IMPROVING STUDENTS'ABILITY IN WRITING PROCEDURE TEXT BY USING 'ICTURE SERIES IN POWER POINT PRESENTATION AT GRADE X SMK NEGERI 1 SEI KANAN LANGGA PAYUNG LABUHAN BATU SELATAN

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fullfilment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

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ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF SYEKH ALI

HASAN AHMAD ADDARY

PADANGSIDIMPUAN

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Addary Padangsidimpuan as a Partial Fullfilment of the Requirement
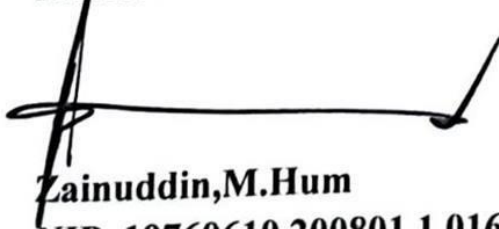*for the Graduate Degree of Education (S.Pd.) in English*

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LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) exemplars

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a.n. **Yasser Al Wahid AR**

To: **Dean**

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Padangsidimpuan

Assalamu 'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Yasser Al Wahid AR**, entitled **"Improving Students' Ability in Writing Procedure Text by Using Picture Series in Power Point Presentation at Grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan. Thank you.

Wassalamu 'alaikum warohmatullah wabarakatuh

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Date : July, 26th 2023

Time : 14:00 WIB until finish

Result/Mark : 78.20 (B)

IPK : 3.17

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LEGALIZATION

Thesis	:	Improving Students' Ability in Writing Procedure Text by Using Picture Series in Power Point Presentation at Grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan.
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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

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Title of the Thesis : Improving Students' Ability in Writing Procedure Text by Using Picture Series in Power Point Presentation at Grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan.

ABSTRACT

This research discusses about on Student Improving Students' Ability in Writing Procedure Text by Using Picture Series in Power Point Presentation at Grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan. This research was done based on the fact of the students problem faced by students such as less motivation to write, students were not interested to write, very low lack of vocabulary, difficult to express or develop their own ideas and still mistakes in grammatical rules.

In this research, the researcher focusses to find out the students ability in writing Procedure Text. The researcher formulated the specific question based on the problem above "How does the teacher use picture series in power point presentation in teaching procedure text at grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan" and "Can picture series in power point presentation improve the students' ability in procedure text at grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan.

The method is classroom action research. Data collection technique use observation, test, and interview as research instruments. The subject in this research were the population is the students X accuntancy class in SMK Negeri 1 Sei Kanan Langa Payung Labuhan Batu Selatan.

Base on the research result, showed the improvment mean score of the students'. The first test in first cycle was 59.95, and second test in the second cycle was 81.08. The mean score in the second cycle was heigher than the first cycle. It can be concluded that picture series in power point presentation media encourage and improve the students' writing procedure text.

Nama   : Yesser Al Wahid AR

Nim   1820300066

Fakultas   : Tarbiyah dan ilmu kegurua

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : Meningkatkan kemampuan siswa dalam menulis prosedur
teks dengan menggunakan gambar seri dalam presentase
power poin di kelas X SMK Negeri 1 Sei Kanan Langga
Payung Labuhan Batu Selatan.

ABSTRACT

Penelitian ini membahas tentang peningkatan kemampuan siswa dalam menulis prosedure teks dengan menggunakan gambar seri dalam persentase power poin di kelas 10 SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan. Penelitian ini di lakukan berdasarkan fakta permasalahan siswa yang di hadapi oleh siswa seperti kurangnya motivasi menulis, kosakata yang sangat kurang, sulit untuk mengungkapakan atau mengembangkan ide sendiri dan masih ada kesalahan dalam aturan gramatikal.

Dalam penelitian ini, peneliti memfokuskan untuk mengetahui kemampuan siswa dalam menulis prosedur teks. Peneliti merumuskan pertanyaan khusus berdasarkan masalah di atas "Bagaimana guru menggunakan gambar seri dalam persentase power point dalam prosedur teks pengajaran di kelas X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan" dan " Dapatkah gamabar seri dalam presentase power poin meningkatkan kemampuan siswa dalam menulis prosedur teks di kelas X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan.

Metode yang di gunakan adalah penelitian tindakan kelas. Teknik pengumplan data menggunakan observasi, tes, dan wawancara sebagai instumen penelitian. Subjek penelitian ini adalah siswa kelas X akuntansi SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan.

Berdasarkan hasil penelitian menunjukkan peningkatan skor rata-rata siswa. Tes pertama pada siklus pertama adalah 59,95, dan tes kedua pada siklus kedua adalah 81,08. Nilai rata-rata pada siklus kedua lebih tinggi dari pada siklus pertama. Dapat di simpulkan bahwa gambar berseri dalam media persentase power poin mendorong dan meningkatkan kemampuan menulis prosedur teks siswa.

الاسم: يسر الوحيد

رئج، الرقم : ١٨٢٠٣٠٠٠٦٦

الكلية: تربية وتدريب المعلمين

القسم: تعليم اللغة الإنجليزية

عنوان الرسالة: تحسين قدرة الطالب على كتابة نص إجراءات الكتابة باستخدام سلسلة الصور في عرض باور بوينت في الصف عشر عالية ١ سئ ئيمنى لنجا باأيوج.

خالصة

يناقش هذا البحث حول تحسين قدرة الطالب على كتابة نص إجراءات الكتابة باستخدام سلسلة الصور في عرض باور بوينت في الصف عشر عالية ١ سئ ئيمنى لنجا باأيوج البوهن باتو. م إجراء هذا البحث بنا ءً على حقيقة مشكلة الطالب التي يواجهها الطالب مثل قلة الدافع للكتابة، وعدم اهتمام الطالب بالكتابة ، ونقص شديد في المفردات، وصعوبة التعبير عن أفكارهم أو تطويرها، وما زالت هناك أخطاء في القواعد النحوية. في هذا البحث يركز الباحث على معرفة قدرة الطالب على كتابة نص الإجراءات. قام الباحث بصياغة السؤال المحدد بنا ءً على المشكلة أعلاه "كيف يستخدم المعلم سلسلة الصور في عرض باور بوينت في نص إجراءات التدريس في الصف a عشر عالية ١ سئ ئيمنى لنجا باأيوج.

