about people or objects, even series of instruction to do something by seeing the pictures. It is also easy to check students' understanding by giving them a question and ask them to choose the pictures as the answer. Fourthly, picture is used for ornamentation. It means that picture can be an aid to appeal students' interest. Next, the use of picture is for prediction, pictures show the stories of activities; it can help students to guess what is happening or doing in the pictures. The last is for discussion. There are many questions which occurred in the pictures.

In line with Harmer J (1993:89) added that pictures are very easy to use. The statement means that pictures are practical and simple media that can be used in every place such classroom, outside of classroom, etc. Then, pictures also do not need other particular tool like projector device.

Based on theories above, it can be conclude that the use series of pictures in classroom is effective because many advantage can be taken. Specially, the goal of teaching learning process can be easier to reach.

## **Chapter III**

### **Research Methodology**

Sugiyono (2014) claimed that descriptive analysis research is a research study that intent to figure out the independent variable value, whether it is one variable or more without making a comparison, or related to the another variable.

#### **3.1 Research Design**

Sugiyono (2014) mentions that to make the result of the study more accurate or effective, the writer has to make 3 steps of test, those are pre-test, treatment, and post-test in order to make comparison between the 3 different period of time. The writer use One Group Pre-test Post-test Design

## **3.2 Population and Sample**

### **3.2.1 Population**

A population is a set or collection of all elements possessing one or more attributes of interest. The population that the writer used in this research is purposive sample. Population of this research is the seventh grade students of SMP Negeri 11 Bandung. This is consisting of thirteen classes and the total number of the seventh grade students are 441 students which is consisted of 200 boys and 241 girls.

### **3.2.2 Sample**

Sampling is the process of selecting the number of individual that represent the large group from which they collected. The individual selected are called a sample. Sample is supposed to be the representative of the population. According to Mardalis (1999:55) "*Sampling atau sample berarti contoh, yaitu sebagian dari seluruh individu yang menjadi objek penelitian*".

The sample of the research is class 7-3 of seventh grade of students of SMP Negeri 11 Bandung which consist of 40 students. The sample is chosen randomly.

## **3.3 Procedure of Data Collection**

In this study, the writer teaches class using series picture and the teacher observe the activity. The writer will use pre-test and post-test in collecting data. In this case, the writer will give some steps. Those are:

Firstly, the writer will prepare pre-test for students. In this case, the writer using series picture as media. The writer will give some questions about writing procedural text in pre-test. The writer collects the answer sheet as a data in pre-test.

After that, the writer will prepare lesson plan for the treatment based on syllabus. The writer determines the activities in curriculum of 2013 which is consist of 5M observing (*Mengamati*), questioning (*Mempertanyakan*), understanding (*Memahami*), exploring (*Mengeksplorasi*), communicating (*Mengkomunikasikan*). In this case, the writer will give material and test to the students about writing procedural text. The material is delivered by using series picture media.

Then, the writer will prepare post-test for students. In this case, the writer asks students to answer the questions and makes the procedural text. After that, the writer asks the students to collect their answer sheet as a data in post-test.

The last, to strengthen the data, the writer does interview to get more data, information and opinion from the students about teaching writing using series picture as media.

### **3.3.1 Research Schedules**

The writer conducted three times of meetings:

Pre-test : October 21<sup>st</sup> 2014

Treatment : October 23<sup>rd</sup> 2014

Post-test : October 24<sup>th</sup> 2014

### **3.4 Instruments of the Research**

In this research the writer three instruments to collect the data. Those are:

#### **3.4.1 Observation**

The writer do observation to answer the first research problems. In this research, the writer teaches class using series picture and the teacher observes the activity.

The characteristic in this research is a participant observation. Merriam (1991) describe that the participant observation is an observation which the writer is also being part of observation. In this case the writer is also a teacher that teach the student.

The first activity was making plan to teach writing using series picture.. After that the writer asked the teacher to do observation in the class. Teacher asked to analyze by checking the lesson plan that the writer made, whether the lesson plan and the implementation were match. Start when the writer entered the class until the class finished.

#### **3.4.2 Test**

The writer did the pre-test and post-test to know the result of students' ability on writing before and after treatment. The writer as the teacher give pre-test to the students to know students' ability using series picture in learning writing. The writer asks the student to arrange the pictures, then write the text in

the form of procedural text by stages. The writer decided to use One Group Pre-test Post-test Design.

### **3.4.3 Interview**

The writer does the interview to get more data, information and opinion from the students about teaching writing using series picture, such as the writer prepare list questions to make easier and make short time when give the question to the students. The writer chooses some student by random to know impression the student after learning English by using series picture. The writer gives some questions that researcher wants to get accurate data, so that the student will not have difficulties in answering the question. The writer uses recorder to record the conversation with the students. All instruments that the writer uses to do the interview enclosed.

## **3.5 Technique of Data Analysis**

### **3.5.1 Observation Data Analysis**

The implementation of using series picture media for improving students' writing skill is obtained from the numerical observation that taken from the assessment of researcher's ability.

The table of assessment are put all together on the researcher observation form. Every aspect is rated by the teacher accordingly from the ability of the writer. The scores are calculated by the achievement of the writer in using series picture media of writing teaching.

The description of scoring is:

Scoring : 5 = Excellent

4 = Very Good

3 = Good

2 = Enough

1 = Poor

To answer the first question of research problem, the writer transcribing the result of calculation into a paragraph in order to describe how is the ability of researcher in teaching.

### **3.4.2 Data Analysis of Pre-test and Post-test**

The procedures to find out the test result are as follows:

In order to support this study, the writer use One Group Pre-test Post-test Design. Pre-Test is given by the teacher before the student treated by using Series Picture. The teacher gives each student a worksheet that contains some question relating to the subject matter that will be given later. Post-Test is given after treatment, the form and material of test is usually same with pre-test. After that, the writer calculated score of each student and then find out the mean of each Pre-Test and Post-Test. Sarwono (2006: p.140) propose, the formula for calculating the mean of result are as follow:

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



Description:

M = Average value

$\sum X$  = Number of values

$\sum N$  = Number of respondent

To analyze the result of experiments using the pre-test and post-test one group design then the formula is below.

Before calculated significant test, find the sum of squared deviation ( $\sum x^2d$ ) with the following formula:

$$\sum x^2d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Arikunto (2010)

Significant Test:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N(N-1)}}}$$

Arikunto (2010)

Description:

Md = Mean of differences pre-test and post-test (pre-test – post-test)

xd = Deviation of each subject (d - Md)

$\sum x^2d$  = The sum of squared deviations

N = Subject in the sample

d.b = Determined with N-1

### **3.4.3 Interview Data Analysis**

The interview data is analyzed to find out the students' responses toward the series picture as the media in teaching writing.

## **Chapter IV Data Analysis and Findings**

In this chapter, the writer analyzes the procedures of teaching using series picture, assessment of teaching writing using series picture, the result of teaching writing using series picture and student's interview. The writer gains the data in four steps those are, observation, pre-test, post-test and interview. The writer analyzed some data after conducting the research from seventh grade students in SMP Negeri 11 Bandung.

### **4.1 Teaching Procedures of Using Series Picture**

As usual on the first ten minutes in class started with introducing activities, such as greeting, praying, checking attendance, provide a warming up, games, and motivate students to focus on the material to be studied. After that the writer began the activities in curriculum of 2013 which is consists of 5M

observing (*Mengamati*), questioning (*Mempertanyakan*), understanding (*Memahami*), exploring (*Mengeksplorasi*), communicating (*Mengkomunikasikan*) and the main activities that are dominated by using Series Picture media.

