

RESEARCH PROPOSAL

THE USE OF SERIES PICTURE IN BUILDING UP STUDENTS' COMPETENCE IN WRITING PROCEDURE TEXT AT GRADE SEVENTH OF JUNIOR HIGH SCHOOL IN ACADEMIC YEAR 2015/2016



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CHAPTER ONE

INTRODUCTION

1.1 Background

In learning English as a foreign language in Indonesia, students are expected to be able to listen, speak, read, and write. In general, the students are easy to express themselves orally while they have difficulties in expressing their ideas in writing, relevant to their writing purpose as White (1980: 16) states “writing is also necessary to be able to produce appropriately for the kind of purpose we have in mind”.

In doing that, as a good writer, he or she must produces good piece writing. A good writing requires a host of skill in content, organization and style including the convention of written English such as sentence structure, word choice and the usage (Saskatchewan, 1998).

Certainly in writing, it is not easy for beginners, such as students because writing needs time, knowledge, desire, imagination capability, discipline, creativity, perception, constant effort (determination) , techniques, and certain level of ability in using words (Rosidi, 2009). It is also stated by Nurgiantoro (in Wiratno, 2003: 296), that writing is the last skill after listening, speaking and reading. It is difficult for the non-native speaker of a language because in doing this, the mastery of language and some non-language components is needed.

Besides, there are some problems that were found by the writer when he taught at school, as a teaching practice learning student. First, teachers do not use any medium that can help students in writing. Second, students are not active to ask questions if they do not understand. Third, when the teaching and learning process is going on, the teachers never discuss it with their students (only centralistic way). Students always note directly what is written on the board.

So in this turn, the writer thinks, one strategy that can force students to love writing is, using series of pictures. According to Fleming and Walls in Siahaan (2008: 213), the role of a teaching strategy is to assist the students to develop the language. In relation to this, then an effective classroom activity is a potential activity to promote the students’ achievement. In the field of language teaching, teachers are always motivated to select a certain strategy that evidently affects the change of students’ behavior.

As teacher candidate, the writer thinks this teaching strategy can improve students’ knowledge and develop their capability especially in writing. Asori (2004:15) stated that by using picture, the students could easily catch the idea or information, included in the picture.

1.2 Research Problem

Based on the background presented, the problem of this study is formulated as follows, to what extent does the use of series picture affect students' writing competence? How to build up students' competence by using series picture?

1.3 Research aim and benefit

1.3.1 Aims

The aims of this research are:

1. To find out to what extent does the use of series pictures affects the writing procedure text of the second grade students of SMPN 1 Kupang.
2. Way to build up students' competence in writing procedure text by using series picture

1.3.2 Benefits

1. To provide useful information for English teachers to apply appropriate techniques to increase students' competence in writing
2. To provide a reference for those who are interested in conducting the same research.
3. To develop the capability of the researcher about research.

1.4 Scope of Writing

The writer limits this research to students' writing competence in using series pictures, and this study conducted to the second grade of SMPN 1 Kupang in academic year 2015/2016. The components to be analyzed in this study are content, vocabulary, and language use.

1.5 Definition of Terms

There are some terms which are related with this writing, such as:

- a. Series. Based on Oxford (Learner's Pocket Dictionary, New Edition)
"series" means a group of related things, events, etc occurring one after the other
- b. Picture. Based on Oxford (Learner's Pocket Dictionary, New Edition)
"picture" means painting, drawing, etc that shows a scene, person or thing.
- c. Competence. Based on Oxford (Learner's Pocket Dictionary, New Edition)
"competence" means ability to do something well.
- d. Language use, what the writer means here is grammatical function (subject, predicate, object, complement, adverbial, and modifier)
- e. Pictures series that meant here is, pictures that relate one each other that tell an activity done by human beings.

1.6 Organization of Writing

This writing consists of three chapters. The first one is Chapter One, namely Introduction. It consists of Background, Research Problem, Aims of Writing, Benefit of Writing, Scope of Writing, Definition of Terms, and Organization of Writing. The second is, Chapter Two. It relates to Review of Related Literature, will deal with some basic concepts of writing, namely: Types of Writing, Steps of Writing, Aspects of Paragraph Writing, and Principle of Paragraph Writing. The third is, Chapter Three. Its about Research Methodology that consists of: type of Research, Research Procedure, Population and Sample, Instrument of Research, Techniques of Data Analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Basic Concepts of Writing

Writing is a psychological activity of language user to put information in the written text. A type of writing is an article published in scientific journal and a textbook (Haliday and Martin in Siahaan, 2008). Such a writing is commonly about a certain topic in which the writer at first collects the data, then elaborates the topic based on a certain idea in order to answer a question, and prove a statement, or describe an object, or expose a new truth of certain fact of an object, or convince the reader to believe or disbelieve a statement, and persuade those readers to take a certain course of action related to the believe or disbelieve.

