IMPROVING THE FOURTH-GRADE STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT AT SDN MOJOTENGAH I SUKOREJO BY USING PICTURE MEDIA

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ABSTRACT
Observation results revealed that the learning achievement of fourth grade students at SDN Mojotengah I Sukorejo remains low with mastery learning reaching 10.53% and not fulfilling the KKM, that is, 80%. This is due to the difficulty in writing procedure text well and correctly. To overcome the problem, picture media can be utilized in writing procedure text since it drives students to catch information clearly, compared to the information expressed through words. Thus, the aim of this research was to improve fourth grade students' achievement in writing procedure text at SDN Mojotengah I Sukorejo by using picture media. This research was a classroom action research. The data were analyzed quantitatively. Meanwhile, the data were collected by using written test. Results indicated an improvement in students' writing achievement on content and language aspects thanks to the use of picture media. Thus, it is clear that picture media improved fourth grade students' achievement in writing procedure text at SDN Mojotengah I Sukorejo. Teachers are suggested to use more varied pictures in writing procedure text activity. Future researchers are expected to develop innovative and effective learning media to enhance the quality of learning process.

Keywords: Writing Achievement, Procedure Text, Picture Media.

1. INTRODUCTION

Research on improving students' achievement in writing procedure text is worth conducting since the ability to write procedure text is crucial in language activity. This is in accordance with Dalman (2016: 3) saying that writing is also a complex activity because the writer is required to be able to compile and organize the contents of his writings and pour them in a variety of written languages. In addition, writing procedure text is one of the basic competencies that students must master so students are able to present instructions in the form of written text.

Text is a type of essay or writing that contains exposure to events in accordance with the context and purpose to be discussed in the writing (Halliday and Hasan, 1994: 13). Meanwhile, Poerwadarminta (1985: 1035) argues that a text is something written for the basis of giving lessons, giving speeches, and so on. Based on these two opinions, it can be concluded that text is a type of essay that contains exposure to events in accordance with the context and purpose to be discussed for the basis of giving lessons, giving speeches, and so on.

According to Anwar (2013: 558) procedure is something (signs or cues) to show, give direction, and guidance on how to do something. Meanwhile, Nur'aini and Indriyani (2008: 32) explain that procedure is a sign to indicate or inform. Based on the two opinions, it can be said that procedure are direction and guidance in doing, using, and making something with the intention to show or tell how to do something.

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In the 2013 Curriculum (K13) for grade IV of elementary school, basic competencies (KD) of writing aspects taught in Indonesian language subject are (1) KD.3.4, comparing procedure text explaining two similar and different tools, and (2) KD. 4.4, presenting instructions for using tools in the form of written and visual text using standard vocabulary and effective sentences. The expected learning objective is that students are able to present written procedure texts on how to safely use electricity systematically.

Based on the result of writing procedure test, the identified problems include

1. The order of instructions is incorrect because there are instructions listed upside down or in wrong order so that instructions among sentences are not integrated.
2. The procedure text is incomplete because some instructions are unlisted.
3. Students are still incorrect in using standard words and form effective sentences.
4. Students are less able to choose the right words to write an instruction to make the sentence easy to understand.
5. Students do not understand how to use conjunctions and punctuation correctly.
6. Incorrect use of spelling due to writing error.
7. The example of instructions are not accompanied by opening sentences before writing the step-by-step instructions.

The average score of students in the content aspect was 55.56 and the language aspect was 44.44 with the average class of 50. The percentage of students who completed the course was 10.53%, while 84.21% of students had not completed the course yet. Thus, students' achievement in writing procedure texts tends to be low.

Some of these problems can be overcome if the teacher uses appropriate media for learning to write procedure text. One of the media that can be applied is picture. Pictures are media in the form of photos, paintings, and sketches (line drawings) with the aim of visualizing the concepts to be conveyed to students (Arsyad, 2014: 109). Pictures can help students foster ideas for writing so that students are more interested in following the lessons.