In observing (*Mengamati*) activities, the writer showed the stages of series picture and give examples of procedure text about how to make something. The writer explains communicative purpose, language features, and the structure of the text. Students paid attention and imitate the pronunciation from the teacher about the stages of procedure text.

After present the material clearly, by the writer guidance, the students are given opportunity to ask questions about how to find the material and steps of procedure text.

The next activity is understanding (*Memahami*) each student read the example of procedure text, students understand the content of procedure text and answer the questions from the writer about characteristics of procedure text. In exploring (*Mengeksplorasi*) activities, the writer gave worksheet to each student. Students did the worksheet individually, after that, students discuss the worksheet answers with the writer.

Students also ordered to retell the procedure text with randomly selected to write the worksheet on the board in communicating (*Mengkomunikasikan*) activity. The last activity is closing, by the writer guidance, students reflection what they have learned. The writer and students conclude the learning activities that have been studied. Finally, the writer closes the learning activity with regards.

#### 4.1.1 The Assessment of Teaching Writing Using Series Picture

The writer observed by English teacher in this observation sheet (see Appendix C) to assess the ability of researcher in teaching by using series picture whether researcher teach well or not. So, that the researcher knows her own teaching abilities.

After being analyzed, the total score obtained by the researcher is 154 out of 175. The first aspect is preparation, the writer gets 8 in this aspects. There are two points in this aspect, the writer gets 4 (*very good*) in both of point such as, first is point 1 (*Prepare student to learn*) and point 2 (*Give apperception activities*). The mean score gained by the writer in this aspect is 4.

The second aspect is main activities, this aspect refer to curriculum 2013 that requires 5M activity such as *Mengamati* (Observing), *Mempertanyakan* (Questioning), *Memahami* (Understanding), *Mengeksplorasi* (exploring), *Mengkomunikasikan* (Communicating). This aspect contains of twelve points and the writer obtains 53.

In observing (*mengamati*) activity, the writer gets 5 (*excellent*) in point 3 (*The teacher gives on explanation of the procedure text material to students*) it means that the writer gives a very well explanation of procedure text to the students. The writer gets (very good) in both of point such as, point 4 (*The teacher showed the stages of series picture with an explanation of each stage*) and point 5 (*students paid attantion to the stages of series picture with an explanation of each stage*). Point 6 (*students imitate the pronounciation from the teacher about*

*the stage of procedure text*), is at 4 (*very good*), it concludes that almost all students imitate the pronunciation very good.

Questioning (*mempertanyakan*) activity consist just has one point, that is point 7 (*By the teacher guidance, students were given the opportunity to ask questions about the procedure text learning material*). The writer gets 5 (*excellent*).

Understanding (*memahami*) activity, the writer gets 5 (*excellent*) in point 8 (*Each student read the examples of procedure text*). The writer reaches 4 (*very good*) of both points, they are point 9 (*Students understand the content of procedure text*) and point 10 (*Students answered questions from teacher about the series picture in procedure text*).

While in exploring (*mengeksplorasi*) activity has three points, the writer achieves 13. The three points are, point 11 (*Teacher gave worksheet to each student*) score given by the teacher is 5 (*excellent*), and than 4 (*very good*) for point 12 (*Students did the worksheet individually*) and point 13 (*students discussed the worksheet answers with the teacher*).

The last is communicating (*mengkomunikasikan*) activity, the writer gives 4 (*very good*), that is point 14 (*Students were randomly selected to write the worksheet on the board*). In this main activity aspect, mean score reached by the writer is 4.4.

The third aspect is mastery of learning materials, the teacher observes four points, there are, point 15 (*Showed mastery of the learning materials*) the score is 5 (*Excellent*) it means that the writer mastered the procedure text well, so that in

the implementation she can answered the question from student well. In point 16 (*Associate the material with other relevant knowledge*), the writer obtained 5 (*Excellent*) she often associates other relevant knowledge to the material. In point 17 (*Clearly convey the material, according to the hierarchy of learning and student characteristics*), the score is 4 (*Very Good*). Also reach 4 (*Very Good*) in point 18 (*Associate the material with the realities of life*), the writer always know how to associate the material with the realities of life. In this aspect, the writer collects 18 and the mean score is 4.5.

Approach / learning strategies at fourth aspect. It consists of six points, there are point 19 (*Implement learning in accordance with the competence / goal to be achieved and the characteristics of the students*) and point 20 (*Implement a coherent learning*) are 5 (*Excellent*). The writer gets 4 (*Very Good*) in both of point such as, point 21 (*Mastered class*) and point 22 (*Implement contextual learning*) and 3(*Good*) in point 23 (*Implement learning that allow the growth of positive habits*) and point 24 (*Implement learning according to the planned time allocation*). The total score is 24, the mean score is 4.

The fifth is utilization of learning resources occupied aspect. The point in aspect is point 25 (*Use media effectively and efficiently*), the teacher given score 5 (*Excellent*). In point 26 (*produce an interesting message*) the score is (*Very Good*). In this aspect, the writer collects 9 and the mean score is 4.5.

Learning that trigger and maintain student engagement is the sixth aspect. In point 27 (*Showed mastery of learning materials*) and point 28 (*Open in response to students*) the writer assessed 5 (*Excellent*). While, in the point 29

(*Cultivate cheerfulness and enthusiasm of the students in learning*) the writer gets 4 (*Very Good*). In this aspect, the total score is 14 and the mean score is 4.6.

Assessment processes and learning outcomes is an aspect that is also assessed by the teacher and occupied the seventh aspect. The total score which is collected by the writer is 8. Point 30 (*Monitor learning progress during the process*) is in a position 4 (*Very Good*). Also point 31 (*Conduct a final assessment in accordance with competence*) the writer reach 4 (*Very Good*). The mean score is 4 in this aspect.

The writer gets 10 and 5 for mean score in the use of language aspect. In point 32 (*Use oral and written language are clear, good and true*) the teacher gives 5 (*Excellent*). Also point 33 (*Convey the message to the appropriate style*) the writer is given 5 (*Excellent*) by the teacher.

The ninth aspects, English teacher also observes the closing. The writer collects 10 and has 5 for average score. 5 (*Excellent*) in point 34 (*Carry out measures to provide direction, or activity, or task as part of remedial*) and 5 (*Excellent*) in point 35 (*Providing direction, or activity, or task as part of remedial / enrichment*).

**Table 4.1**  
**Observation Result**

Number	Categories	The score of categories obtained	Score
1.	Poor	-	-
2.	Enough	-	-
3.	Good	2	6
4.	Very Good	17	68
5.	Excellent	16	80

Total Score	35	154
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$$\text{Average score} = \frac{154}{35} = 4.4$$

Ever since the result of the total score has been collected by the writer, which is 154 points. It comes to a general conclusion that the ability of the teacher is considered to be a very good (4) in teaching writing skill using series picture media. Meanwhile, the total average score is at the 4.4 points of the result. Although the result point is more than 4, yet the point is closed to 4 which is very good, therefore, it's classified to be very good instead of excellent.

