



**IMPROVING STUDENTS' SCORE IN WRITING
PROCEDURE TEXT BY USING THE MEDIA "WRITING
GUIDANCE SHEET" AT ISLAMIC SENIOR HIGH SCHOOL**

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Abstract

This study aims to improve students' procedural text writing skills using picture-based writing guidance sheet media in the English learning process. A classroom action research was conducted in two cycles at Nurul Aqsho Islamic Senior High School in Tanjung Jabung Timur. Data collection techniques involved observation, tests, and questionnaires. The results of the study show that the use of picture-based writing guidance sheet media significantly improves students' writing skills. This improvement is evident from the increase in the average scores of students from 51 in the preliminary study to 94.33 in the second cycle. Furthermore, students' responses to this media are also positive. These findings support the use of writing guidance sheet media as an effective tool in teaching procedural text writing in English.

Key Words:

Learning Media,
Writing Guidance Sheet, Writing Skill,
Procedure Text,
Classroom Action
Research, Islamic
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A. INTRODUCTION

Speaking and Writing are called productive skills (Hossain, 2015). There is no doubt that writing is the most difficult skill for L2 learners to master the difficulties lies not only in generating and organizing ideas, but also in translating these ideas into readable text (Renandya & Richard 2002). Some learners extremely do not feel confident with their writing because they think that they don't have anything to say and can't come up with ideas (Harmer, 2007). Writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage. Therefore, writing is one of the most difficult skills to learn, especially in term of collecting ideas (Axelrod &Coopers 2020). Writing is the ability to express one's ideas in written form is a second or foreign language (Murcia, 2020). It means that writing is an activity to express our ideas in written form. Writing as a physical act, it requires material and energy. And like most physical acts,

to be performed fully, to bring pleasure, to both performer and audience, it requires practice (Barnet & Stubs, 2020).

Learning with media as a complementary process within which representations are constructed and procedures performed, sometimes by the learner and sometimes by the medium (Kozma, 1991). Many media can be used to support teaching activity such as pictures, cards, or video which have advantages that the students do not just hear the language, they see it too (Harmer, 2001), and other learning media make learning process more interesting. It shows that media are important to increase the students' knowledge or experience of the language.

The researcher intends to develop and apply the media, especially for writing procedure text to the students of Nurul Aqsho Islamic Senior High School at Tanjung Jabung Timur Regency in first semester by the researchers' called writing guidance with picture series sheet. Writing skill especially Procedure text is selected because media that support writing procedure text in classroom is relatively rare in the market. While the media for materials of speaking and listening skill can be supported by recorder, cassette, CD or video, reading skill is supported by magazine or story books, writing skill still needs media that can provide much space to the students to practice their skill in creating a writing piece. This media expected to help the students to write their ideas sequentially to create their own writing based on the guidance.

Based on the preliminary study done by researcher, there were some problems can be identified: First, writing kind of texts is one of the basic skills in English that still hard to be learnt by students at Nurul Aqsho Islamic Senior High School Tanjung Jabung Timur. Second, some of students at Nurul Aqsho Islamic Senior High School Tanjung Jabung Timur got low score in writing skill especially in procedure text. Third, the students had no idea what they would to write in writing text especially in writing procedure text and they needed the appropriate and interesting method and media to comprehend writing easily.

The objective this research was to know weather of using the writing guidance sheet as media can improve students' score in writing procedure text for tenth grade or phase E students of Nurul Aqsho Islamic Senior High School Tanjung Jabung Timur.

B. Theoretical Framework

The Definition of Writing Skill

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Jack C. Richards, said that writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. There are many different definitions about writing given by experts from many resources. According to Rise B. Axelrod and Charles R. Coopers' said that writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage". Hamp-Lyons and Heasley (1987) in David Nunan "Writing is clearly complex process"... writing is commonly.

Marianne C. Murcia said that writing is the ability to express one's ideas in written form is a second or foreign language. It means that writing is an activity to express our ideas in written form. On the other side, Barnet and Stubs said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice. From definitions above, it can be said that writing can be distinguished from other

skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph. From the ideas previously, the writer concluded that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

The Writing Process

Writing is a process that involves several steps. At least, there are three steps in the writing process mentioned by Karen Blanchard, and Christine Root in their book; *Ready to Write: A first Composition Text*. Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercise. After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process: writing our paragraph. When we write the first draft of our paragraph, use the ideas we generated from prewriting as a guide.

