

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer tries to present and analyze the data that had been collected during the research. It contains the description of the data analysis. The data were the result of the observation in the teaching-learning process, the students' responses toward the usage of the picture series in teaching writing procedure text. This chapter is shown the Finding of the observations and discussion.

4.1 The implementation of picture series in teaching writing of procedure text.

The research was done during twice observation. In the first observation was done in May 21, 2014. The teacher came into the class she greeted the students first before the activities were started. The activities appropriated with learning step (early activities) that had the teachers wrote in the lesson plan (see appendix 6). Then, she asked some questions about the topic that would be discussed together. She did it in order to make the students have more interest in the topic. Then, she showed the picture cup of coffee and asked to the students to tell step by step the process. After the teacher showed the pictures, she asked the students to tell how to make a cup of coffee. She helped the students to explore their imagination, by showed picture series about procedure to make a cup of coffee (see appendix 5).

The teacher asked the students to mention of material needed to make a coffee. And then she showed the picture like sugar, coffee, hot water, cup and spoon to the students to help their imagination. Second, the teacher gave jumbled picture of procedure to make a cup of coffee. The teacher asked the students to arrange the jumbled pictures of procedure make a cup of coffee into the right order, and then asked to one's of students to write the right step by step to make a cup of coffee in the whiteboard. The activities did not appropriate with the lesson plan. In her lesson plan, she write "Students create a procedure text and read it in front of the class", but in reality she did not ask the students to read the procedure text but she ask the students to write the procedure text in the whiteboard (see appendix 6).

The second observation was done on May 28, 2014. The activity was reviewing the students' work in the previous meeting. In this meeting, students divided in the group and the teacher asked them to discuss about series picture of procedure text. The teacher gave to different picture for each group. There are three kind of series picture about procedure text. First, tell about procedure to make a tea, second picture tell about procedure to make avocado juice and the last picture is procedure to make a kite (see appendix 4).

She asked the difficult and answered students' questions. The teacher also explained more about the way to write a right sentence. She explained clearly in every group that had difficult. The learning activities continued until the time was over. During the activities, the students actively asked their problems to the teacher. The teacher also always moved closer to each group, she made a clear

solution of their problems in writing. As the bell rang, the teacher asked the students to submit their work. The activities in the second meeting had appropriate with the lesson plan. In the lesson plan she wrote some step to teach procedure text in the class as review topic in the previous meeting, she divided the students in some groups, give picture series of procedure text, and ask the students to discuss and write the procedure text (see appendix 6).

In the teaching learning process of writing procedure text, the teacher implemented picture series to be taught to the students. The picture series of procedure to make coffee (see appendix 1) chosen by the teacher were used for discussion in the first meeting and the topic was chosen by the teacher made the students more interest to study procedure text.

During the observation, the writer could see that the technique and media applied by the teacher were appropriate with the Harmer stated about the teacher's roles in the teaching and learning process of writing. They had high motivation to learn using picture series. They could easier to studied procedure text by using picture series because, with picture series could be build their imagination in studied procedure text.

Based on the theory had written in the chapter II. Harmer (2001: 261-262) mentions some additional information about teacher's roles in the teaching and learning process of writing. They are as motivator, resource, and feedback provider. Based on the result of observation the researcher conclude the teachers technique was appropriate with teachers roles that stated by Harmer.

As motivator, when the teacher came into the class she greeted the students first before the activities were started. This was aimed to make the

students feel comfortable and built the relationship, and atmosphere in teaching-learning process. And then, she checked the students' attendance. Then the teachers delivered the procedure text. She explained and gave the examples of the text using picture series (see appendix 1).

As resource, when the students are doing more extended writing tasks, the teacher ready to supply information and the language needed by the students. In the second meeting, the activity was reviewing the students' work in the previous meeting. In this meeting, students divided in the group and the teacher asked them to discuss about picture series of procedure text. This was aimed the students enjoyed working and they could discussion with their group.

Teacher : Well, have you finished? Do you have difficult words?
Students : Not, yet, Mam. No.
Teacher : What you must write first?
Students : The material, Mam. And then step by step.
Teacher : Good. See the picture carefully!