#### 4.1.2 The Result of Learning and Teaching Using Series Picture

The writer gets data of result pre-test in writing from 40 students. The data can be seen below are as follow:

**Table 4.2**  
**The Result of the Pre-test Score**

No	Name	Aspect of Evaluation						Pre-Test Score ( $\frac{\text{Total} \times 100}{25}$ )
		Spel (5)	Gram (5)	Punc (5)	Dict (5)	Cont (5)	Total (25)	
1.	AHMAD. S	2	1	3	3	3	12	48
2.	AIDHA NUR. Z	4	2	2	3	3	14	56
3.	ALLIYA. I	4	2	2	3	2	13	52
4.	AMANDA DWI	2	2	3	2	4	13	52
5.	ANNISA. F	3	4	4	2	2	15	60
6.	ANTI. R. F	2	2	3	2	4	13	52
7.	ASTI. R	3	3	3	4	3	16	64
8.	CLARA. T. A	3	2	3	4	3	15	60
9.	DEVI. P	3	2	2	1	3	11	44
10.	DZIKRY. R. D	4	3	2	3	2	14	56
11.	ERIKA. J	5	4	4	3	3	19	76
12.	FACHRI. A. A	3	3	4	2	2	14	56
13.	FADILA. A	3	3	4	3	3	16	64



14	FADLIKA. A	3	2	1	2	2	10	40
15.	FARIS. A	3	2	4	3	2	15	60
16.	FITRI. R	2	2	3	4	4	15	60
17.	HASNA. K. A	3	3	2	3	4	15	60
18.	KARTINA. D. M	4	3	3	4	2	16	64
19.	LIFYANDARA	3	3	3	2	3	14	56
20.	LULU. H	3	3	3	3	3	15	60
21.	MELA. A	4	3	3	2	2	14	56
22.	MIRA. N	3	3	4	3	4	17	68
23.	M. HABIB	3	3	3	4	2	15	60
24.	M. RIDWAN	3	3	3	4	4	17	68
25.	M. SABAR	4	3	3	2	3	15	60
26.	M. ATIQI	4	4	3	2	3	16	64
27.	M. IQBAL	3	2	3	4	2	14	56
28.	M. RIFQI	3	3	3	2	3	14	56
29.	M. RIZKY	3	2	4	2	3	14	56
30.	RIFQI. R	2	4	3	5	2	16	64
31.	RIZKY. R	3	2	3	3	4	15	60
32.	SARAH. N	2	3	3	4	3	15	60
33.	SHABRINA 'A	3	4	3	4	4	18	72
34.	SHABRINA. G	3	4	2	3	3	15	60
35.	SHERLY. A	4	4	3	3	4	18	72
36.	SITI. E	2	3	4	2	3	14	56
37.	SURA. D. P	3	3	2	3	2	13	52
38.	YASSINTA. A	4	3	4	3	4	18	72
39.	YERIKO. H	4	3	3	2	3	15	60
40	YUNIE. S. A	4	3	3	2	3	15	60
N = 40		Total					593	$\sum X_1 = 2372$
		Average					14,825	$X_1 = 59,3$

**Table 4.3**  
**Criteria of the Average Score**

<b>Criteria</b>	<b>Scale</b>
Excellent	80 – 100
Good	70 – 79
Enough	60 – 69
Poor	55 – 59
Bad	< 55

From the data above the writer found the result of pre-test is 2372 as total score and the average score of pre-test is 59,3. So, the criteria of the average score is still included as poor. Pre-test score which is gotten by the students, the writer writes serially from the lowest until highest score. Those are the data of the lowest until highest scores:

**Table 4.4**  
**The Lowest until Highest Pre-test score**  
**Students of VII-3 SMP Negeri 11 Bandung**

40	44	48	52	52	52	52	56	56	56
56	56	56	56	56	56	60	60	60	60
60	60	60	60	60	60	60	60	60	64
64	64	64	64	68	68	72	72	72	76

Based on the table above, the writer writes the lowest until the highest score of pre-test. Those are score of the students, 1 students who get score 40, 1 students who get score 44, 1 students who get score 48, 4 students who get score 52, 9 students who get score 56, 13 students who get score 60, 5 students who get score 64, 2 students who get score 68, 3 students who get score 72, 1 students who get score 76.

From the data above, we have known that the lowest pre-test score has 1 students who get score 40 and the highest pre-test score has 1 students who get score 76, and the average of pre-test score is 59,3.

**Table 4.5**  
**The Result of the Post-test Score**

No	Name	Aspect of Evaluation						Post-Test Score ( $\frac{\text{Total}}{25} \times 100$ )
		Spel (5)	Gram (5)	Punc (5)	Dict (5)	Cont (5)	Total (25)	
1.	AHMAD. S	3	3	4	4	4	18	72
2.	AIDHA NUR. Z	4	3	3	3	4	17	68
3.	ALLIYA. I	5	3	3	4	3	18	72
4.	AMANDA DWI	3	3	4	2	5	17	68
5.	ANNISA. F	4	5	4	3	3	19	76
6.	ANTI. R. F	3	3	5	3	5	18	76
7.	ASTI. R	4	5	5	3	5	22	88
8.	CLARA. T. A	4	3	4	5	3	19	76
9.	DEVI. P	4	4	4	3	3	18	72
10.	DZIKRY. R. D	4	5	3	3	3	18	72
11.	ERIKA. J	5	5	4	4	4	22	88
12.	FACHRI. A. A	4	5	4	3	3	19	76
13.	FADILA. A	4	4	5	3	3	19	76
14.	FADLIKA. A	3	3	3	3	4	16	64
15.	FARIS. A	3	2	3	3	2	13	52
16.	FITRI. R	3	3	4	4	4	18	72
17.	HASNA. K. A	4	4	3	3	5	19	76
18.	KARTINA. D	5	4	3	5	3	20	80
19.	LIFYANDARA	4	3	4	3	5	19	76
20.	LULU. H	4	4	3	4	4	19	76
21.	MELA. A	4	4	3	3	2	16	64
22.	MIRA. N	5	3	3	5	5	21	84
23.	M. HABIB	3	3	3	4	2	15	60
24.	M. RIDWAN	3	3	4	3	4	17	68
25.	M. SABAR	5	4	3	3	4	19	76
26.	M. ATIQUI	5	4	4	3	4	20	80
27.	M. IQBAL	4	3	4	4	3	18	72
28.	M. RIFQI	4	4	5	3	3	19	76
29.	M. RIZKY	4	2	4	3	3	16	64
30.	RIFQI. R	3	5	3	5	2	18	72
31.	RIZKY. R	5	4	5	5	4	23	92
32.	SARAH. N	3	4	4	5	3	19	76
33.	SHABRINA 'A	4	4	4	4	4	20	80
34.	SHABRINA. G	4	5	2	4	3	18	72
35.	SHERLY. A	5	4	3	3	5	20	80
36.	SITI. E. H	3	3	5	3	4	18	72
37.	SURA. D. P	4	4	3	4	3	18	72
38.	YASSINTA. A	4	4	5	5	5	23	92

39.	YERIKO. H	4	5	5	3	3	20	80
40	YUNIE. S. A	5	4	4	3	3	19	76
N = 4		Total					745	$\sum X_2 = 2984$
		Average					18,625	$\bar{X}_2 = 74.6$

From the data above, the writer has found the result of post-test is 2984 as total score and the average score of post-test is 74.6. So, the criteria of the average score is include as good. Post-test score which is gotten by the students, the writer writes serially from the lowest until highest score. Those are the data of the lowest until highest score:

**Table 4.6**  
**The Lowest until Highest Post-test score**  
**Students of VII-3 SMP Negeri 11 Bandung**

52	60	64	64	64	68	68	68	72	72
72	72	72	72	72	72	72	72	76	76
76	76	76	76	76	76	76	76	76	76
80	80	80	80	80	84	88	88	92	92

Based on the table above, the writer writes the lowest until the highest score of post-test. Those are score of the students, 1 students who get score 52, 1 students who get score 60, 3 students who get score 64, 3 students who get score 68, 10 students who get score 72, 12 students who get score 76, 5 students who get score 80, 1 students who get score 84, 2 students who get score 88, 2 students who get score 92.