" و "يمكن تصوير سلسلة في عرض باور بوينت تحسين قدرة الطالب في نص الإجراء في الصف عشر عالية ١ سئ ئيمنى لنجا باأيوج البوهن باتو.

ط. الطريقة هي البحث العملي في الفصل. سيستخدم تقنية جمع البيانات الملاحظة والاختبار والمقابلة كأدوات بحث. كان موضوع هذا البحث هو نبة الطالب Acctuanty في الصف عشر عالية ١ سئ ئيمنى لنجا باأيوج البوهن باتو. بنا ءً على نتيجة البحث، أظهر التحسن متوسط درجات الطالب. كان الاختبار الأول في الدورة الأولى ٥٩.٥٩ والاختبار الثاني في الدورة الثانية كان ٠٨.٨١ . كان متوسط الدرجة في الدورة الثانية أعلى من الدورة الأولى. يمكن الاستنتاج أن سلسلة الصور في وسائط العرض التقديمي باور بوينت تشجع وتحسن إجراءات الكتابة لدى الطالب.

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3. Mrs. Dr. Lelya Hilda, M.Si., as the Dekan of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, March 2023
Researcher

YASSER AL WAHID AR
Reg. Number. 18 203 00066

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills that becomes neccesary factor for students to improve students ideas in basic ability. Writing is a good support for the other skills and also the activity that can be usefully be prepared for by work[1]. Writing gives students the ability to record students own ideas in writing especially in writing procedure text. By using writing skills, students can express students ideas basically in writing paragraph. Writing gives the powerful proces of learning language, it helps the students for describing, synthesizing, analyzing and commucating experiences. So, human must encourage writing skills that human can know and convey masseges or information basically in writing.

Based on the resultof interview from the English teacher in grade X, there are students that still do not master writing procedure text, so the students are less to convey messeges or information in writing.The students are low of vocabulary; the students' lack of understanding in mastering grammar and lack of developing students have ideas in writing text.[2]From the interview above, the researcher concludes that many factors affectstudents' dificulties in English writing text, expecially in writing procedure text. Students' lack of writing skills are: the students are low

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[1]Sri Rahmadhani siregar, "Students' Descriptive Text Writing in Experiential Function Realization" 09, no 01 (2021): p. 63-76, http:)//jurnal.iain-padangsidimpuan.ac.id/index,php/EEJ.
[2]Private Interview with Mr. M. Amdaraja Marbun.", as English Teacher at SMK Negeri 1 Sei Kanan Langga Payung, Observation, (February 22th, 2022, time : 09:00 a.m).

motivation to write. Students' do not feelinterestedin writing text. Students' feels difficult to build ideas in writing text. So, based on the students' problems factor in writing, some students of SMK Negeri 1 Sei Kanan still has problem in writing subject.

Other problem of students in English writing based on the interview is students still get difficulties to write as well. This problem can be seen that the students seldom do writing activity in school or home. So, that is why students' difficulties in writing subject especially in writing English paragraph or text. It makes them are not interested in writing basically in English words. So when the English teacher asked then write paragraph or text, the students can not write what the English teacher want because the students not accustomed in English writing. For make it better, if students often or diligent to do writing activity even thought the writing is wrong or find some mistakes of writing,

To improve the students' ability, the English teachers have many efforts continuously in teaching writing. The English teacher has effort to teaching English writing subject such as changing the method of teaching in every teaching and learning process, giving task or some exercises or homework to the students in last teaching, using interesting media in learning, it is not the end of learning process, the teacher also hold the remedial English teaching for the students who have not understood the material. But in fact, there are some students still low in writing skill.

In teaching and learning process, there are some media help the English teacher and students at classroom; one of the media is Pictures series. In teaching writing subject, pictures series media can help the students interacting and interesting in learning writing text. Pictures series can help the teacher to fix the students problem in learning English especially in teaching writing subject and also pictures series make the teacher easier to teach students in classroom. So, pictures series available to school interaction between teacher and students to make it understand more about the English learning, not English also but some subject of school.

Pictures series is one of the media which is used by the teacher as the main supporting tools to teach the students effectively.[3] Picture series helps the students to improve the student's ability in writing skill because it will encourage students to participate more actively in teaching and learning process while using picture series in telling events.[4]Picture series arranges the media to help the students express students own ideas and students feelings fluently. By using pictures series media the students can expect the pictures to be able to tell some pictures.

Power point is one of the media to enhance teaching and learning complements traditional approach to learning. Power point is chosen by the teacher to be used as a learning medium. Power point is very helpful for

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[3] Yuni Susanti, Gatot Sutapa, and Teacher Training, "Improving Students ' Writing Narrative Text By Using" 1, no. 1 (2019): 1–8, https://jurnal.untan.ac.id/index.php/jpdpb/article/dowload/37411/75676583915.
[4]Lidia Deviga & Radian Arum Ardhani, "Using Pictures Series in Teaching Writing Skill for Students of Midwife Program," *Journal of Linguistics and English Teaching Studies* 2, no. 1 (2020): p.25-43, https://jurnal.untan.ac.id/index.php/jpdpb/article/dowload/37411/75676583915.

teachers to prepare teaching materials and can help attract students' interest and attention so students can learn well.[5] Power point media is useful for attracting students' interest so that students can follow the learning process well, because through learning media it can stimulate students learning patterns so that the objectives of teaching and learning process can be achieved to achieve the expected results.[6] The students can get material with a variety of presentation techniques, in various color combinations or animations; can be used repeatedly and healthier than using a blackboard.[7] So, from the explanation above, power point media is to enhance the teaching and learning complements and also prepare the material more easer with variety presentation ore that think that power point can be effectively.