The purpose of this study is to describe the improvement of students' achievement in writing procedure texts using picture media. It is assumed that picture media can improve fourth grade students' achievement in writing procedure text at SDN Mojotengah I Sukorejo. Therefore, this research is worth conducting.

There are three related studies relevant to the present study. These are the followings.

1. Research conducted by Rofi'ah (2011) with the title Improving the Skill of Writing Instructions for Doing Something with Group Investigation Method and Instructional Video at Class VIII E Students of SMP Negeri 10 Tegal.
2. Another research was conducted by Rosana (2014) with the title Improving the Skill of Writing Procedure Text through Demonstration-assisted Multimedia PowerPoint at Class IV Students of SDN Purwoyoso 06 Semarang.
3. Last but not least, Handariyatun (2013) carried out a study with the title Improving the Skill of Writing Procedure Text through Guided Note Taking Model-assisted Puzzle Media at Class VIII A students of MTs. YPI Klambu, Grobogan Regency.

2. RESEARCH METHOD

This research was a classroom action research (CAR) since it aimed to improve students' achievement in writing procedure text at SDN Mojotengah I. This study used

quantitative approach because some of the data in the form of students' writing will be analyzed using descriptive statistics. Quantitative data analysis aims to calculate the average score of students' skills in writing procedure text using pictures.

In this study, the researcher acted as the teacher, while the fourth grade teacher and the Religion teacher acted as the observers. The researcher collected the data through written test and observation. Observation was carried out only as a method to check whether the implementation of learning had been carried out according to the lesson plan. The data source of this study were teachers and fourth grade students of SDN Mojotengah I with a total of 19 students consisting of 9 male students and 10 female students.

3. RESULT

The improvement of the students' achievement in writing procedure text in cycle 1 is examined from: (1) contents: completeness of the sequence of instructions, cohesiveness among instructions, accuracy of the order of the instructions, and suitability of the contents of the instructions with pictures, and (2) language use: the effectiveness of the sentences, the suitability of the language with the target instructions, as well as the use of spelling and punctuation.

Finding of this study indicated an improvement in students' achievement in writing procedure text on content and language aspects thanks to the use of picture media. The improvement is based on the average score of students obtained at the pre-cycle stage, cycle I, and cycle II. The improvement from each aspect is described as follows.

Content

In cycle I, it is known that from 19 students, there were 12 students who met the KKM in content aspect. Students whose scores were able to meet the KKM in content aspect increased, that is, from 9 students in the pre-cycle stage to 12 students in cycle I. In addition, the average student achievement in writing procedure text on content aspect also increased from the 55.56 i pre-cycle to 65.97 in cycle I. In cycle II, it was found that there were 18 students whose scores met the KKM, and 1 student whose score had yet to meet the KKM. The average student achievement in writing procedure text on content aspect also increased from the 65.97 in cycle I to 84.19 in cycle II.

Language Use

In the aspect of language use, the result of students' writing increased from 44.44 in pre-cycle stage to 45.37 in cycle I. However, students who met the KKM did not increase; both in the pre-cycle stage and cycle I, there were still 2 students who passed the KKM. In language use aspect in cycle II, students were more careful in writing. In cycle I, the average student achievement in writing procedure text on language use was 45.37, while in cycle II the average student achievement increased to 57.02.

The recapitulation of the students' improvement in writing procedure text can be seen in Table 3.1, Figure 3.1, and Figure 3.2.