From the data above, we have known that the lowest post-test score has 1 students who get score 52 and the highest post-test score has 2 students who get score 92, and the average of post-test score is 74.6.

**Table 4.7**  
**Student Results of Using Series Pictures**

No	Subject	Pre-Test Score	Post-Test Score	Gain (d). (Post-Test) – (Pre-Test)
1.	AHMAD. S	48	72	24
2.	AIDHA NUR. Z	56	68	12
3.	ALLIYA. I	52	72	20
4.	AMANDA DWI	52	68	16
5.	ANNISA. F	60	76	16
6.	ANTI. R. F	52	76	24
7.	ASTI. R	64	88	24
8.	CLARA. T. A	60	76	16
9.	DEVI. P	44	72	28
10.	DZIKRY. R. D	56	72	16
11.	ERIKA. J	76	88	12
12.	FACHRI. A. A	56	76	20
13.	FADILA. A	64	76	12
14.	FADLIKA. A	40	64	24
15.	FARIS. A	60	52	-8
16.	FITRI. R	60	72	12
17.	HASNA. K. A	60	76	16
18.	KARTINA. D	64	80	16
19.	LIFYANDARA	56	76	20
20.	LULU. H	60	76	16
21.	MELA. A	56	64	8
22.	MIRA. N	68	84	16
23.	M. HABIB	60	60	0
24.	M. RIDWAN	68	68	0
25.	M. SABAR	60	76	16
26.	M. ATIQI	64	80	16
27.	M. IQBAL	56	72	16
28.	M. RIFQI	56	76	20
29.	M. RIZKY	56	64	8
30.	RIFQI. R	64	72	8
31.	RIZKY. R	60	92	32
32.	SARAH. N	60	76	16
33.	SHABRINA 'A	72	80	8
34.	SHABRINA. G	60	72	12

35.	SHERLY. A	72	80	8
36.	SITI. E. H	56	72	16
37.	SURA. D. P	52	72	20
38.	YASSINTA. A	72	92	20
39.	YERIKO. H	60	80	20
40	YUNIE. S. A	60	76	16
N = 40		$\sum X_1 = 2372$	$\sum X_2 = 2984$	612
		$X_1 = 59,3$	$X_2 = 74.6$	

Sarwono (2006, p.140) proposed, the formula for calculating the mean are as

follow:

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

Pre-test score average:

$$M = \frac{2372}{40}$$

$$M = 59,3$$

Post-test score average:

$$M = \frac{2984}{40}$$

$$M = 74.6$$

The influence of Series Pictures media towards students' writing skill are:

$$MD = \frac{\sum d}{N} = \frac{612}{40} = 15.3$$

Before calculated significant test, find the sum of squared deviation ( $\sum x^2d$ ) with this formula bellow:

$$\sum x^2d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$\sum x^2d = 24^2 + 12^2 + 20^2 + 16^2 + 16^2 + 24^2 + 24^2 + 16^2 + 28^2 + 16^2 + 12^2 + 20^2 + 12^2 + 24^2 + (-8)^2 + 12^2 + 16^2 + 16^2 + 20^2 + 16^2 + 8^2 + 16^2 + 0^2 + 0^2 + 16^2$$

$$+ 16^2 + 16^2 + 20^2 + 8^2 + 8^2 + 32^2 + 16^2 + 8^2 + 12^2 + 8^2 + 16^2 + 20^2 + 20^2$$

$$+ 20^2 + 16^2 - \frac{612^2}{40}$$

$$= 11.600 - 9.364,6 = 2.236,4$$

Significant test:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

$$t = \frac{15.3}{\sqrt{\frac{2236,4}{40 \times 39}}}$$

$$t = 12,7784 = 12,8(\text{consulted with table of t value, see appendix C})$$

$$d.b. = N - 1 = 40 - 1 = 39.$$

With  $t_{0,05t}$  value = 2,042, significant

#### 4.1.3 The Students' Improvements of Learning Writing Using Series

##### Picture.

The usage of Series picture media is significantly proved in influencing and improving students' writing skills. The writer finds out that the comparison from the result of the students' pre-test and post-test could be used as an improvement. Instead, the writer divided the result of the pre-test and post-test into 2 descriptive sentences. First most of the students are ignore their answer sheet. Therefore, their pre-test average score is 59.3 due to false answer and unanswered questions. Second, there are some significant result in the post-test such as the number of false answer is decreasing, and they almost fill all of the answers to the questions. In addition to the change, they students post-test score average is increasing up to 74.6. The deficit of the score test is quite massive. It's

15.3 that the improvement. After calculated with significant test formula, t value is 12.8 and consulted with table of  $t_{0.05}$  t value 2.042 (see appendix B), the improvement is significant.

#### **4.1.4 Students' Responses toward the Use of Series Picture in Writing**

##### **Skill**

The writer got some data from interviewing 10 students randomly. The writer did the interview to find out the student's opinion toward using series picture as a media in teaching writing and strengthen this research. The writer gave five questions to the students that related to this research.

The first question was about the student interest to English and reasons. The second question was asking about the method that the teacher used in the class. The third question was about the importance of using media and its reason in learning English. The fourth question was about whether the series picture media help the student to understand the material or not. The last question was asking about the result of the series picture media revise the student's writing English. Here are the result of interview from tenth students:

Question of interview for students

**Question 1:** *Apakah kamu menyukai pelajaran bahasa inggris? Alasannya?*

**Student 1:** *Suka, Pelajaran bahasa Inggris ini menambah wawasan berbicara dan pengetahuan.*

**Student 2:** *Engga begitu suka, karena bahasa Inggris itu gampang-gampang susah.*



*Student 3: Karena menurut saya bahasa Inggris itu sangat menyenangkan buat saya jadi suka.*

*Student 4: Suka banget, soalnya pelajaran bahasa Inggris itu kalau kitanya udah ngerti jadi rame gitu.*

*Student 5: Saya suka pelajaran bahasa Inggris karena pelajaran bahasa Inggris sangat penting, di Indonesia juga menjadi bahasa umum dan dengan saya belajar bahasa Inggris saya dapat mendalami wawasan dan materi.*

*Student 6: Awalnya sih ga suka sama pelajaran bahasa Inggris tapi sekarang jadi suka dan menyenangkan sekali.*

*Student 7: Saya suka, Karena, pelajaran bahasa Inggris menyenangkan meskipun bahasa Inggris susah dan bukan bahasa negara kita tetapi kita juga harus mengenal bahasa Negara lain.*

*Student 8: Lumayan suka, karena bahasa Inggris tidak membosankan.*

*Student 9: Sejauh ini fun karena pelajarannya sangat menyenangkan apalagi kalo ada games nya menarik sekali.*

*Student 10: Suka, karena bahasa Inggris itu kalau misalkan kita udah ngerti bahasa Inggris kita pasti suka sama pelajaran bahasa Inggris.*