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising. When students revise, they review their text on the basis of the feedback given in the previous stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader.

Purposes of Writing

According to Penny Ur “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing”. It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose. In addition, there are really only four common purposes in writing they are: to inform, to explain, to persuade, and to amuse others.

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened. Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purposes. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well. All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

The most important writing we ever do in our personal life, our work life, and may be our school-life would probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

Writing to amuse requires that you focus on readers other than yourself. You

may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it. If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.

C. Methodology

The model of this research applied Classroom Action Research (CAR). CAR might be defined as “the study of a social situation with a view to improving the quality of action within it” Elliot in Hopkins (Yuliawan, 2007:17). It is supported by Kemmis in Hopkins (Yuliawan, 2007:17) that action research is trying out an idea in practice with a view improving or changing something, trying to have a real effect on the situation. Elliot in Hopkins (Yuliawan : 2007: 17) states the aims of the CAR as follows: “Action Research aims to feed practical judgment in concrete situations and the validity of the “theories” or hypotheses it generates depends not so much on “scientific” test of truth, as on their usefulness in helping people to act more intelligently and skillfully”. It is supported by Rapports in Hopkins (Yuliawan, 2007:17) who said that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and the goals of social by joint collaboration within a mutually acceptable ethnic framework.

Research Design

The writer followed Kemmis and Mc Taggart Action Research design. Their design consists of several cycles, which in each cycle cover the planning, acting, observing and reflecting of the learning teaching process based on the lesson plan that has been prepared for one meeting. To support the reflecting the writer adds the evaluating phase in each cycle. The result of evaluating was used to be the main basic toward the next planning in CAR. One cycle is followed by other cycle until there are changes as goals, which was planned. This research was done and supported by Kemmis and Mc Taggart as quoted by Burn in hers book (1999:32) they explain that action research occurs through dynamic and complementary process, which consist of four essential “moments” if planning, action, observation and reflecting. Those moments are the fundamental steps in spiraling process through which participants in an action research group undertake: Firstly, develop plan of critically informed action to improve that is already happening. Secondly, act to implement the plan. Thirdly, observe the effect of the critically informed action in the contact in which it occur. Fourthly, reflect on those effects as the basic for further planning, subsequent critically informed action and so on, through a succession of stage. We can see the Kemmis and Mc Taggart action research model, it is the action research spiral, visually as follow

Technique for Collecting Data

Technique for collecting data has goal to support the success of the research to get the data and the information about the process of increasing the learners’ writing competence by using pictures as media. The data would be collected through:
Observation.

Observation was used in this research to observe the process by eye observation. The researcher used observation because the researcher wanted to

know the students' writing competence. In observing the sample 1 the writer provided the observation list as the instrument for collecting data. The observer was provided for observing the students' activities in writing text during the English teaching learning process.

Test.

The tests were used to know the students competence improvement in writing. This instrument was used to get data concerning with students' progress in writing competence by using picture series as media. The writer gave 40 minutes to make a procedure of making something based the picture series

Questionnaire

A questionnaire is a number of writer questions which will be used to gain information from respondents about their knowledge, beliefs etcetera (Arikunto, 1998: 140-141). The question was used to measure students' response and the interest of students' competence in writing through picture series.

D. Results and Discussion

The data in the preliminary study are the result of students' writing test in pre-test and the result of questionnaire for students. Result of pre-test was the students' score in writing procedure text and the result of questionnaire for students was the students' respond toward the questions. In pre-test, the researcher gave assignment for students to write procedure text consisting of twenty sentences minimally. Then, the researcher did analyze toward the result of students' writing test in the preliminary study. Based on the result of the pre-test, the data showed that the mean the score of pre-test was 51. There were only one student or 6,6% of the student who got the score above the minimum mastery criterion meanwhile the other 14 students were below that criterion. From that analyzing, it could be seen that almost of the tenth grade or phase E students' of Nurul Aqsho Islamic Senior High School was still very low in writing procedure text.