Picture Series in power point presentation is a set of picture or image as a media that teacher used in teaching and will be present to the students that consists of images or picture in teaching learning process. Picture series in power point presentation can be used in various or kind of teaching learning activities, especially in learning writing text. By using picture series in power point, students are able to develop their own ideas when students see the picture in projector light. So, its easy for students to build the theme or the concept of the story that will be written by the students at classroom.

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[5]Triana Dewi and Evie Kareviati, "The Use of Power Point as the Instructional Media in Teaching English for Young Learners.," *Professional Journal of English Education* 4, no. 4 (2021): p.18.

[6] Esih Kurniaty, "Pemanfaatan Media Power Point Sebagai Media Pembelajaran," *Kemendikbud - Ayo Guru Berbagi* 2, no. 2 (2020): p.2.

[7]Hujair A.H Sanaky, *Media Pembelajaran* (Yogyakarta: Safira Insania Press, 2009), p.127.

In writing subject, there are so many kinds of text that students learn, such as: Descriptive text, narrative text, recount text, hortatory text, analytical exposition text, report text, news item and also procedure text. For this research, the researcher just focuses to improve the students writing ability in procedure text. So, the researcher will explain what the procedure text is.

Procedure text is the text which could be called an instruction of something. It explains or helps human to make or to do something. Procedure text explains how human perform in different process in a sequence of steps. Procedure text is also as a text that deals with human behavior. So, in this research procedure text is to improve student's ability to present about how to make something with steps, how is something work and how human use the instruction. For this research, the researcher uses the elements of procedure text such as social function, generic structure and also the language features. The researcher uses the elements of procedure text as an indicator to indicate the students at grade ten correct or not in writing procedure text.

From the explanation above, the researcher is interested in conducting classroom action research with purpose to improve the students' ability. So, the researcher conducts the title of the research **"Improving Students' Ability In Writing Procedure Text By Using Picture Series in Power Point Presentation at Grade X SMK Negeri 1 Sei Kanan Langga Payung-Labuhan Batu Selatan"**.

B. Identification of the Problem

Based on the explanation from the backround of the problem above, the researcher found the problem as: first, the students have less motivation in writing subject especially in writing text, the second, the students have less vocabulary, the third, the students less understanding in mastering grammar, the fourth, students difficult to build the ideas and lack of ideas and lack of confidences in writing subject especially in writing procedure text.

C. Limitation of the Problem

Based on the identification of problem, the researcher limit the problem of the students in writting procedure text. This research is conducted by classroom action research. The researcher just focuses to see the improvement of writing procedure text by using picture series in power point presentation of teaching english.

D. Formulations of the Problem

Based on the limitation of the problem above, the researcher make the problem of the research as formulate:

1. How does the teacher use picture series in power point presentation in teaching procedure text at grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan?

2. Can Picture Series in power point presentation improve the students ability in procedure text at grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan?

E. Objectives of the Research

1. To see how the teacher use picture series in power point presentation in teaching procedure text at grade X SMK Negeri Sei Kanan Langgapayung Labuhan Batu Selatan !

2. To know whether picture series in power point presentation can improve the students' ability in writing procedure text at grade X SMK Negeri Sei Kanan Langgapayung Labuhan Batu Selatan !

F. Significances of the Research

1. For the teacher, this research is very useful for the teacher how to teach the students writing procedure text by using power point. Power point as a media of teaching can make easiaer for teacher how to teach writing and can motivate the students especially in writing.

2. For the students, it is very useful that power point as a media in studying english writing procedure text. The researcger hopes that power point can improve the students writing subject.

3. For the researcher, power point as a media as reference to further or other classroom action research design, more paying the ettantion of the effenciency the time of teaching.

4. For the students of English Education department UIN Syahada Padangsidimpuan should able to understand writing procrdure text by using power point as a media of teaching.

G. Definitions of Key Terms

    a. Writing Procedure Text

Writing Procedure text is a text that is deseigned to describe how something is achieved. Through a sequence of actions or step. It explains how to make or doing something. The purpose of a procedure textis to explain how something can be done such as directions, recipes, intructions manual, and itineraries. Writing procedure text makes a text to explain how the way something made, how to do something with goal or purpose and how to create something with goal.

    b. Picture Series

Picture series is a number of related composite pictures linked to form a series of sequence. Picture series also a set of picture which is presented in sequence to be used as a guidance in writing exercise. The role of picture series is really important to both students and teacher. It can attract and help the students and give the students motivation in learning English subject especially in writing text.

    c. Power Point

Power point is a part of MS office suite released by microsoft for the purpose of creating presentations. Power point is one of the widely used as it is a very cost effective tool. It is very easy to learn and to use. Power point provides standard tools for editing text and graphical content. Power point has proved to be a very powerful tool to teachers by giving them a way to convey text book concepts in a more visually

pleasing way. By using various forms of media such as pictures, animations and graphics, power point has made it easier for the teachers to keep the students interest in class.

So, writing procedure text by using picture series in power point presentation is how to make or to do something with explain steps or describe series of pictures or images that related each other in accordance with the sequence of events with a good appearance which is displayed on the slide trough LCD projector of power point.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

a. The Definition of Writing

The written productive language skill is called writing. It is the skill of a writer to communicate about information to a reader or group of readers. Humans skill are also reliazed by humans ability to apply the rules of the language. The definition of writing from the experts, so the definitions are below:

First, based on Hasibuan in Lubis, writing is a part of skill that students have to create a text by arranging sentence into a good text and following the structure and language features.[8] The effectiveness of thought, thus of writing is dependent upon both the natural ability ad experiences of the individual. Means that the product of writing has made by the writer is based on their own abilities and experiences and make it readable to the readers.