**Question 2: Bagaimana cara guru menyampaikan materi di kelas?**

*Student 1: Guru menyampaikan materi dengan bagus.*

*Student 2: Penyampaiannya kadang tidak begitu jelas.*

*Student 3: Menurut saya guru menyampaikan materi itu enak dengan baik dan benar.*

*Student 4: Saat penyampaian nya sih bagus tapi kalau penerimaannya sih kaya yang susah soalnya engga semua murid bisa ngerti bahasa Inggris gitu*

*Student 5: Menurut saya guru bahasa Inggris mempunyai cara tersendiri untuk menerangkan pelajaran bahasa Inggris jadinya enak, sederhana dan mudah untuk dipahami*

*Student 6: Pendapat saya saat guru menerangkan didepan kelas sangat dimengerti dan sangat bagus*

*Student 7: Penyampaian nya asik, ngga terlalu serius jadi ngga bikin tertekan sama pelajarannya.*

*Student 8: Enak cara ngejelasinnya, detail gtu sampe kita ngerti.*

*Student 9: Menyenangkan cara penyampaiannya, karena gurunya santai ngga bikin tegang.*

*Student 10: Lumayan enak bu, karena banyak yang ngga ngerti jadi ngerti.*

***Question 3: Menurut kamu penting atau tidak penggunaan media dalam pelajaran bahasa inggris?***

*Student 1: Penting sekali, kayak gambar yang tadi kan ya.*

*Student 2: Menurut saya penting, biar kitanya lebih ngerti dan jelas.*

*Student 3: Penting soalnya jadi lebih mudah mengerti dan ngga ngebosenin.*

*Student 4: Mmm penting soalnya kalau misalnya pake media kan muridnya jadi bisa belajarnya lebih mudah gitu.*

*Student 5: Bagi saya penggunaan media dalam pembelajaran bahasa Inggris seperti gambar atau yang lainnya penting, biar membantu untuk mempermudah memahaminya juga.*

*Student 6: Bagi saya penggunaan media gambar dalam pelajaran bahasa Inggris itu sangat penting, karena agar kita mudah mengerti materi yang disampaikan dan juga dapat membantu memahami materi tersebut.*

*Student 7: Iya sangat membantu karena adanya media gambar bisa mempermudah pembelajaran dan lebih dapat dimengerti.*

*Student 8: Pasti bu, soalnya kan kalau pake gambar pasti lebih menarik ya lebih mudah dipahami juga.*

*Student 9: Ngebantu, karena kita bisa lebih tau caranya untuk membuat ada apa saja jadi teratur.*

*Student 10: Penting, soalnya jadi ada gambaran kalo pake media gitu.*

***Question 4: Dengan adanya media gambar berseri dikelas membantu kamu tidak untuk lebih mengerti pelajaran yang di sampaikan?***

*Student 1: Cukup membantu kita jadi ga bosan dari buku paket terus dan lebih ngerti jadinya.*

*Student 2: Iya sangat membantu saya karena kalau tidak ada media seperti tadi saya tidak bisa mengerjakannya.*

*Student 3: Iya, kalau tidak ada media yang tadi kita semua tidak akan mengerti.*

*Student 4: Iya ngebantu banget, soalnya kan udah ada contohnya gitu.*

*Student 5: Dengan adanya media gambar seperti tadi membantu saya untuk mengerjakan soal jadi mudah.*

*Student 6: Pasti soalnya kalo pake gambar jadi lebih menarik dan lebih mudah dipahami.*

*Student 7: Sangat membantu karena adanya media gambar bisa mempermudah pembelajaran dan lebih dapat dimengerti.*

*Student 8: Bisa membantu karenadengan media, dalam mengerjakan soal - soal lebih gampangjadinya.*

*Student 9: Iya membantu, biasanya cuma tulisan aja tapi tadi pake gambar jadi beda.*

*Student 10: Ngebantu banget jadi kita kebayang sama apa yang mau dibuat, ngga jenuh sama gampang dimengerti*

***Question 5: Apakah dengan media gambar berseri dapat berhasil mempermudah penulisan kamu?***

*Student 1: Lumayan bias meskipun susah tapi karena menarik sedikit-sedikit jadi bias membantu.*

*Student 2: Ngga begitu sih bu, medianya sih menarik cuman saya takut salah aja kalo nuli, kaya grammar yang gitunya.*

*Student 3: Membantu karena jadi ada tahapannya gitu enak pake gambar berseri lebih mudah.*

*Student 4: Sedikit ngebantu sih lumayan, soalnya nulis bahasa inggris ngga semudah nulis kaya pake bahasa Indonesia.*

- Student 5: Menurut saya dengan banyak mempergunakan media saya yakin media yang saya gunakan itu dapat memperbaiki kekurangan saya, tidak hanya tulisan saja tetapi banyak hal lagi salah satunya adalah kesalahan kekurangan bahasa Inggris saya.*
- Student 6: Ngebantu bu, jadi lebih gampang ngerjainnya meskipun takut salah.*
- Student 7: Menurut saya membantu sih sedikit-sedikit jadi bisa lebih mudah ngga kaya biasanya suka bingung.*
- Student 8: Penting bu lumayan bu soalnya kan kaya tadi di tes nulis jadi harus bisa*
- Student 9: Lumayan membantu bu soalnya kita harus mencoba menulis walaupun kita takut salah.*
- Student 10: Dapat bu jadi lebih seru aja belajarnya lebih mudah untuk penulisannya.*

By the result of interview above, the writer concluded that teaching writing using series picture English lesson is very well. Although there are some problems in teaching writing process but most of them are clear and fluent based on the researcher teach and interview.

By looking at the students answered in interview. Nine from ten students respondent that had been interviewed said that they like learning English, and only one student that did not like learning English, they also like the way the teacher taught in the class. Nevertheless, the students still need more exercises in improving their writing skill.

## **Chapter V**

### **Conclusion and Suggestion**

In this chapter, the writer summarizes the result of the research. The research consists of conclusion and suggestion.

#### **5.1 Conclusion**

Based on research findings, the writer explained the answer to research. It can be concluded as follows:

- 1) The total score that the writer gained, which is 154 from 175. By the total average score is 44 points. Therefore in teaching writing by using series picture can be categorized as very good (4). The writer's ability in teaching writing by using series picture as media is affected to improvement of students' writing skill.

- 2) The implementation of series picture media can significantly improves the students' writing skill. It is showed by the mean of pre-test 59.3 and post-test 74.6, so that the improvement score is 15.3. The significant test formula value is calculated and consulted with table of t value 2.042 to 12.8. Clearly, there is quite significant instrument.
- 3) The students' responses are positive. It is proven from the situation in the class and from students' interview result. Although there are some problems in teaching writing process but most of them are very happy, active, and enthusiastic during learning process.

## **5.2 Suggestion**

The researcher would like to propose some suggestion, especially for the English teacher, and for further researcher:

- 1) The Teachers

Effective classroom management is the most important skill to have as a teacher, improving the good classroom management by teacher in order to achieve the goal of teaching. To arising and increasing students interest in joining English subject, the teacher must be creative, do not rely on textbook, and uses the media.

- 2) The Students

By using series picture as media. The students are suggested to be better to write in English and can learn more in writing better than before from their mistakes in learning process

- 3) The Further Researcher

The next researcher is suggested to learn from the weakness of this paper and make better research and gives contribution or the excellence of this paper as a reference.