The pre questionnaire was conducted to know students' response about English lesson especially in writing skill. The questionnaire was given to the tenth grade or phase E students of Nurul Aqsho Islamic Senior High School Tanjung Jabung Timur. The questionnaire contained five questions the description as follows:

The feeling toward in English lesson

The result of questionnaire for the feeling toward in English lesson showed that 13,3% of students like English lesson very much, 40% of students like English lesson, 26,6% students felt fair to the English lesson, and 20% of students did not like English lesson. It can be shown the conclusion that the most students of Nurul Aqsho Islamic Senior High School Tanjung Jabung Timur like English lesson.

The most difficult skill in English skill

The result of questionnaire of the most difficult skill in English lesson showed that 53,% of students assumed that writing was the most difficult skill; meanwhile 33,% of the students consider speaking was difficult skill to learn. It shows that writing was the most difficult skill to be learnt by some students.

The feeling toward teaching learning process of writing

The results of question of number three about the feeling toward teaching learning process of writing showed that 53,3% of the students did not like writing skill in English. In other hand, 20% of the students like writing skill in English and 6,6% of the students felt very like writing skill in English.

The feeling if the students write using English

It showed that 60% of the students got difficulties in writing skill; meanwhile 40% of the students felt fair dealing with writing.

The teacher's style when teaching writing

The results was 73,% of the students felt bored in the way of the teacher teach, 13,% of the students felt fair and like about the teacher's style when teaching writing.

Based on the result of pre questionnaire in the preliminary study, the conclusion in term of learning English problems was some of students like English but they did not like writing skill because the students assumed writing is still difficult skill to learn, and most of them still felt difficulties in writing using English.

After analyzing the result of pre-test in the preliminary study, it could be concludes that most of the students at the tenth grade or phase E of Nurul Aqsho Islamic Senior High School Tanjung Jabung Timur had difficulty in writing procedure text. So, it needs to find out the solution to overcome this problem. By following the problem before, the researcher attracted to make and use a media in teaching writing procedure text, the media of writing guidance sheet as an innovation in teaching learning process. The action needed to improve students' skill in writing procedure text. The action research conducted in two cycles. Every cycle followed the procedures of action research involving planning, acting, observing, and reflecting. Every cycle was conducted in one meeting. The following was the explanation of the action research results.

Findings of First Cycle

There are some activities conducting in this cycle. The researcher designed a lesson plan based on the syllabuses and selected the appropriate material. The researcher also prepared the model of writing guidance sheet media. The model of writing guidance sheet media using picture series and using writing process as technique which applied in page by page. The researcher also prepared the material and source of study, besides the researcher also prepared the media of teaching learning activity. Furthermore, the researcher and the teacher determined the criteria of success. The criterion of success was 75% of the students' writing score achieved the Minimum Mastery Criterion.

Action of the first cycle is the researcher implemented the teaching learning process based on the lesson plan had been made. In the first meeting, the researcher taught procedure text through media of writing guidance sheet and asked the students to write procedure text as outline or first draft based on the topic given. After that, students were asked to write their writing and revising stage from their first draft based on their media and asked them to revise their first draft and then, the students were asked to revise their draft, read their final draft, and collect the final draft. The final draft was the data for the posttest 1.

The researcher carried out the observation. The researcher observed the teaching learning process by monitoring the students' activities in this cycle from the first minutes of teaching learning activities. The observer saw that some of activities were not running well. The students still looked confused, and still felt difficult to generate their ideas into a readable text of procedure. It caused of most of students had problems in looking for vocabularies and correct grammar. Based on the result of the students' writing in the cycle 1, there was a slight improvement of students' mean score from the students' writing on the preliminary study to the students' writing on the first cycle. The mean score of the previous score was 51 and the mean score of the students' writing on the first cycle was 68,93. That means that there was 17,93 points or 35.15% of mean score improvement. The improvement percentage derived from the formula:

$$\begin{aligned} S &= (y_1 - y) / y \times 100 \% \\ S &= (68,93 - 51) / 51 \times 100 \% \\ S &= 35,15 \% \end{aligned}$$

After analyzing the data by observing and evaluating the result of students writing product showed 26,6 % of the students who got score above the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM). From the data above, it can be concluded that the implementation media of writing guidance sheet has not given satisfactory result on the improvement of students' writing ability. The students have not achieved the Minimum Mastery Criterion.