Second, writing involves more than just producing sentences, morever it is the way to help the writer to extend everything that comes to his mind and and everything that comes to his felling. Writing overcomes such problems and allows communication accross space and through time. Writing permits a society to permanenly record

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[8]Rayendriani Fahmei Lubis and Nur Khoiria Hasibuan, "Students ' Writing Procedure Text Mastery," *English Journal for Teaching and Learning* 08, no. 02 (2020): p.167, http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ%0AStudents'.

it is literature, it is hystory and science and it is technology. By writing people mean visual system for representig language, including handwriting, printing and electronic diplays of less these written forms.

Third, writing is the human mental process of inventing ideas. The thingking process about how to expresses and organizes the thoughts into statements and praghraphs that will be clear to a reader . It is both process and product. It means that while the writing activity the writer images, organizes, drafts, reads, and rereads what the ideas that they have made or written.[9] So, writing expresses statement with process and product with writing activity its about writing images, reads and so on.

Moreover about writing, the importance of writing, in writing processany ideas that the writer advance must be supported with specific reasons or details. The writer has to think of the reader as reasonable persons, that they will not take the views on faith of the writer but they are willing to accept what the writer says as long as the writer supports with specific evidence any statement which has made.[10] So, base on the explanations above can be conclude that writing is not just write the sentences on the paper exactly but more than that. Writing is a complex process where the human think about what they want write, what ideas in their mind then write them on the paper and they

[9]David Nanun, *Language Teaching Methodology* (United State of America: MC. Grow Hill Companies, 2003), p.88.
[10]David Nunan & Caroline, *Practical English Language Teaching for Young Learners* (New York (United State of America): McGraw-Hill, 2005), p.98.

have to know the way also about how to make their writing readable and can be understoood by the readers.

b. Steps of Writing

In writing process, writer need steps for make it easy to write, its help a writer in writing process to present the ideas of good writing to all readers. There are three steps of writing that states by Edelstein and Pival:

1). Pre-Writing, in pre-writing, the writer selects the general subject, restrict the subject, generate the ideas, and organize the ides.

2). Writing, in this step, the writer sets the ideas in his minds into words, sentence, paragraph, and etc. on the papers.

3). Re-Writing, the writers evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, grammar, and correcting writing errors, word duplication, and omission.[11]

c. Steps of Teaching Writing

In writing process, a teacher needs a steps or guidance how to teach writing directly. It's like help a teacher for make sure of teaching to the students. For good writers go though several steps to produce a piece of writing, namely:

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[11]Michael E. Edelstein & Pival, *The Writing Commitent* (New York: Hartcount Brouce Javanovich Publisher, 1988), p.11.

1) Pre-writing

   a. Choose a topic

      Before students write the teacher gives to students a specific assessment or some ideas or what to write about. If not, you can choose your topic yourself.

   b. Gather Ideas

      When you have a topic, think about what you will write about that topic.

   c. Organize

      Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

2) Drafting Write

      Write your paragraph or essay from start to finish. Use your notes about your ideas and organization.

3) Reviewing and Revising

   a. Review Structure and Content

      Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have unnecessary information.

4) Re-writing

      Use your ideas to rewrite your text, making improvements to the structure and content. You might need to explain something more.

d. Writing Procedure Tex

1. Definition of Procedure text

      Procedure text is any meaningful stretch of language that has social purpose to give information how to do something or achieve

goal.[12] Procedure text also is a text that is deseigned to describe how something is accomplishedthrough a sequence of actions or step.[13] It explains how to make or doing something. The purpose of a procedure textis to explain how something can be done such as directions, recipes, intructions manual, and itineraries. Procedure text is an estabilished or official way of doing something. It can be said that procedure text explains how people perform different processes in a squence of steps.[14]

Procedure text is a set of instruction thats perfomes a specific task of fungtion. Procedure text describe how something is accomplished through sequence of actions or steps. Procedure text is the text that give some clues or how to do something through a series of action. It can also be said that procedure text gives step by step to perform an actifity. From the definitions above, the writer concludes that procedure text is a text that show a process in order to describe how something is completely done through a sequence of series.

2. The Generic Sructure of Procedure Text

Structure of the text is the aid to arrange the sentence to be a text. Accourding to Swales, "structure of the text is a device that

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[12]Pardiyono, *Teaching Genre Based Writing* (Yogyakarta: Andi Yogyakarta, 2007), p.125.
[13]Mewa Ameliah et al., "Using Picture Media to Enhance Writing Ability in Procedure Text" 8, no. 1 (n.d.): p.1.
[14]Muthainnah, "Improving Ability in Writing Procedure Text Through Pictures at the Tenth Year Students of SMA 3 Polewali Mandar," *Journal Pepatuzdu* 10 (2015): p.33.

supports communicative purpose." [15] However there are certain similarities within the text with the same purpose. The similarities create an expectation of the general scematic sructure of the text that is called generic structure of a text.

The generic structure of procedure text also called as constructing a procedure text. Constructing it self comes from the verb "construc", which has meaning: to build something, to put or fit something together, to form together. Both of them have same meaning, The generic structure of Procedure text are:

a) The goal; An introductory statement that gives the aim or goal.

b) Ingredients/Materials : A list of the materials that will be needed forcomlpeting the procedure (not required for all procedural texts).

c) Steps : A sequence of steps in the order that need to be done, because goal followed by a series of steps oriented to achieving the goal.[16]

Based on that explanation, it can be concluded that here are three points of generic structure of procedure text which is crucial and it can be stated without ones, those are goal, Ingredians/materials and steps. Because they are in one unity to

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[15]J. Swales, *Genre Analysis* (United Kingdom: Cambridge University Press, 1990), p.42.
[16]Swales, p.42.

achieve a social function, it is to tell someone how to do something or how to make/how to operate something.