Table 3.1 Recapitulation of the Students' Improvement in Writing Procedure Text At SDN Mojotengah I Sukorejo

No.	Cycle	Average Score	Class Average Score	Mastery

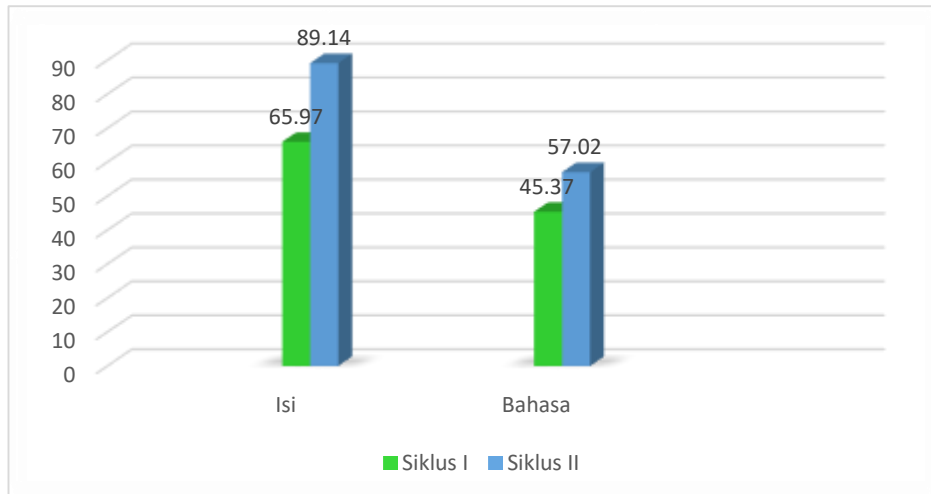|		Content	Language		
1.	I	65.97	45.37	57.14	31,6%
2.	II	89.14	57.02	75.38	84,21%

Figure 3.1   Improvement of Average Score of Each Aspect of Writing Procedure Text Using Picture Media in Cycle I and Cycle II
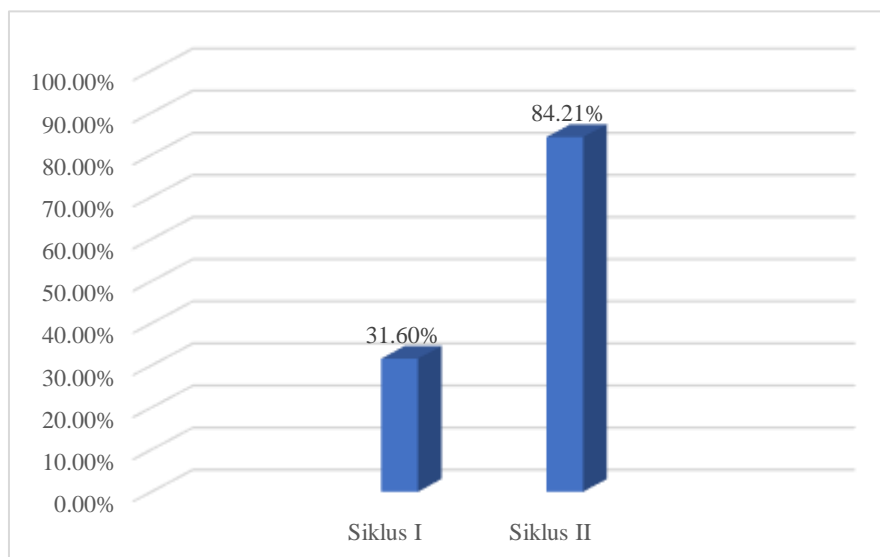

Figure 3.2 Improvement of Classical Mastery Learning Percentage of Each Cycle in Writing Procedure Text of Fourth Grade Students at SDN Mojotengah I

Based on the data in Table 3.1, Figure 3.1, and Figure 3.2, it can be concluded that the average score of writing in cycle I on content aspect was 65.97, and the score increased to 89.14 in cycle II. Meanwhile, the average score of writing in cycle I on language aspect was 45.37, and the score increased to 57.02 in cycle II. The average score also increased

from 57.14, to 75.38 in cycle II. The percentage of mastey learning also increased from 31.6% in cycle I to 84.21% in cycle II. The classical mastery learning in cycle II has reached 80%. Therefore, it is clear to say that this study has been successful and the cycle was terminated.

4. DISCUSSION

In this part, discussion on writing achievement is elaborated either on content or language aspect. Both aspects are explained as follows.