Mercer (1983: 275) defines writing as highly complex form of communication and means of self-expression. He underlines that by writing, a writer can express his idea or thought and can communicate with his readers. Furthermore, Webmaster's dictionary (1913: 153) provides two definitions of writing, they are: First, Writing is the factor art of forming letters and characters on paper, wood, stone, or other materials, for the purpose of recording the ideas which characters and words express, or of communicating them to the others by visible signs, and second, writing is anything written or printed; anything expressed in characters or letters; as:

- a. Any legal instrument, as a receipt, a bond, an agreement.
- b. Any written composition; a pamphlet; a work; literary production, a book, as the writing of Addison

Meanwhile, White (1980: 7) defines writing as a mean of communication where formal correctness is linked to stylistic appropriateness in which the ability to write logically and grammatically connected sequence of sentences is fundamental. Ranchman in Kamlasi (2003) stated that writing is an act of communication where the writer must know the most important element is his or her readers. According to him, writing is not simply a way of putting sentences together on a piece of paper to be read by the readers. It should be taught that the form of writing must be clear and can be understood not only by the writer but also by the readers.

2.2 Types of Writing

In general, there are four types of writing that will be discussed below.

The first is narrative writing. Halliday (1985) and Fairclough (1995) in Siahaan (2007:217) state "Narration is a type in which the writer tries to recount an event (object) of

his world experience in order that his readers can see, feel, smell, hear, and taste it as he can.” More detail, it is also stated by White (1980: 42) a narrative writing is a story that focuses on chronological sequence of events that happened in the past. This means that, the writer writes about events in which he or she has taken part. For example, a writer tells a story or an event from his or her childhood.

Tans (1996:9) states “in this genre the notions of field, tenor, and mood are much clearer”. Its schematic structure, according to Poynton in Tans (1996:9), consists of four main elements: orientation, complication, resolution, and code.

According to Wiratno (2003:15-16); Sir (2005: 7) there are some characteristics of narrative genre, such as:

- 1) Specific, often individual participants with defined identities (Mr., Mrs., we,)
- 2) Major participants are human beings, or animals.
- 3) The text usually uses past tense.
- 4) Verbs that refer to what human participants said, felt, thought (verbal and mental process).
- 5) Focus on sentence connector (when, then, after, before, meanwhile,...)

The second is argumentative writing. The purpose of argumentative writing is to persuade readers to the writer’s point of view (Sir, 2005: 12; Siahaan, 2007: 217). Rahman (1980:314) also stated that an argument is a course of reasoning aimed at swaying or influencing the audience to believe in the truth of something.

According to Sir (2005: 14), there are language features in argumentative genre, such as:

- 1) Focus on generic human and non human participant
- 2) Use of relation process
- 3) Use of internal conjunction to state argument (example: first, then, finally...)
- 4) Giving reason through causal conjunction (example: so, thus, therefore, hence)
- 5) Use of present tense

The third is expository writing. In expository writing, Siahaan (2007: 217) defines that the writer tries to show the (new) truth of a fact of an object in order that the readers believe or disbelieve something related to what they are experiencing.

Expository writing is more essential when a writer explores complex subject attitudes, opinions, values or philosophical concept. In general, expository is a form of writing, which is done mainly for explaining.

The fourth is descriptive writing. Descriptive writing is a type of writing in which the ideas are arranged in term of spatial relationship. Furthermore, Smally and Ruetten (1986: 59) state that in a description, space is very important rather than time, therefore the sentences and details should be arranged according to what it looks like or where the object is being described. The object of description could be a place, person, and process. In this turn, the writer is more concerned in descriptive of a process because it is the topic of his research.

Description of a process consists of three elements namely input, process, and output. In the process, a raw product is transformed into a finished product. It means that a writer is pointing out how the sequential organization of process with each step constituting an input for the next. It may be useful to draw attention to the punctual patterns of the sequence and also the use of conjunction such as: then, and then, next, after this, and finally.