She asked the difficult and answered students' questions. The teacher also explained more about the way to write a right sentence. She explained clearly in every group that had difficult. One of the groups still confused to mention the material and explained step by step how to a make kite (see appendix 2).

As feedback provider, teacher gave respond positively to the content of what the students have written. The teacher also asked the students to make the procedure in their books to check the understanding of the procedure text. She will check and explained their mistake about the language features of the text and asked the difficulties to learn, so that they would not make similar mistake (see appendix 1).

Generally, in the teaching-learning process, it has to be in good atmosphere for the students to learn and the techniques appropriated with the roles of teaching-learning in Harmer views. In the writer's opinion, the media picture series in teaching and learning process is good. Picture series were very useful in interest, motivate and help students to easier in learning procedure text.

The students' writing ability toward the using of series pictures is getting better. Implementation of picture series in the writing procedure text could organize the students' idea at writing procedure text. They could write procedure text appropriate of the generic structure procedure text.

Teaching used picture series as the media made learning writing easier because it has a lot of chronological illustration. So, the picture series give students clue or guidance to write procedure text. By using a picture series, the attention of students will be more focused, so picture series can create their inspirations, their wishes to know the content of the message of that picture series and they can write it in a composition.

From the statement above, the using of picture series as the material in the class activities could use expression for describing work process correctly. It means the learning objective can realize (see appendix 6). The picture series also helped them to write a procedure text. It also motivated the students to learn and reduced their boredom in the teaching-learning activities in the classroom. Therefore, it could be concluded that picture series have many contributions to the teaching of writing.

4.2 The students' responses toward the use of picture series in teaching writing of procedure text.

The important thing to know the students' responses to the implementation of the picture series in teaching writing of procedure text is whether the media can build the students' motivation and interest during learning process. They will get bored easily and quickly if they do not enjoy the media that is used in the class activities. If the students do not get bored easily with media, the objectives of the teaching learning activities will be reached.

At the last meeting, the questionnaires were given to the students at the end of the class activities. It was aimed to know the students' responses toward the implementation of picture series in the teaching-learning process to teach writing. The questionnaires were in the form multiple choices. This form of misinterpretation of the items. The questionnaires were given by the teacher in the class. She explained the aim of delivering it before giving them questionnaires. She explained that all the questionnaires given were only used to know and collect the students' opinion to the implementation of picture series in the teaching-learning process (see appendix 3).

The questionnaire sheets were distributed to the 39 students of second grade. Questionnaire was given in order to know the students' opinion and responses toward the implementation of the picture series in teaching writing of procedure text. They consisted of general evaluation of writing, the topic and material used, and the teachers' role in the application of picture series. The data from the questionnaire will be show in the table.

Data from the questionnaire:

NO	Question	Number of respondents								Total respondents	
		Strongly Agree		Agree		Disagree		Strongly Disagree			
1	Siswa menyukai pelajaran Bahasa Inggris.	25	64%	1	3%	13	33%	0	0%	39	100%
2	Siswa suka menulis teks dalam Bahasa Inggris.	22	56%	8	21%	9	23%	0	0%	39	100%
3	Siswa sering bosan dengan pembelajaran Bahasa Inggris.	16	41%	12	31%	4	10%	7	18%	39	100%
4	Siswa sering menemui kesulitan dalam menulis teks dalam Bahasa Inggris.	28	72%	5	13%	6	15%	0	0%	39	100%
5	Penggunaan <i>picture series</i> sebagai media memotivasi siswa mempelajari <i>procedure text</i> .	32	82%	4	10%	3	8%	0	0%	39	100%
6	Penggunaan <i>picture series</i> dalam pengajaran menulis <i>procedure text</i> sangat menarik bagi siswa.	30	77%	6	15%	3	8%	0	0%	39	100%
7	Penggunaan <i>picture series</i> dapat membantu dan mengembangkan kemampuan siswa dalam menulis.	34	87%	5	13%	0	0%	0	0%	39	100%

Question number one until number four were about general evaluation of English learning and writing used. As stated by 25 of the students, they strongly agreed, 1 of the students agreed and 13 of the students, they disagreed with the question number one. It showed that the students like to studied english. As stated 22 of the students they strongly agreed, 8 of the students agreed, and 9 of the students disagreed with question number two. It showed that they liketo write english text. As stated by 16 of the students they strongly agreed, 12 of the students agreed, 4 of the students disagreed, and 7 of the students strongly disagreed with question number three. It showed that half of students usually

bored when learn English. As stated by 28 of the students they strongly agreed, 5 of the students agreed, and 6 of the students disagreed with the question number four. It showed that the students often got difficult in learn English.