3. **The Grammatical Features of Procedure Text**

The grammatical patterns/languages features are to explain description about the procedure that is explained in the elements of steps to accomplish.[17]Talk about language features of the text, the procedure text also has a grammatical features to support the form of procedure text, it is should be help the students how to write a procedure text correctly and most importanly the language features of procedure text helps students how to concret and to use the language in good writing more effectives and creatives. So,the grammatical features of Procedure Text are:

a) Simple Present Tense

Procedure text has the social function is to tell something or to do something. So, the researcher conclude that the instruction in procedure text is use the imperative verb in present tense. The examples of imperative verb of present tense:*cook, take, cut, put, grind, boil, get etc.*

b) Connective of Sequence

Talk about connective sequence, the researcher think that good instruction of procedure text is not enough to make to build a good intruction in procedure text. But, to make the

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[17]Pardiyono, *Teaching Genre Based Writing*, p.126.

better ways and easier to the students how to write procedure text correctly, the students as writer of procedure text need words to help them in representing students students writing procedure text like words: then, after that, next, finally, etc. So, this the researcher called Connective Sequence in writing Procedure Text.

c) Numbering

Numbering of procedure text here is same like connective sequenc. The researcher think and conclude that the function of numbering procedure text is very need to students as writer of procedure text if students wants to show or explain some variant of sequences, The examples: Firts, Second, Third, Fourth, next and finally etc.

4. The Example of Procedure Text

Table 1
The Example of Procedure Text

The Generic Structure	Procedure
Goal	How to Make Tipak Cantok Balinese Food
Ingredients	1. Ketupat 2. Fried Peanuts 3. The boiling of sprout cabbage 4. salt 5. Water of citrus 6. Water 7. Soy of sauce
	First, grinding the chili, garlic, salt, on the stone plate, and then grinding the fried peanuts.

	Second, while you are grinding pour some water into the mixture, to make it quite liquid. Third, cut the ketupat into the small pieces and pour it into the batter the mix it carefully, and then put some boiling bean sprout and cabbage into the batter. Add some soy sauce and citrus water, mix it completely. After that, put it onto the plate and serve it beautifully with the fried onion. Finally, Tipak Cantok is ready to be served.[18]

e. Picture Series

Picture is photographic or hand drawn drawing object, while series is a process of doing something or telling a story and showing the different events of it. So pictures series are pictures, which show some action or events inchronological order.[19] Picture are two dimensional visual or person, place or thing, picture can be painted or drawn.[20] Picture series is a kind of media which belong to picture category. There are three types of picture such as composite picture, picture series and individual picture.[21] Based on Rahayu in Yunus that Picture series as a numbers of linked pictures which from series of sequences in order to tell a sequence of events or a story. The use of picture series can help

[18]Luh Mila Sayuni, "RPP Procedure Text," *Kemendikbud - Ayo Guru Berbagi* 1, no. 1 (2019): p.5, https://files1.simpkb.id/guruberbagi/rpp/153448-1600766599. .

[19]Susanti, Sutapa, and Training, "Improving Students ' Writing Narrative Text By Using."

[20]Rahayu Hesthi Wening, "The Role of Picture Series in Improving Students ' Writing Ability," *Journal Education in 21th Century International Comperence on Education* 3, no. 11 (2016): 739–46, https://core.ace.uk/download/pdf/267023511.pdf.

[21]Yanuarti Apsari, "The Use of Picture Series in Teaching Writing Recount Text," *English Language Teaching in Indonesia Journal* 5, no. II (2017): 51–56, http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/525.

the students to write types of text that require sequences like procedure, recount and narrative.[22] From pictures series the writer can imagine how to write a procedure and make writer think more and help the writer to understand how to write from the picture to the texts.

Picture series is a media that used in learning process. If picture series are use in teaching writing, it can help the students in generate students thinking, students own ideas in the terms of the deciding the theme of the text or paragraph that students want to write. Picture series can available to make the students understand. In picture series is not about the picture of people but in picture also representation of place of objects.

f. Examlpe of picture Series

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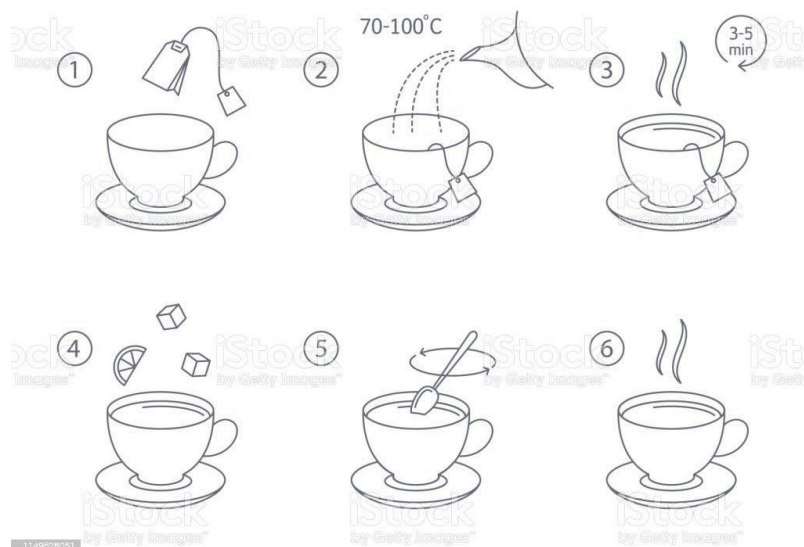
[22]Wening, "The Role of Picture Series in Improving Students ' Writing Ability."

g. Power Point

Power point is surely something that must be regarded as an essential work-ing tool. [23] Power point is a part of MS office suite released by microsoft for the purpose of creating presentations. Power point is one of the widely used as it is a very cost effective tool. It is very easy to learn and to use. Power point provides standard tools for editing text and graphical content. Power point has proved to be a very powerful tool to teachers by giving them a way to convey text book concepts in a more visually pleasing way. By using various forms of media such as pictures, animations and graphics, power point has made it easier for the teachers to keep the students interest in class.