2.3 Step of Writing

According to Rosidi (2009: 14-18) writing is the expressing of ideas and he also classified that there are four steps to write composition. Namely, first is for getting started (finding topic or subject, generating ideas and information and planning structure and procedure), second is for drafting or encouraging multiple drafts, third is revising (adding modifier and arranging the ideas), and fourth is editing (attending to the vocabulary, sentence structure or grammar or mechanics). It means that in getting good writing in this sense (paragraph) the writer should present and explain the idea for specific readers and specific purposes.

2.4 Aspects of Paragraph Writing

Ludji (2002: 6) stated that we can write grammatically correct sentences and fascinating materials but if our remarks are disorganized, seem unrelated to each other and do not contribute to our main point, our readers will be confused and will misunderstand us.

Therefore Hasibuan (1987) pointed out three essential for effective writing they are mechanical correctness (standard grammar, spelling, punctuation, and general form), content (something to say) and organization as structure for presenting the content.

2.5 Principles of Good Paragraph Writing

Diano (in Ludji, 2002) defined that writing must have good paragraphs. Paragraphs have some principles. These principles are unity and coherence. Unity means oneness of ideas. It means basically a paragraph is unified by mutual supported sentences. Then explain

all sentences in a paragraph should focus on the one thing expressed in the topic sentence; all sentences stick together, unity can be achieved as long as the paragraph has a good, clear topic sentence. Additionally, Rosidi (2009) stated that a good paragraph also has the elements of the unity and coherence. Unity means that we discuss only one main idea in a paragraph. The main idea is started in the topic sentence, and then each or every supporting sentence develops the idea.

It is also stated by Siahaan (2008: 219) that in a paragraph there must be, topic sentence, some supporting sentences, and a concluding sentence. Further, it is argued that the topic sentence states the main idea of the paragraph. The supporting sentence elaborates the topic sentence by specifying it with reference to example, illustration, statistics and quotation. The concluding sentence infers or deduces an idea by paraphrase, summary and implication.

CHAPTER III

RESEARCH DESIGN

3.1 Research Method

The research method used in this study is classroom action research. According to Arikunto (in Ngai, 2014: 24), classroom action research is coming from three words, namely research, action, and class. Research is an activity to find out accuracy some objects using methodology which interest and important for researcher. Action is some activities deliberately done by having several aims in the research in form activities cycle. A class is a group students in same time, have same lesson from teacher.

The writer uses classroom action research because by using this model, he can identify the real problem faced by the students and get the considerations determine the best strategy to solve them in order to improve the students' writing skill. The researcher uses the quantitative approach to find analyze the data. The quantitative approach is always dealing with a quantity or numbers of some to prove a point. By using quantitative approach, we improve our decision making power. It is especially useful in planning and control

3.2 Procedure of Research

This study uses classroom action research. So in this case, the writer uses some steps as Kemmis stated (in Ngai, 2014:25-26), namely: planning, acting, observing, and reflecting. Related to this research, writers can uses those terms in writer's research, as procedurally explained like below.

3.2.1. The Procedure for cycle 1

a. Planning

1. Preparing lesson plan, making materials, designing the steps in doing the action
2. Preparing the list of students' name and score
3. Preparing sheet for classroom observation (to know the situation of teaching learning process when the technique is applied)
4. Giving pre-test

b. Acting

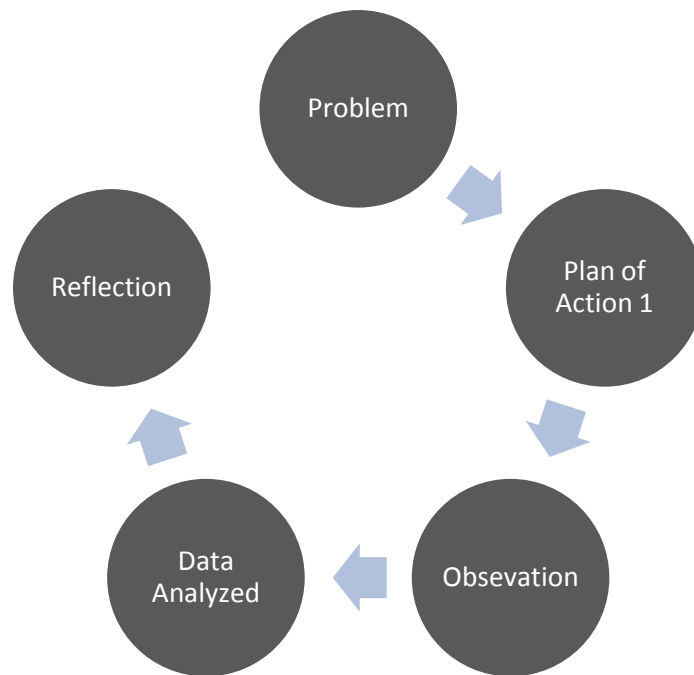
1. Teacher explains the objective of the lesson for that day
2. Teacher presented the material about recount text
3. Teacher divides students in some groups, and asks students to discuss about series picture showed