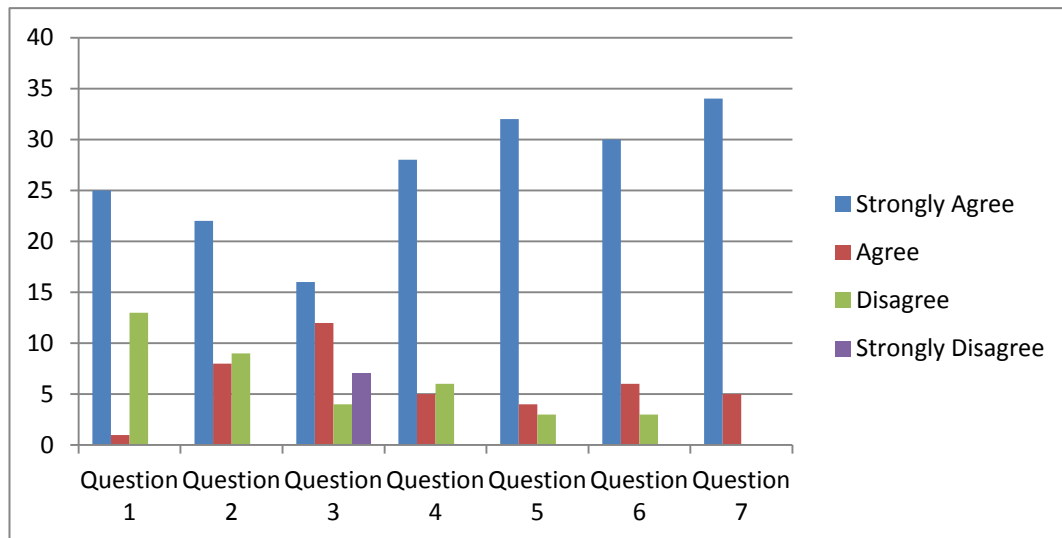
As the result showed the question number one until number four, all the students liked and enjoyed in the teaching and learning process. But sometimes they get difficult in study English.

Question number five until number seven were about using picture series in the teaching writing of procedure text in the class. As stated by 32 of the students they strongly agreed, 4 of the students agreed and just 3 of the students disagreed with question number five. It showed that picture series could motivate them in the learning procedure text. As stated by 30 of the students they strongly agreed, 6 of the students agreed and just 3 of the students disagreed with question number six. It showed that picture series made students interest writing procedure text. As stated by 34 of the students they strongly agreed, 5 of the students agreed and no students said disagree with question number seven. It show that picture series gave contribute in helped students' to realize their learning objectives.

The percentage result of the questionnaire showed that teaching writing procedure text using picture series was very motivate, interesting and helping realize students' learning objectives like we could see in the chart above that the more half of the students strongly agreed with question number five, six, and seven. Here, the students gave positive responses to the using of picture series in the teaching and learning process to teach writing specially writing procedure text. They enjoyed learn English in the class. The material also motivated them to write

more actively in the class. We also could see the result from the chart of the students' response

The chart of students' response



In conclusion, the students had many various opinions toward the using of picture series in the teaching-learning process in teach writing. Most of them stated that the material given had facilitated them develop their writing ability. It helped them to have valuable support and more knowledge in writing. They agreed that teaching writing procedure text using picture series should be continued in the process of teaching-learning. Besides, the teacher always presented the materials in the various and different ways to learn. Therefore, the students almost never got bored with the techniques used by the teacher. She used some techniques to teach which could motivate the students to study. In the classroom observation, it could be seen that the students were interested in learning writing through pictures of the animal. She explained every clearly and slowly so that the students could understand and follow the class activities.