Power point is a widely used presentation programme that originated in the world of business but has now becommonplace in the world of educational technology. However, its use is far from controversial in this educational context and opinions us to its use range from highly supportive to significantly negative.[24]

Power point is a presentation aplication program that is one of the computer aplications program under Microsoft office. Power points are rooted in objective truth about god, which keeps on a sure

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[23]Nicholas B. Oulton, *Killer Presentations : Power the Imagination to Visualise Your Point - with PowerPoint*, second edi (United State of America: howtobooks, 2007), p.21, https://id.id1lib.org/book/848553/90a481.

[24]Alan M. Jones, "The Use and Abuse Power Point in Teaching and Learning in the Life Sciences: A Personal Overview.," *Biosciences Educational Journal* 2 (2003): p.1, https://doi.org/10.3108/beej.2003.02000004.

path toward maturity. [25] Program this aplication is a programm for making presentation that can be used as learning media. Rusman defines Microsoft Office Power Point as a computer program for presentations developed by Microsoft. Power point is sofware designed specially to be able to display multimedia programs in an attractive, easy to use manufacture and use. The power point Programs is also relatively inexpensive, because it does not require raw materials other than data storage tools. Power Point is a multimedia based presentation aplication program. According to Connor and Wong the use of power point presentation as a medium for learning English in the classroom has significally infestigated its impact on students learning and attitudes[26].

So, the researcher concludes that the picture series in power point presentation is a series of images on a power point presentation or a series of images that are interconnected and related according to the sequence of events with a good display with the aim of making it easier for the reader or audience to be displayed on a power point slide through an LCD Projector. So, based on the conclusion above, picture

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[25]Jhon Wimber & Kevin Spinger, *Power Points*, *Paper Knowledge . Toward a Media History of Documents*, vol. 7 (United State of America: Harper San Fransisco, 2014), p.5, https://id.id1lib.org/book/2822714/2df7d2.

[26]M,Connor and F.H Wong Iren, ''Working Through Powerpoint: A Global Prism for Local Reflection. Business Communication Quarterly 2004 (Vol:67, No.2) pp.228-23

series in power point presentation is a part of sorted images that will be show to the audiences to make it easy and understanding clearly.

g.   The Step of Using Picture Series in Power Point Presentation

For teaching writing procedure text with using picture seriesin power point presentation, the researcher explain the steps in using pictures series in power point presentation as media of teaching writing:

1) Chosee the topic that will be present for students.

2) Create the picture series, the picture is base on picture story and more useful the picture must use an alternative words with explain the picture.

3) Create the picture series one by one to be a part of simple story with unique picture and kinds of words and the written of fonts of words use the color to make students interesting.

4) Prepare power point slides on computer, combine the picture to the power point slide, the picture in power point must suitable to the material. (Choose the unique theme of the power point that make students interesting, choose the unique kind of fonts, etc).

5) Connect the projector computer with the projector infocus and use the screen package for students easier to see the picture series on power point slides in front of class.

6) Presents the picture series on power point slides in front of students.

7) Explain the material by showing the picture on power point slides to the students.

8) If the slide is over, can continue to the next slide and explain material until finish.

B. Review of Related Finding

Related to this research, the researcher found some research that had been done by the other researchers. The researcher found there are some similar with this reseach that follows:

The first research is written by Eka.[27]Eka's research wasconducted with classroom action research. The member of research konsisted of the researcher, the English teacher, and the students of grade VII C. The research was carried out in two cycles. The steps involved reconnaissance, planning, action, observation and reflextion. The data of the research were quanitative in nature supported by quantitave data. The findings showed that picture series effectively improved the students skills in writing procedure text. The improvement covered: 1) the student consider writing as an easy and interesting leasson, indicated by their enthusiasm to write. 2) students generated and organized their ideas more easily in a good order. 3) and picture series improved the students skills in writing procedure text in terms of gramatical, vocabulary and sentence structure. It can be seen from their main score of pretest and post-test. There was an improvement between the pre-test mean (9.13) and the post-test mean (14.09). the gain score of the means was

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[27]Eka Febriani, "Improving Students' Skills in Writing Procedure Texts by Using Picture Series for the Seventh Grade Students of SMP N 3 Mertoyudan in the Academic Year of 2013/2014" (Universitas Negeri Yogyakarta, 2014), http://empirints.uny.ac.id/19811/1/Eka Febriani 07202244029.pdf.

(4.96), it can be concluded that the use of pictures series could improve the students writing skills of procedure texts.

The second research is written by Lailatul Fauziah. [28] Lailatuls research was cunducted with experimental research. The population of research was the nine grade students of MTs Nahdlatusy Syubban Sayung Demak. the experimental research, which was conducted to classes: the experimental class (IX B) and control class (IX A). After the data had benn collected by using test, it was found that the pretest everage of the experimental class was 51.14 and control class was 49.24. while the post-test everage of experimental class was 83.63 and control class were 72.79. the obtained t-test was 6.770, whereas the t-table was 1.67 for a = 5%. The t-test score was higher than the t-table (6.770> 1.67).

The third research is written by Suaeni. [29] Suaenis research was conducted with clasroom action reseachthe subject of the research is 32 students' from nine grade 9.3 class takes by purposive sumpling technique. The researcher showed that the results of the study there was improvement of the students skill in writing procedure text though picture sequences. Most of students gradually gained good scores at the second cycle. The score of minimum (KKM) of english lesson was 75. The results: the students mean score in the preliminary study was 60.72. The mean score in the first

[28] Lailatul Fauziah, "Improving Students' Ability in Writing Procedure Text by Using Picture (An Experimental Research at The 9th Grade MTs Nahdlatusy Syubban Sayung Demak in Academic Year 2014/2015)." (Universitas Islam Negeri Walisongo Semarang, 2015), http://empirints.walisongo.ac.id/5098/1/113411128.pdf.