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## Curriculum Vitae



Febriyanti Nur Shalihah, known as Anti was born on February 1<sup>st</sup> 1993 in Bandung. She is the daughter of Engkun Kurnia and Nunung Nurjanah. She lives in Jl. Mig III No 2 RT 05 RW 29, Cimahi Selatan.

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Her parents enrolled her into a kindergarten named Ananda. She started her elementary education at SDN Karya Bhakti II and she graduated in 2004. Then she continued her study to SMPN 4 Cimahi in 2004-2007, and SMA Pasundan 1 Bandung which is located in the center of Bandung city. Now she is on process in finishing a paper for submitted to the English Department as a partial fulfillment of the requirements for taking the sarjana degree.

# APPENDICES



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan : SMP Negeri 11 Bandung**

**Kelas / Semester : VII/ I**

**Mata Pelajaran : Bahasa Inggris**

**Kompetensi : Writing**

**Pertemuan ke- : 1-3**

**Alokasi Waktu : 4 x 40 menit**

### A. Kompetensi Inti

**KI 1:** Menghargai dan menghayati ajaran agama yang dianutnya.

**KI 2:** Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

**KI 3:** Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

**KI 4:** Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Kompetensi Dasar**

**KD 1.1:** Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

**KD 2.3:** Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

**KD 12.2:** Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

## **C. Indikator Pencapaian Kompetensi**

Indikator KD 1.1 :

- a. Menunjukkan sikap rasa syukur kepada Tuhan Yang Maha Esa
- b. Menerapkan cerminan sikap bersyukur kepada Tuhan yang Maha Esa
- c. Mewujudkan semangat belajar dalam kelas

Indikator KD 2.3

- a. Membentuk rasa tanggung jawab di dalam diri sendiri
- b. Menunjukkan sikap peduli terhadap teman di dalam kelas
- c. Melaksanakan komunikasi transaksional terhadap guru dan siswa lainnya.

Indikator KD 12.2 :

- a. Menyusun gambar berseri *procedural text*
- b. Menulis teks yang berbentuk *procedural text* dengan tahapan gambar berseri dan struktur teks yang benar dan berterima

#### **D. Tujuan Pembelajaran**

##### Tujuan pembelajaran KD 1.1

- a. Setelah proses pembelajaran, peserta didik mampu menunjukkan sikap rasa syukur kepada Tuhan Yang Maha Esa.
- b. Setelah proses pembelajaran, peserta didik mampu menerapkan cerminan sikap syukur terhadap Tuhan Yang Maha Esa,
- c. Setelah proses pembelajaran, peserta didik mampu menunjukkan peningkatan sikap semangat belajar di dalam kelas

##### Tujuan Pembelajaran KD 2.3

- a. Setelah proses pembelajaran, peserta didik dapat memiliki rasa tanggung jawab.
- b. Setelah proses pembelajaran, peserta didik dapat menunjukkan sikap peduli terhadap teman di dalam kelas
- c. Setelah proses pembelajaran, peserta didik dapat melaksanakan komunikasi transaksional terhadap guru maupun peserta didik lainnya.

##### Tujuan Pembelajaran KD 12.2

- a. Setelah proses pembelajaran, peserta didik mampu menyusun gambar berseri *procedural text* dengan benar.

- b. Setelah proses pembelajaran, peserta didik mampu menulis teks yang berbentuk *procedural text* dengan tahapan gambar berseri dan struktur teks yang benar dan berterima

-

#### E. Materi Ajar

- Menulis Procedural Text
- Cara membuat Chicken Fried Rice (terlampir)

#### F. Metode Pembelajaran

1. Pendekatan: Scientific
2. Model Pembelajaran: Cooperative pictures
3. Tehnik Pembelajaran: Series Pictures

#### G. Kegiatan Pembelajaran

**Tabel Kegiatan Pembelajaran**

No	Langkah – langkah kegiatan	Deskripsi Kegiatan	Alokasi Waktu
1.	Pre-Test	<ul style="list-style-type: none"> <li>• Guru memberikan pre-test kepada peserta didik mengenai procedural text</li> <li>• Peserta didik mengerjakan soal pre-test masing – masing tanpa bantuan teman.</li> </ul>	40 menit
2.	Pendahuluan	<ul style="list-style-type: none"> <li>• Guru mengucapkan salam dan bertegur sapa dengan peserta didik</li> <li>• Guru mempersilahkan peserta didik untuk berdo'a</li> <li>• Guru Mengabsen</li> <li>• Guru memotivasi pesrta didik untuk fokus kepada materi yang akan</li> </ul>	10 menit



		disampaikan	
<b>3.</b>	<b>Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru memberi penjelasan mengenai materi procedural text kepada peserta didik.</li> <li>• Guru memperlihatkan gambar berseri tahapan-tahapan cara membuat “Chicken Fried Rice” beserta penjelasan setiap tahapnya</li> <li>• Peserta didik memperhatikan gambar berseri tahapan-tahapan cara membuat “Chicken Fried Rice” beserta penjelasan setiap tahapnya.</li> <li>• Peserta didik menirukan pengucapan guru, mengenai tahapan-tahapan dari procedural text.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru, peserta didik diberi kesempatan untuk mempertanyakan materi pembelajaran mengenai procedural text.</li> </ul> <p><b>Memahami</b></p> <ul style="list-style-type: none"> <li>• Peserta didik membaca contoh procedural text</li> <li>• Peserta didik memahami isi dari procedural text yang telah dibaca</li> <li>• Peserta didik menjawab pertanyaan yang diberikan oleh guru sesuai dengan gambar berseri tersebut.</li> </ul> <p><b>Mengeksplorasi</b></p>	60 menit

		<ul style="list-style-type: none"> <li>• Guru membagikan latihan soal kepada setiap individu.</li> <li>• Peserta didik berlatih mengerjakan latihan soal secara individu mengenai procedural text.</li> <li>• Peserta didik membahas jawaban latihan soal bersama guru.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dipilih secara acak oleh guru untuk menuliskan hasil latihan soal yang telah di buat</li> </ul>	
4.	<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru menanyakan kesulitan peserta didik dalam memaparkan sebuah tahapan atau tips-tips dalam bahasa Inggris.</li> <li>• Guru dan siswa menyimpulkan kegiatan pembelajaran yang telah dipelajari.</li> <li>• Mengucapkan salam</li> </ul>	10 menit
5.	<b>Post – Test</b>	<ul style="list-style-type: none"> <li>• Guru memberikan Post-Test untuk mengukur ketercapaian tujuan pembelajaran</li> <li>• Peserta didik mengerjakan soal post-test secara individu.</li> </ul>	40 menit

## H. Alat dan Sumber Belajar

### A. Alat Pembelajaran

1. Laptop
2. In focus
3. Kamus bahasa Inggris

## B. Sumber Belajar

4. Materi *Procedural Text* yang disampaikan dalam bentuk *Power Point*
5. Contoh-contoh *Procedural Text*
6. Lembar Kerja (*Work Sheet*)

## I. Penilaian dan Evaluasi

**Tabel Penilaian Writing Procedural Teks (*Performance*)**

No	Name	ASPECT					Total	Score
		Ejaan	Gramatikal	Tanda Baca	Pemilihan Kata	Isi		
1								
2								
3								
4								
5								

## Rubrik Penilaian dan Evaluasi

### 1. Aspek Ejaan

No	Deskripsi	Skor
1.	Ejaan hampir sempurna	5
2.	Terdapat kesalahan tapi tidak mengganggu makna	4
3.	Terdapat beberapa kesalahan dan mengganggu makna	3