Therefore, it needs to be revised before the implementation of the next cycle. So that it could achieve the criterion of success of this study.

Findings of Second Cycle

After finding the facts that students' writing ability was not satisfied, which was proven by their post-test 1 score, the researcher made a lesson plan for the second cycle. Almost there were not significant differences with the previous lesson plan. The material still related to writing procedure text but it is focused on make something clearly.

The second cycle was carried out to solve the problem found in the first cycle in which students were still difficult to produce the word and organizing their ideas into a good procedure text.

In the implementation of this phase, the writer conducted the teaching learning process in the second cycle to get better result that was significant in improving writing ability by using of writing guidance sheet in order to improve students' skill in writing procedure text.

The action of the second cycle was done. Before began to the action, the writer explained the writing guidance sheet media briefly to remember the students.

After that, the writer asked the students to make a draft using listing technique in writing guidance with picture series media which facilitated by the dictionary based on the topic given. After finished, the writer asked to the students to do their writing and revising stage toward their first draft. Last, the students were asked to do their final writing stage; to edit their draft, read their final draft, and collect it. The final draft was the data for the post-test 2.

The researcher carried out the observation. The researcher observed the teaching learning process by monitoring the students' activities during this cycle. The observation was done to get the data from the students' progress during their activity when teaching learning process occurred.

Students' respond in cycle one was not good. Most of meetings were not running well. Some students still looked confused and felt difficult especially in generating and organizing their ideas into a good paragraph. However, in the second cycle, the writer found that the students' progress in writing was better than in the first cycle. In the meeting of this cycle, the writer was held on post-test 2 that were taken from the students' final draft.

The mean score of the students was 94,33 in which there were all of the students passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) 75 (seventy five). The following were the detail description about the result of students' writing score in second cycle.

The result of students writing

The calculation of the mean of students' score in writing posttest 2 gained 94,33. Based on the result of the students' writing product, there was better improvement of students' mean score from the students' writing in the preliminary study to the students' writing in the second cycle. The mean score for the pre-test was 51 and the mean score of writing posttest 2 in the second cycle was 94,33. It means that there was 43,33 points or 84,96% of mean score improvement. It indicated that

the first criterion of success has been achieved. It could be seen from the table above that the numbers of students who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) also increases from preliminary study and each cycle. It proved that the target of the first criterion of success in which minimum 75% of the students passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) could be achieved.

The result of the second posttest showed that 100% of the students got the score above the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM). So it has met the first criterion of success that 75% of the students must get the score above the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM). So the writer and the collaborator decided to stop the action.

Findings after Implementing the Action

After the teaching action had been implemented, the researcher carried out the questionnaire to the students to know their responses about the implementation of writing guidance sheet media in teaching learning writing procedure text.

The post questionnaire was conducted to know about the students' response after learning writing procedure text through writing guidance sheet media. The questionnaire was given to the ninth students of Nurul Aqsho Islamic Senior High School. This questionnaire had five questions; the following was the result of post questionnaire.

The feeling toward learning writing

The result of the first question showed that 100% of students felt like toward writing subject. Does writing guidance sheet media help the student to improve their writing's ability?

The second question showed that 93,3% of the students felt writing guidance sheet media was very helpful to improve their writing's skill, 6,6% of the students felt writing guidance sheet media could help them to improve their writing's skill.

The feeling toward teaching writing through writing guidance sheet media

The result showed that 33,3% of the students felt very happy in learning writing using writing guidance sheet media, and 66,6% of the students felt happy to learn writing procedure text using writing guidance sheet media. The result indicated that most of the students accepted writing guidance sheet media in teaching writing procedure text.

The feeling in writing using media of writing guidance sheet.

The result showed that 86,6% of the students felt easy 6,6 % felt very easy in writing after taught using writing guidance with picture series media, whereas 6,6% of the students still felt fair in it. From the data above, it was indicated that writing guidance with picture series media was very easy and interesting to be applied in teaching writing procedure text.