[29] Suaeni, "Improving Students ' Skill in Writing Procedure Text Through Picture Sequences," *Jakarta.* (Universitas Syarif Hidayatullah, 2015), https://repository.uinjkt.ac.id/dspace/bitstream/123456789/27593/1/SUAENI-FITK.pdf.

cycle was 75.34. The mean score in the second cycle was 81.53. Besides, it show that there were 57.25% students passed the KKM in the first cycle and 82.25% students acchieved the KKM i the second cycle. It means that this study had been reached the criteria of succes: 75%.

The forth research is written by Istikomah.[30] Istikomah research was conduct with descriptive quantitative research, the research of the study involves the ability in applying generic structure, lexicogrammatical features and language components in writing such as: fluency, grammar, content, vocabulary and spelling. This subject of study was the students of tenth grade preparation class of SMA Semesta Semarang. There were three classes with 66 total students. Since the number of the subject was fewer than 100, population was chosen, it means that 66 students' were involved. The result of the research confirmed of the students achievement in writing procedure text was categorized well. It was seen from istikomah result of the research 86.36% students passed the test. It was 1.36% higher than the standard minimum of class mastery.

The fifth research is written by Winardi.[31]In herus research, the research was planned to improve students' ability in writing procedure text through process approach. The subject of the study was VIIA class MTsN

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[30]Istikomah, "The Students' Mastery of Writing Procedure Texts (The Case Study of SMA Semesta Semarang Tenth Grade in Academic Year of 2007/2008)." (Universitas Negeri Semarang, 2009), http://lib.unnes.ac.id/2133/1/4245.pdf.

[31]R. Heru Winardi, "Improving Students' Ability in Writing Procedure Texts Through Process Approach at MTsN Mojosari Mojokerto," *Indonesian EFL Journal: Journal of ELT, Linguistics and Literature* 4, no. 2 (2018): 186, http://ejournal.kopertais4.or.id/mataraman/index.php/efi/article/view/3638.

Mojosari Mojokerto consisting of 32 students in 2015/2016 academic year. The finding of the study revealed that process writing approach was successful in improving the ability of students MTsN Mokjosari Mojokerto in writing procedure text. The number of the students who got the score ≥ 60 increased from 6 students in cycle 1, up to 28 students in cycle 2. The percentage of students participation also increased from 60% in cycle 1, up to 77% in cycle 2. It means the process of writing approach was successful in improving the first year students ability of MTsN Mojosari Mojokerto in writing a procedure text.

So, based on the fifth of privious research above, the researcher tries to find out the improving of students ability in writing procedure text by using picture series in power point presentation as a media of teaching English writing for senior high school. In the other hand, the fifth of the research are similar research, but the method of the research, subject, result, technique of data analysis are different. From the different method, some of researcher used clasroom action research as a method, but other researcher also used classroom action research with different collecting data, they used mix method in classroom action research to collected the data. Some of researcher used experimental research for method of the research. The different such as students of the research good categories in writing procedure text. So, the researcher want to improve the students ability in writing procedure text by using power point at the tenth grade of SMK Negeri 1 Sei Kanan Langga Payung.

C. Conceptual Framework
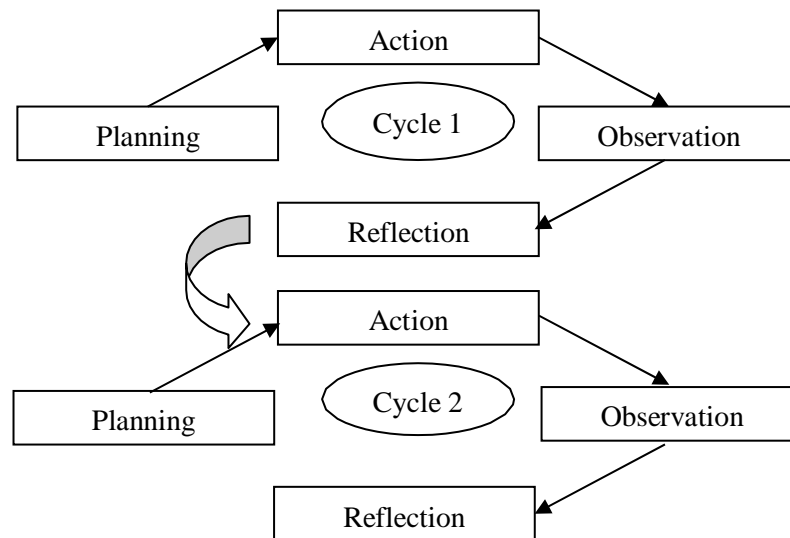
Figure 1.Conceptual Framework

Based on the picture above, planning is learning plan which is the process of making decision as a result of thinking about a series of activities that must be carried out as an effort to achieve these goals y utilizing all the potential and existingg learning resources. Action is a teaching activity that provides opportunities fot participant to experience up close a real life by applying the topics and contens of the material being studied.

D. The Hypothesis of the Action

For this research, the researcher think the hypothesis of the research is needed to show the researcher's expectation abaut the outcomes of this research related to the study. So, the researcher concludes that the hypothesis of this research is "the using of power point as a media of teaching can improve the students ability in writing procedure text at the

tenth grade students of classroom X Accuntancy 1 SMK Negeri 1 Sei Kanan

Langga Payung (Ha).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the research

This research was conducted at SMK Negeri 1 Sei Kanan Langga Payung located in Labuhan Batu Selatan North Sumatera.The subject of this research was the first grade of SMK Negeri 1 Sei Kanan Langga Payung. This research action are accomplished only in Accuntancy classroom to be sufficient for research completion that needs an effective learning us usually in the classroom. The time of the research was from January 2022 until it finished.