Content

In writing procedure text, there are four sub aspects that must be considered on content aspect. The four sub-aspects are (1) completeness of the instruction sequence, (2) cohesiveness among instructions, (3) accuracy of the instruction sequence, and (4) suitability of contents of the instructions with pictures. The four sub aspects are explained as follows.

1. Completeness of the instruction sequence

In cycle I, some students did not write the step-by-step instructions comprehensively although pictures were provided. There are still unlisted instructions that make the procedure text unclear. However, after the teacher explained the importance of sub-aspect assessment in cycle II, then students were more careful to write full instructions according to the picture. This is in accordance with Arindriarini (2010) who states that a paragraph is said to be complete if there are complete explanatory sentences to indicate the main thought or main sentence.

Based on the implementation of cycle I and cycle II, the average achievement of writing procedure text in the sub aspect of completeness of the instruction sequence increased from 3.17 cycle I to 3.84 in cycle II. This shows that students are able to write procedure text with the complete order of instructions.

2. Cohesiveness among instruction sentences

In cycle I, the procedure text written by students did not indicate the order or steps of the text from beginning to end. That is because students wrote the sequence of instructions in reverse so that the instruction sentences are not coherent. In addition, students used less precise conjunctions among sentences. Meanwhile, in cycle II the improvement in the sub-aspect of cohesiveness among instruction sentences occurred because the teacher explained repeatedly about the use of proper conjunctions among sentences and provided examples of coherent instructions. Once students ordered the pictures, students are able to combine sentences by using appropriate conjunctions with the teacher's guidance. This is in line with Arifin and Tasai (2009: 117) arguing that the cohesiveness of paragraphs can be seen through the logical arrangement of sentences and through the expressions (words) among sentences.

Based on the implementation of cycle I and cycle II, the average achievement of writing procedure text in the sub aspect of completeness of the instruction sequence increased from 2.56 cycle I to 3.26 in cycle II. This shows that there is an improvement

in writing procedure text with picture media in the sub-aspect of sentence cohesiveness.

3. Correctness of the Instruction Sequence

In cycle I, students still had difficulty in sorting pictures and writing step-by-step instructions. Differently, Arifin and Tasai (2009: 116-117) said that sentences that form a paragraph need to be arranged carefully so that none of the sentences deviates from the main idea of the paragraph. In contrast to cycle I, in cycle II most students were able to sequence instructions in a coherent manner because the teacher guided students by using electronic devices repeatedly.

Based on the implementation of cycle I and cycle II, the average achievement of writing procedure text in the sub aspect of correctness of the instruction sequence increased from 2.5 cycle I to 3.79 in cycle II. This shows that there is an improvement in writing procedure text with picture media in the sub-aspect of correctness of the instruction sequence

4. Conformity of Instructions with Pictures

In cycle I, students were unable to write instructions according to the picture. However, in cycle II, students were able to reveal the information contained in the picture. Arifin and Tasai (2009: 130) opined that the author reveals the events contained in the picture if he develops the paragraph by telling the picture. Therefore, the content of paragraphs are said to conform the pictures. Thanks to the use of electronic devices, students were able to reveal the information contained in the pictures. In addition to guiding students, the teacher made the appearance of the image clearer so that it was easier for students to understand.

Based on the implementation of cycle I and cycle II, the average achievement of writing procedure text in the sub aspect of conformity of instructions with pictures increased from 2.33 cycle I to 3.37 in cycle II. This indicates that there is an improvement in writing procedure text with picture media in the sub-aspect of conformity of instructions with pictures

In general, there is an improvement of students' achievement in writing procedure text in this aspect. Students no longer have difficulty in writing procedure text that meet the aforementioned sub-aspects. Even though in cycle II there was only 1 student who had yet to meet the KKM in the content aspect, yet the average student achievement in the content aspect increased by 23.17 points, from 65.97 in the cycle I to 89.14 in cycle II.