Teacher's style during teaching writing using writing guidance sheet media

The result showed that 13.3% of the students were very interested in the teacher style during the action and 86,6% of the students felt interested about the teacher's style. It indicated that the teacher had done the action well.

Interpretation of Data

Based on observation conducted by the writer, it was known that English teacher taught writing by analyzing the text, then he asked the students to translate and comprehend the text, after that he asked the students to make a draft as same as possible with the example text that had been taught. Of course, this technique made students felt bored and hard to make a draft. They felt difficult in produced the words, they did not know how to generate ideas or even less organize their ideas into a good

paragraph. They need a simple media to help them in writing, something that make them motivated and felt simple in writing. However, after the students are taught using writing guidance sheet media they felt easier to write. They assumed that writing guidance sheet media were helped them in writing procedure text.

Data of Students' achievement in the Test

Based on the result of students' writing score, it was found that the students' writing in a procedure text was gradually improving. It was showed that there was a good impact of writing guidance with picture series media toward the increasing of students' skill in writing procedure text. The students mean score in preliminary study was 51. In the first cycle the mean score was 68,93. Meanwhile, the mean score in the second cycle was 94,33. It means that there was 17,93 points or 35,15% of mean improvement from the students' score in preliminary study up to the first cycle, and there was 43,33 points or 84,96% of mean score improvement from the students' score in the preliminary study up to the second cycle.

Data of students' respond in Questionnaire

After the researcher decided to stop the action the researcher conducted and applied the questionnaire. The data of the result of first question showed that 100% of students felt like toward writing subject. The second question showed that 93,3% of the students felt writing guidan sheet media was very helpful to improve their writing's skill, 6,6% of the students felt writing guidance sheet media could help them to improve their writing's skill. The result showed that 33,3% of the students felt very happy in learning writing using writing guidance sheet media, and 66,6% of the students felt happy to learn writing procedure text using writing guidance sheet media. The result indicated that most of the students accepted writing guidance sheet media in teaching writing procedure text. The result showed that 86,6% of the students felt easy 6,6 % felt very easy in writing after taught using writing guidance sheet media, whereas 6,6% of the students still felt fair in it. From the data above, it was indicated that writing guidance sheet media was very easy and interesting to be applied in teaching writing procedure text. The result showed that 13.3% of the students were very interested in the teacher style during the action and 86,6% of the students felt interested about the teacher's style. It indicated that the teacher had done the action well.

All of the result of instruments after accomplishing the classroom action research revealed the good results from implementing writing guidance sheet media in writing procedure text. The students admitted that they were interested this media. They felt easier in writing procedure text. The students looked motivated and confident in writing. Considering the explanation above, the writer concludes that the research was successful and the media of writing guidance sheet media can improve the students' writing skill in writing procedure text. The improvement of students' skill in writing procedure text can be supported by the improvement of students' score. The result of pre-test and post-test showed a significant improvement. The use of writing guidance sheet media in teaching writing can overcome the research problem that is how to improve students' ability in writing procedure text. The students also have a positive response to the implementation of teaching writing procedure text using writing guidance sheet media. The students' writing skill can be improved through writing guidance sheet media.

E. Conclusion

The result of this research showed that the use of writing guidance sheet media

has successfully improved the students' writing ability in writing the procedure text at tenth grade or phase E of Nurul Aqsho Islamic Senior High School Tanjung Jabung Timur in academic year 2023/2024. The conclusion could be drawn from the result of research as follows: The improvement of students' skill in writing procedure text could be seen from the increasing of students' mean writing score from 51 in the preliminary study, and 68,93 in the first cycle to 94,33 in the second cycle. The observation conducted by the writer during the action showed that the students were motivated and interest to participate and actively in writing activity. The students' response about the implementation of writing guidance sheet media was positive and it would be an alternative media in teaching writing. Therefore, writing guidance sheet media could improve the students' ability in writing of procedure text. Having concluded the result of this research, the writer would like to propose some suggestions that hopefully will be useful, especially for as follows. It is suggested that the English teacher implement the writing guidance sheet media as an alternative media in writing subject. For further researcher, the result of this study can be used as an additional reference with different discussion.

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