4. Students retell what have been imagined and talked in their group in the front of their class
 5. In group, teacher asks them to write orderly like in the series picture.
- c. Observing
Teacher observes what have been written by seeing content, vocabulary, and language use
- d. Reflecting
The teacher analyzed students' learning problems and try to solve them in the next cycle

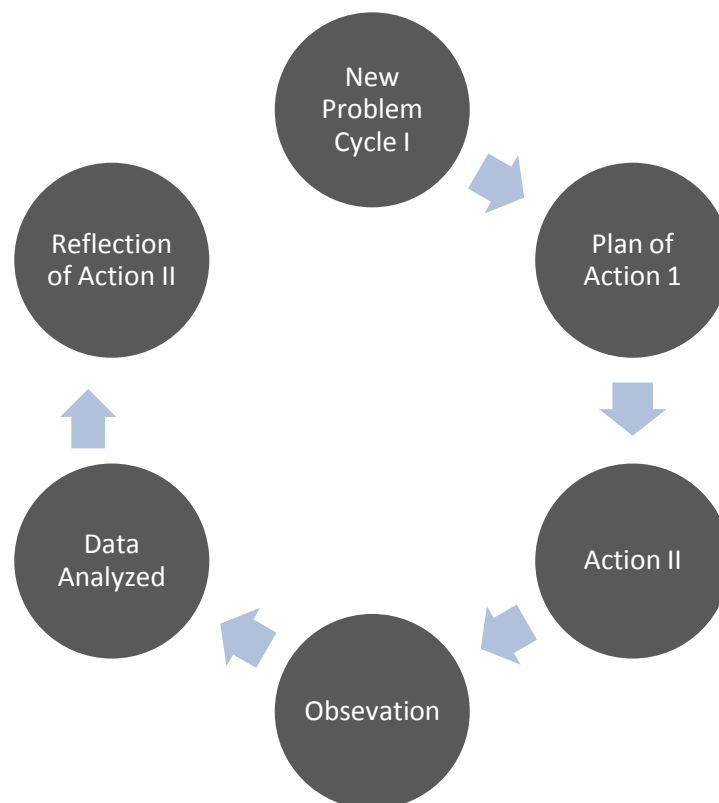
3.2.2 The Procedure for Cycle II

- a. Planning
1. Preparing lesson plan, making materials, designing the steps in doing the action
 2. Preparing the list of students' name and score
 3. Preparing sheet for classroom observation (to know the situation of teaching learning process when the technique is applied)
 4. Giving pre-test
- b. Acting
1. Teacher explains the objective of the lesson for that day
 2. Teacher presented the material about recount text
 3. Teacher divides and takes back students' task taht they did last week
 4. Teacher gives occasion to students to ask any difficulties faced by students
 5. Teacher explains what have asked and done by students a few minutes ago and last week.
 6. Students try to write down a recount text by giving same series picture
 7. Teacher controles students
 8. Giving post text
- c. Observing
In this point, writer will use this intrument to analyze the result of pre test and post test to know whether the students' writing improve or not
- d. Reflecting
1. Teacher evaluate the teaching process with analyzed the test result
 2. Teacher analyzed the students' learning problem and try to solve them.

The first cycle can be drawn like below



The second cycle can be seen like this



3.3 Population and Sample

3.3.1 Population

Population is the total number of the objects that are going to be investigated. The population of this study is the second grade of SMPN 8 Kupang in the academic year 2015/2016 and they are distributed into 8 classes. The numbers of students are 320 students.

3.3.2 Sample

Arikunto (1998: 120) says that if the population is more than 100, the sample is taken between 10-15% or 20-25 only, but if the population is less than 100, all the population are taken as the sample.