4.	Banyak terjadi kesalahan dan mengganggu makna	2
5.	Terlalu banyak kesalahan dan sulit dipahami	1

## 2. Aspek Gramatikal

No	Deskripsi	Skor
1.	Penggunaan gramatikal sempurna	5
2.	Penggunaan gramatikal hampir sempurna	4
3.	Terdapat beberapa kesalahan gramatikal	3
4.	Banyak terjadi kesalahan gramatikal	2
5.	Terlalu banyak kesalahan gramatikal	1

## 3. Aspek Tanda baca

No	Deskripsi	Skor
1.	Tanda baca hampir sempurna	5
2.	Terdapat kesalahan tapi tidak mengganggu makna	4
3.	Terdapat beberapa kesalahan dan mengganggu makna	3
4.	Banyak terjadi kesalahan dan mengganggu makna	2
5.	Terlalu banyak kesalahan dan sulit dipahami	1

## 4. Aspek Pemilihan Kata

No	Deskripsi	Skor
1.	Selalu Pemilihan Kata baik, secara individu maupun kelompok	5
2.	Sering Pemilihan Kata baik, secara individu maupun kelompok	4
3.	Cukup Pemilihan Kata baik, secara individu maupun kelompok	3
4.	Kurang Pemilihan Kata baik, secara individu maupun kelompok	2
5.	Tidak pernah Pemilihan Kata baik, secara individu maupun kelompok	1

#### 5. Aspek Isi (*content*)

No	Deskripsi	Skor
1.	Susunan isi sempurna	5
2.	Susunan isi hampir sempurna	4
3.	Terdapat beberapa kesalahan dalam penyusunan isi	3
4.	Banyak terjadi kesalahan dalam penyusunan isi	2
5.	Terlalu banyak kesalahan dalam penyusunan isi	1

#### Instrumen Penilaian:

Score=  $\frac{\text{Total} \times 10}{\text{Nilai ideal}}$

Nilai ideal

Nilai ideal = 25

Bandung, Oktober

2014

Guru

Guru Peneliti

(\_\_\_\_\_)

(Febriyanti N S)

### **MATERI AJAR**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : VII/I**

**Materi : Procedural Text**

#### **Procedural Text**

Procedural text is text that gives some clues of how to do something through a series of actions.

#### **Generic Structure:**

- Goal / Purpose : to give information what we need
- Material / Ingredients : things that you need to make an object
- Methods / Steps : the information about making an object.

#### **Language Features**

- Using simple present tense
- Use time connection
- Use imperative sentence/command

#### **Struktur Teks “How to Make Chicken Fried Rice”**

##### **Material / Ingredients**

- Chicken
- Salt
- Soy sauce
- Garlic and onion

- A plate of rice
- Oil
- Chili
- Egg
- Vegetable

### Steps of make Chicken Fried Rice

1. Heat the fried oil.
2. Chop garlicks, onion, chili and saute them until they're fragrant.
3. Put the chicken into the frying pan until cooked.
4. Put egg and vegetable and stil them with the wooden spoon when they start to fry.
5. Add the cooked rice to the pan.
6. Add ¼ cup of soy sauce and salt to the pan.
7. Stir well, frying and mixing all the ingredients as you cook.
8. Garnish with sliced green onions.

### “How to make Chicken Fried Rice”

#### Ingredients:





**Steps of make Chicken Fried Rice**







### LEMBAR KERJA SISWA

**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/II  
**Materi** : Procedural Text  
**Nama** :  
**Hari/Tanggal** :

#worksheet

Exercise 1

- ❖ Study the jumbled pictures carefully. then match them with the texts, How to make Chicken Fried Rice.



1. Add ¼ cup of soy sauce and salt to the pan.
2. Garnish with sliced green onions.
3. Heat the fried oil.
4. Put egg and vegetable and stir them with the wooden spoon when they start



5. Put the chicken into the frying pan until cooked.
6. Chop garlics, onion, chili, salt and saute them until they're fragrant.
7. Add the cooked rice to the pan.
8. Stir well, frying and mixing all the ingredients as you cook.

#Exercise 2



.....

.....

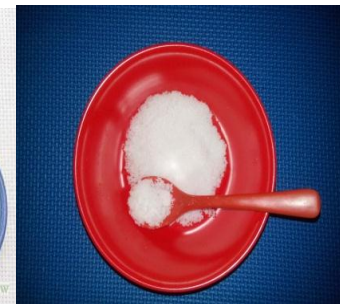
.....



.....

a plate of rice

.....



.....

Onion and Garlics

.....

## EVALUATION

**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/II  
**Materi** : Procedural Text  
**Hari/ Tanggal** :

### Evaluation:

- Peserta didik diinstruksikan untuk membuat Procedural Text tentang cara membuat Chicken Fried Rice
- Peserta didik diinstruksikan untuk menuliskan Procedural Text yang telah dibuat, di papan tulis.

**Tabel Penilaian Prosedural Teks Cara Membuat Chicken Fried Rice**

No	Name	ASPECT					Total	Score
		Ejaan	Gramatikal	Tanda Baca	Pemilihan Kata	Isi		
1								
2								

<b>3</b>								
<b>4</b>								
<b>5</b>								

### **Rubrik Penilaian dan Evaluasi**

#### **1. Aspek Ejaan**

No	Deskripsi	Skor
1.	Ejaan hampir sempurna	5
2.	Terdapat kesalahan tapi tidak mengganggu makna	4
3.	Terdapat beberapa kesalahan dan mengganggu makna	3
4.	Banyak terjadi kesalahan dan mengganggu makna	2
5.	Terlalu banyak kesalahan dan sulit dipahami	1

#### **2. Aspek Gramatikal**

No	Deskripsi	Skor
1.	Penggunaan gramatikal sempurna	5
2.	Penggunaan gramatikal hampir sempurna	4
3.	Terdapat beberapa kesalahan gramatikal	3
4.	Banyak terjadi kesalahan gramatikal	2

5.	Terlalu banyak kesalahan gramatikal	1
----	-------------------------------------	---

### 3. Aspek Tanda baca

No	Deskripsi	Skor
1.	Tanda baca hampir sempurna	5
2.	Terdapat kesalahan tapi tidak mengganggu makna	4
3.	Terdapat beberapa kesalahan dan mengganggu makna	3
4.	Banyak terjadi kesalahan dan mengganggu makna	2
5.	Terlalu banyak kesalahan dan sulit dipahami	1

### 4. Aspek Pemilihan Kata

No	Deskripsi	Skor
1.	Selalu Pemilihan Kata baik, secara individu maupun kelompok	5
2.	Sering Pemilihan Kata baik, secara individu maupun kelompok	4
3.	Cukup Pemilihan Kata baik, secara individu maupun kelompok	3
4.	Kurang Pemilihan Kata baik, secara individu maupun kelompok	2
5.	Tidak pernah Pemilihan Kata baik, secara individu maupun kelompok	1

### 5. Aspek Isi (*content*)

No	Deskripsi	Skor
1.	Susunan isi sempurna	5

2.	Susunan isi hampir sempurna	4
3.	Terdapat beberapa kesalahan dalam penyusunan isi	3
4.	Banyak terjadi kesalahan dalam penyusunan isi	2
5.	Terlalu banyak kesalahan dalam penyusunan isi	1

**Instrumen Penilaian:**

Score=  $\frac{\text{Total} \times 10}{\text{Nilai ideal}}$

Nilai ideal

Nilai ideal = 25

Bandung, Oktober 2014

Guru

Guru Peneliti

(\_\_\_\_\_)

