CHAPTER IV

RESEARCH FINDINGS

This chapter explains the results of the research. This is a classroom action research of the use of series of pictures to improve students' procedure texts writing. There were three cycles in this classroom action research, which includes of first cycle, second cycle and third cycle. The researcher arranges data started first cycle up to third cycle that had been done before, which includes the five elements of writing skills; consists of (grammar, organization, content, vocabulary and mechanic).

Hopefully, this collected data can answer questions about the improvement of students' procedure text writing skills after being taught using series of pictures and to suggest how series of pictures is implemented in teaching writing of procedure texts.

A. The Implementation of Series of Pictures in Teaching Writing of Procedure Texts

The action activities were teaching learning process by using series of pictures. The teaching and learning process was divided into three meetings. On each meeting, the teacher asked students to write a procedure text by series of pictures given as the visual aids.

Data in this research got from the several tests, started from first cycle up to third cycle. The results as details can be showed as follows:

1. First Cycle

The first cycle was conducted on September 30th 2009. This cycle explained how the teaching learning activity took place then would be continued with the next cycle according to the situation.

In the beginning, teacher greeted them. It made them became concentrate and paid attention with the lesson. Then, teacher explained about procedure text and all things related to it. Teacher explained about the generic structure of procedure text such as; simple present tense, procedure text's rhetoric, temporal conjunctions, adverbials, etc., then teacher explained series of pictures during teaching learning activity and tried to combine between both of it. After teacher explained it, suddenly class became noisy because some students were asking questions to the teacher related to the material given. They were still confused about how to write procedure text appropriately. So that, teacher explained it again and again until they understood enough with the material.

After the teacher finished his explanation, students were assigned by teacher to write a procedure text based on the series of pictures given by theme "how to make a glass of tea". It is assumed as the exercise/test of the first cycle. The duration of this test is about 35 minutes. In this test, students were also full permitted to use dictionary. When students did this test, they were looked so tired. This might because they had a sport class before. Although by this condition, they were still enthusiasm to do this test. Their faces were looked seriously.

Then, the researcher analyzed the students' worksheet and calculates it. In the researcher's analysis of students' work of first cycle, he found that many students still made some mistakes in their writing, especially in procedure text's grammar and rhetoric/steps. Some of them also still had difficulties in composed simple present forms accurately, although they have got explanation from the teacher before doing the test.

2. Second Cycle

The second cycle was conducted on October 3rd 2009. This activity was done just like the previous one that was teaching and learning process of procedure text writing by using series of pictures.

On the previous cycle, students still made some mistakes in their procedure text writing composition. So that in this activity the teaching learning process was focused to overcome the students' difficulties/errors that were found in the previous cycle. Teacher gave input to students about how to make a good procedure text's written composition. In the beginning, teacher greeted the students. They also greeted the teacher. Then, teacher began the lesson by discussed the last activity with students. Then, he started the lesson by explained how to arrange and compose procedure text appropriately, effectively and accurately. Students were expected to be active in the lesson by asking and discussing about their latest test that they have done. While the lesson, some of students were also asked to write a procedure text in front of class by teacher's help and guidance. By doing this strategy, students were expected to be more understood and to be more confident with; the social functions, the generic structures and the lexicogrammatical of procedure text. In this little experimentation, he found that most of students understood enough with the material; even some of them got un-satisfied score on the previous cycle. Teacher was also motivating them to be more confident in writing English texts, especially procedure text.

When it was finished, they were asked to do a test by the same rules as the previous one. Students were given series of pictures by theme "how to make an omelet". The time allocation given to finish the test was about 40 minutes.

After the test finished, then the researcher analyzed the students' worksheet. In the researcher's analysis of students' worksheet of second cycle, he found that many students became mastery in writing procedure texts. This was showed by their score which became to raise up cycle by cycle. They also felt more confident to inscribe their ideas in writing.

3. Third Cycle

This activity was done on October 11th 2009. This activity was done just like the previous one that was teaching and learning process of procedure text writing by using series of pictures.

In the beginning, as usual teacher greeted the students as sign that the lesson will be began. Students were enthusiasm to reply their teacher's greeting. In this cycle, the teacher reviewed all of material which has been taught from the first cycle up to the latest cycle/second cycle. This was because the students' understanding is very important before they did a test. Then after he finished the explanation, he gave a test for them. Students were asked to write a procedure text by theme "how to cook using rice cooker". The procedure of doing this test was the same as the previous one. The time allocation given for doing this test was about 45 minutes. The test ran smoothly. Students were enthusiasm to do the test; they were looked serious to do this test.

Then after it was finished, the researcher analyzed students' worksheet. In the researcher's analysis of students' worksheet of third cycle, he found that there were improvements on their procedure text writing. The mistakes that had been showed on the previous test now became solved in this cycle. It showed from their writing scores result that rose cycle by cycle.

B. The Students' Improvement of Procedure Text Writing After Being Taught Using Series Of Pictures

- 1. Students' Scores Analysis of First Cycle
 - a. Content : $Mxc = \frac{\sum xc}{N} = \frac{504}{28} = 18.00$
 - b. Organization : Mxo = $\frac{\sum xo}{N} = \frac{356}{28} = 12.71$
 - c. Vocabulary : $Mxv = \frac{\sum xv}{N} = \frac{343}{28} = 12.25$
 - d. Grammar : $Mxg = \frac{\sum xg}{N} = \frac{330}{28} = 11.78$
 - e. Mechanic : Mxm = $\frac{\sum xm}{N} = \frac{98}{28} = 3.50$

52

The calculation result shows that the average of students' test result of the first cycle was 58. 30. The highest and the lowest score were 69 and 45. Although only a view, it was an improvement if this result be compared with the previous test result.

2. Students' Scores Analysis of Second Cycle

a. Content :
$$Mxc = \frac{\sum xc}{N} = \frac{523}{28} = 18.68$$

b. Organization : Mxo =
$$\frac{\sum xo}{N} = \frac{372}{28} = 13.28$$

c. Vocabulary :
$$Mxv = \frac{\sum xv}{N} = \frac{367}{28} = 13.11$$

d. Grammar :
$$Mxg = \frac{\sum xg}{N} = \frac{371}{28} = 13.25$$

e. Mechanic :
$$Mxm = \frac{\sum xm}{N} = \frac{112}{28} = 4.00$$

The researcher's analysis shows that the average of students' test result of the second cycle was 62. 32. The highest score and the lowest score were 71 and 52. The average of students' test result of the second cycle was better than the previous one. The researcher concluded that students improved their procedure texts writing.

3. Students' Scores Analysis of Third Cycle

a. Content :
$$Mxc = \frac{\sum xc}{N} = \frac{565}{28} = 20.18$$

b. Organization : Mxo =
$$\frac{\sum xo}{N} = \frac{409}{28} = 14.61$$

c. Vocabulary :
$$Mxv = \frac{\sum xv}{N} = \frac{396}{28} = 14.14$$

d. Grammar :
$$Mxg = \frac{\sum xg}{N} = \frac{404}{28} = 14.43$$

e. Mechanic : Mxm =
$$\frac{\sum xm}{N} = \frac{124}{28} = 4.43$$

From the researcher's analysis, it shows that the average of students' test result of the third cycle was 67. 78. The highest score and the lowest score were 79 and 58. There were improvements from one cycle to other cycle. The result of this cycle was also considered as implementation. It was better than the previous one. The researcher concluded that the students' difficulties in writing procedure texts were solved enough through the use of series of pictures.