Based on the concept above, the writer will take 40 students, especially in the class VIIA, because each class consists of 40 students. The writer only takes one class namely class VIIA because in writer's mind, all classes are same in knowledge. In other words, these classes are homogeneous. It means, class A is similar with class H; class H is similar with class A, and so forth. They will be as representative of whole classes in the seven grade as sample.

3.4 Data Collection Technique

In the cycle I and cycle II, the writer will use written test (pre test and post test) to know the students' competence in writing procedure text. The test will be conducted in a group. Each group consists of five students. In group, they will write procedure text by giving series picture, and then collecting their result. The result of the first test used to finding students' difficulties and will be used to preparing in the next cycle.

3.5 Data Analysis Technique

After the writer collects the data, the writer reads each aspect of writing proposed by Saskatchewan Education in Kamlasi (2003:17-20); Hugey (1983) as follows:

1. Content

There are criteria of content, the first is *excellent*. Ideas are insightful (understanding) and well considered. This writing has a strong central focus and exhibits unique. Comprehension and insight supported by carefully chosen evidence. Sophisticated reasoning and literary appreciation are evident.

The second is *good*. Ideas are thoughtful and clear. This writing has a clear and recognizable focus and exhibits a comprehensive and estimate knowledge of the subject matter. Literary interpretation is more commonplace and predicable.

The third is *average*. Ideas are straightforward and clear. This writing has a recognizable focus and exhibits adequate development of content, although interpretation is more commonplace and predictable.

The fourth is *weak*. Ideas are limited and over generalized but discernible. This writing has inconsistent or wondering focus and although it exhibits some developments of topics, ideas are often superficial and supporting evidence is weak.

The fifth is *poor*. Ideas are elementary and may not be clear. This writing lacks focus and coherence and shows little or no development of topic. There is generalized and supported, so that there is little evidence of understanding.

2. Vocabulary

The criteria of vocabulary are, the first is *excellent*. It uses effective and appropriate word choice, specific vocabulary, freshness and vividness of language.

The second is *good*. It is scored when there are A few errors of words, idioms form choices but do not impede communication or annoy the reader unduly.

The third is *average*. It will be given when the words and idioms are clear but not imaginative, and the meaning is not obscured. The fourth is *weak*. Given when there are frequent errors and shifts in words choices and meaning interfere with the reader's understanding and pleasure, and the fifth is *poor*. It will be given, if there is lack of word choice and not enough to evaluate.

3. Language Use

The criteria of language use are, the first is *excellent*. Sentences are correct. Only mechanical errors are the result of taking a risk with more complex or original aspect of writing. The writing demonstrates a strong command of conventions of language.

The second is *good*. Sentences are substantially correct, with errors only in attempts at more complicated constructions. The few mechanical errors do not impede communication. The writing demonstrates a solid control of convention of language.

The third is *average*. Common and simple construction and pattern are correct. Error in more complex or unusual construction does not unduly impede

understanding. Information is clear despite a flatter in mechanics. The writing demonstrates a limited and or inconsistent graph of the conventions of language.

The fourth is *weak*. Sentences having uncomplicated structures are usually clear, but attempts at more difficult structures result in awkwardness and or obscured communication. The writing demonstrates a limited and or inconsistent graphs of the conventions of language.

The fifth is *poor*. The writing exhibits a lack of knowledge in the use of sentence structure, usage grammar and mechanics. The profusion of structural and mechanical errors makes communication very difficult. The writing demonstrates only elementary grasp of the conventions of language.

To range the level of each student's ability, the writer has used the standard measurement of Arikunto (1998:246); and Saskatchewan Education in Kamlasi (1998) as follows:

Excellent	: 81%-100% (5)
Good	: 76%-80% (4)
Average	: 56%-75% (3)
Fair	: 41%-55% (2)
Poor	: less than 40% (1)

After the writer gives scores, he makes three tables such as: first, (table 1) students' scores on content (C), vocabulary (V), and language use (LU). Second, (table 2) the total students' level of ability in describing pictures, the writer calculates the students average scores by using the formula as follows:

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

Note: LA: Level of ability

X: students' average scores

N: Total number of students

In order to know the students average scores and their level of ability on each component the writer uses the formula follows:

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

Note: X= Average

$\sum C$ = Total of a component

N= total number of students

Third, (table 3) analyses the students' ability on each component of writing (content, vocabulary, and language use). And fourth, (table 4) describes and classifies students level of ability of each component.

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