(Febriyanti N S)



## **PRETEST – POSTTEST**

Subject : English  
Competence : Writing Comprehension  
Class/Semester : VII/I  
Time Allocation : 40 minutes

**Write procedure text based on the topic below.**

- How to make a chicken fried rice

# Interview

Question of interview for students

**Question 1:** *Apakah kamu menyukai pelajaran bahasa Inggris? Alasannya?*

*Student 1:* *Suka, Pelajaran bahasa Inggris ini menambah wawasan berbicara dan pengetahuan.*

*Student 2:* *Engga begitu suka, karena bahasa Inggris itu gampang-gampang susah.*

*Student 3:* *Karena menurut saya bahasa Inggris itu sangat menyenangkan buat saya jadi suka.*

*Student 4:* *Suka banget, soalnya pelajaran bahasa Inggris itu kalau kitanya udah ngerti jadi rame gitu.*

*Student 5:* *Saya suka pelajaran bahasa Inggris karena pelajaran bahasa Inggris sangat penting, di Indonesia juga menjadi bahasa umum dan dengan saya belajar bahasa Inggris saya dapat mendalami wawasan dan materi.*

*Student 6:* *Awalnya sih ga suka sama pelajaran bahasa Inggris tapi sekarang jadi suka dan menyenangkan sekali.*

*Student 7:* *Saya suka, Karena, pelajaran bahasa Inggris menyenangkan meskipun bahasa Inggris susah dan bukan bahasa negara kita tetapi kita juga harus mengenal bahasa Negara lain.*

*Student 8:* *Lumayan suka, karena bahasa Inggris tidak membosankan.*

*Student 9:* *Sejauh ini fun karena pelajarannya sangat menyenangkan apalagi kalo ada games nya menarik sekali.*

*Student 10: Suka, karena bahasa Inggris itu kalau misalkan kita udah ngerti bahasa Inggris kita pasti suka sama pelajaran bahasa Inggris.*

**Question 2: *Bagaimana cara guru menyampaikan materi di kelas?***

*Student 1: Guru menyampaikan materi dengan bagus.*

*Student 2: Penyampaiannya kadang tidak begitu jelas.*

*Student 3: Menurut saya guru menyampaikan materi itu enak dengan baik dan benar.*

*Student 4: Saat penyampaian nya sih bagus tapi kalau penerimaannya sih kaya yang susah soalnya engga semua murid bisa ngerti bahasa Inggris gitu*

*Student 5: Menurut saya guru bahasa Inggris mempunyai cara tersendiri untuk menerangkan pelajaran bahasa Inggris jadinya enak, sederhana dan mudah untuk dipahami*

*Student 6: Pendapat saya saat guru menerangkan didepan kelas sangat dimengerti dan sangat bagus*

*Student 7: Penyampaian nya asik, ngga terlalu serius jadi ngga bikin tertekan sama pelajarannya.*

*Student 8: Enak cara ngejelasinnya, detail gitu sampe kita ngerti.*

*Student 9: Menyenangkan cara penyampaiannya, karena gurunya santai ngga bikin tegang.*

*Student 10: Lumayan enak bu, karena banyak yang ngga ngerti jadi ngerti.*

**Question 3: *Menurut kamu penting atau tidak penggunaan media dalam pelajaran bahasa inggris?***

- Student 1: Penting sekali, kayak gambar yang tadi kan ya.*
- Student 2: Menurut saya penting, biar kitanya lebih ngerti dan jelas.*
- Student 3: Penting soalnya jadi lebih mudah mengerti dan ngga ngebosenin.*
- Student 4: Mmm penting soalnya kalau misalnya pake media kan muridnya jadi bisa belajarnya lebih mudah gitu.*
- Student 5: Bagi saya penggunaan media dalam pembelajaran bahasa Inggris seperti gambar atau yang lainnya penting, biar membantu untuk mempermudah memahaminya juga.*
- Student 6: Bagi saya penggunaan media gambar dalam pelajaran bahasa Inggris itu sangat penting, karena agar kita mudah mengerti materi yang disampaikan dan juga dapat membantu memahami materi tersebut.*
- Student 7: Iya sangat membantu karena adanya media gambar bisa mempermudah pembelajaran dan lebih dapat dimengerti.*
- Student 8: Pasti bu, soalnya kan kalau pake gambar pasti lebih menarik ya lebih mudah dipahami juga.*
- Student 9: Ngebantu, karena kita bisa lebih tau caranya untuk membuat ada apa saja jadi teratur.*
- Student 10: Penting, soalnya jadi ada gambaran kalo pake media gitu.*
- Question 4: Dengan adanya media gambar berseri dikelas membantu kamu tidak untuk lebih mengerti pelajaran yang di sampaikan?**
- Student 1: Cukup membantu kita jadi ga bosan dari buku paket terus dan lebih ngerti jadinya.*

*Student 2: Iya sangat membantu saya karena kalau tidak ada media seperti tadi saya tidak bisa mengerjakannya.*

*Student 3: Iya, kalau tidak ada media yang tadi kita semua tidak akan mengerti.*

*Student 4: Iya ngebantu banget, soalnya kan udah ada contohnya gitu.*

*Student 5: Dengan adanya media gambar seperti tadi membantu saya untuk mengerjakan soal jadi mudah.*

*Student 6: Pasti soalnya kalo pake gambar jadi lebih menarik dan lebih mudah dipahami.*

*Student 7: Sangat membantu karena adanya media gambar bisa mempermudah pembelajaran dan lebih dapat dimengerti.*

*Student 8: Bisa membantu karenadengan media, dalam mengerjakan soal - soal lebih gampangjadinya.*

*Student 9: Iya membantu, biasanya cuma tulisan aja tapi tadi pake gambar jadi beda.*

*Student 10: Ngebantu banget jadi kita kebayang sama apa yang mau dibuat, ngga jenuh sama gampang dimengerti*

***Question 5: Apakah dengan media gambar berseri dapat berhasil mempermudah penulisan kamu?***

*Student 1: Lumayan bias meskipun susah tapi karena menarik sedikit-sedikit jadi bias membantu.*

- Student 2: Ngga begitu sih bu, medianya sih menarik cuman saya takut salah aja kalo nuli, kaya grammar yang gitunya.*
- Student 3: Membantu karena jadi ada tahapannya gitu enak pake gambar berseri lebih mudah.*
- Student 4: Sedikit ngebantu sih lumayan, soalnya nulis bahasa inggris ngga semudah nulis kaya pake bahasa Indonesia.*
- Student 5: Menurut saya dengan banyak mempergunakan media saya yakin media yang saya gunakan itu dapat memperbaiki kekurangan saya, tidak hanya tulisan saja tetapi banyak hal lagi salah satunya adalah kesalahan kekurangan bahasa Inggris saya.*
- Student 6: Ngebantu bu, jadi lebih gampang ngerjainnya meskipun takut salah.*
- Student 7: Menurut saya membantu sih sedikit-sedikit jadi bisa lebih mudah ngga kaya biasanya suka bingung.*
- Student 8: Penting bu lumayan bu soalnya kan kaya tadi di tes nulis jadi harus bisa*
- Student 9: Lumayan membantu bu soalnya kita harus mencoba menulis walaupun kita takut salah.*
- Student 10: Dapat bu jadi lebih seru aja belajarnya lebih mudah untuk penulisannya.*





# IMAGES