Language Use

The students' writing achievement in writing procedure text on language use aspect increased. In writing procedure text, there are three sub-aspects that must be considered in language use, namely (1) the effectiveness of sentences; (2) the suitability of language with

the target instruction; and (3) spelling and punctuation. The three sub-aspects are explained as follows.

1. The Effectiveness of Sentences

In cycle I, students generally were unable to write by paying attention to the correct structure of sentences so that the sentences became difficult to understand by the readers. Purwandari and Qoni'ah (2015: 65) states that effective sentences are short, concise, clear, complete, and able to convey information appropriately. Meanwhile, ineffective sentences in cycle II are still found but not as much as in cycle I because the teacher gave the opportunity for students to re-examine their procedure texts, and students also began to pay attention to writing sentences with the correct sentence structure.

Based on the implementation of cycle I and cycle II, it can be seen that students' achievement in the sub-aspect of the effectiveness of sentences increased although it was not significant. In cycle I, the average students' learning achievement in the sub-aspect of the effectiveness of sentences were 2, while in cycle II the average became 2.05. This is because students have noticed writing sentences with the correct sentence structure.

2. The Suitability of Language with the Target Instruction

Students' achievement in writing procedure text relating to the sub-aspect of language suitability with the target instructions in cycle I still need to be improved. This is due to some students who were unable to choose correct words to create a sentence. In cycle II, students' ability in using language according to the target instruction improved. Students were better in choosing correct and appropriate words. In this case, Arifin and Tasai (2009) state that the right words will help someone express exactly what they want to convey, both oral and written.

Based on the implementation of cycle II, it can be seen that students' achievement in the sub-aspect of language suitability with the target instructions increased, with an average score of 2.22 in the first cycle to 2.73 in the second cycle. This shows that students better understand the use of the right words.

3. The Use of Spelling and Punctuation

In cycle I, students were unable to write procedure text by paying attention to the correct spelling, for example students are still having difficulty distinguishing between prefixes and prepositions in and to. This finding is unlikely to be similar to what Arifin and Tasai (2009: 44) said that preposition words *in* and *to* are written separately from the basic words. In addition, students did not pay attention to capital letters because they misplaced the capital letters. Besides, students were still unable to place punctuation marks such as commas and dots correctly. Again, this finding is in contrast to Arifin and Tasai (2009: 202) arguing that commas should be used behind the words or connective words in the beginning of sentences. Meanwhile, in cycle II the teacher explained again about how to arrange the framework and develop the framework into a procedure text by paying attention to the proper spelling and punctuation. Therefore, students were more careful in writing and paid more attention to the correct spelling and punctuation. In cycle II, the use of spelling and punctuation were more appropriate, and the spelling errors were not as much as in cycle I.

Based on the implementation of cycle I and cycle II, the average students' achievement in the sub-aspect of spelling and punctuation increased from cycle I to cycle II, that is, from 1.22 to 2.05.

Overall, the average students' achievement in the aspect of language use increased by 11.65, yet it was not significant, that is, from 45.37 in cycle I to 57.02 in cycle II. In addition, there were 8 students out of 19 students in cycle II who were declared to have met the KKM in the aspect of language use.

4. CONCLUSION

This action research yielded an improvement in students' ability in writing procedure text. The fourth grade students of SDN Mojotengah I have reached the specified KKM. The class average score increased from 57.14 in cycle I to 75.38 in cycle II. In addition, the percentage of students' mastery learning in the first cycle was 31.6%, while in the second cycle the percentage was 84.21%. Thus, there is enough evidence indicating that picture media improved fourth grade students' achievement in writing procedure text at SDN Mojotengah I Sukorejo.

5. SUGGESTION

Based on the findings of the study, the researchers propose the follwoing suggestions.
1. Teachers are suggested to use more varied pictures in writing procedure text.
2. Other researchers are advised to conduct further research that can add to the variety of new, effective, and innovative learning media to improve the quality of learning. The results of this study should be used as a reference in conducting further research since it can provide new experience in solving problems related to learning to write procedure text.

6. ACKNOWLEDGEMENT

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