B. Research design

Talking about research design, for this research, the researcher used Classroom Action Research (CAR). Classroom Action Research is any systematic inquiry conducted by teacher researcher, principals, school counselors, or other stakeholders in the terning environment that involves gathering information about the ways in which their particular schools operate, the teacher teach , and the students learn.[32]The purpose of action research is to provide teacher and researcher for solving everyday problems in schools so that they may improve both student learning. The researcher used Classroom Action research (CAR) because it suitable for improving

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[32]Peter W. Airasian Lorraine R. Gay, Geoffrey E. Mills, *Educational Research*, ed. Christie Robb, 10th ed. (New Jersey (United State of America): Library of Congress Cataloging-in-Publication Data, 2012), p.18, https://yuli-elearning.com/mod/resource/view.php?id=677.

29

the learnig process in the classroom. For this reason, classroom action research activities are not only carried out at one research stage.

C. Participants of the Research

This research had the participants; the participants were the students at Grade X Accuntancy 1 in SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan. The total number of subjects were 23 students consisting of 19 females and 4 males Researcher chose it because the researcher found the problemsof writing in the class. participant in this research was an English teacher in SMK Negeri 1 Sei Kanan Langga Payung. In this research, the researcher conducted ovservation teacherperformed an action in the class. Then, the teacher of SMK Negeri 1 Sei Kanan also helps researcher to analyze data observations and plans for each cycle.

D. Instrument of Collecting the Data

In this rsearch, there were several instruments used in data collection, namely: Observations, test and interviews with the students and the teachers of SMK Negeri 1 Sei Kanan. That is an instrument used to collect the data from participants.

1. Observation

Observation is appropriate and effective data collection approach. The researcher was do an observation to the teacher that had told the students in learning writing. The researcher focused to do an observation to English teacher and students' activity. The researcher

wants to know the process of teaching or method in using power point that will be applied by the English teacher in classroom. The researcher also wants to know the responds of the students' in learning process. The researcher discussed with English teacher to observation planning, and to know the students ability in writing procedure text.

The researcher also was doing monitoring to the students activity when students' got writing subject, the researcher was monitoring the students writing activity especially in writing procedure text. After monitoring the students writing activity, the researcher will discuss back to the English teacher about the problem in process learning and also discuss the students' problem in writing subject, and the last the researcher will give the solution about the problem of students and learning process activities.

The researcherwas interested in doing an observation to the students of the AccuntancyclassSMK Negeri 1 Sei Kanan Langga Payung, this class have learn the English subject basically in writing subject. One of the language skill that students have learn in accuntancy class of SMK Negeri 1 Sei Kanan is Writing. For the best research, the researcher knows that the students in SMK Negeri 1 Sei Kanan have skill in writing. So, the researcher want to observates of SMK Negeri 1 Sei Kanan Langga Payung to know the students ability in writing Procedure Text at the tenth grade especially in Accutancy class.

2. Test

The test used by the researcher to measure the students ability in writing Procedure Text and also to find out some problems. This test was applied to improve the students ability, the reseacher will use an Essay writing procedure text as a test for students. An essay was a composing activity that discusses a problem in passing from the outhor's personal point of view the essay contains.

The researcher gave essay writing test for the students. This test was about to write a procedure text that consists of the generic structure of text. This test was prepared by the researcher to help students more understand about the test. The researcher will prepare three titles and the students' chooser one title to write a procedure text. In writing procedure text, the students must be careful about the grammar of writing and should know the structure of writing and most importantly students should know the generic structure of procedure text. In this test of a procedure text, students should be using present tense in writing procedure text and also students be using the generic structure it consist; Goal, Ingredients/Material and Steps. For this research, the researcher takes the conclusion about the indicators of the test is base on the generic structure of a procedure text.

Table 2

The Indicator of Writing Procedure Text

No	Item Analysis	Score Criteria
1	Content	30-27 Excellent to very good: knowledgeable substantive, thorough development of thesis,relevant to assigned topic. 26-22 Good to average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. 21-17 Fair to poor: limited knowledgeable of subject, title substance, inadequate.
2	Organization	20-18 Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
3	Vocabulaary	20-15 Good to average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not obscured. 14-10 Fair to poor: limited range – frequent errors of word/ idiom form, choice, usage but 57 meaning confused or obscured. 9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

4	Language Use	25-22 Excellent to very good effective complex construction, few errors ofagreement, tense, number, wordorder/function, articles, pronouns, prepositions. 21-18 Good to average: effective but simple construction, minor problems, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured. 17-11 Fair to poor: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons,deletions, meaning confused or obscured. 10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5	Mechanic	5 Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. 4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not

		obscured. 3 Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused orobscured. 2 Very poor: no mastery of conventions, dominated by errors of spelling, punctuation,capitalization.[33]

E. Validity and Reliability Instrument

1. Test of Validity

Every test should have valid, in other to prove it good or bad test. The researcher needs to know the test is valid or not. The researcher used content validity and construct validity in this research. Content validity is the validity of appraisal due to test the wortiness or relevance of the test by the rational analysis that would be done by the expert judgement.

To content validity, the researcher has built a writing test that should be validated by the English teacher in SMK Negeri 1 Sei kanan Langga Payung Labuhan Batu Selatan. Needed, content validity is a way to see the test has been relevant and suitable to purpose of the study.

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[33]Arthur Hughes, Testing For Language Teacher, (New York : Cambridge University Press, 2003), 2nd Ed, p. 104.

To consruct the validity of the test, the researcher has built a lot of questions that would be an evidance to see the content of the test is suitable or not for the grade.

2. Test of Reliability

The reliability test means that the test result shows similarity. It makes the result in the measurement consistent. In this study, the researcher used interrater reliability to measure the reliability of the write test. Interrater reliability represent the degree of reliability of the two-line ratings obtained from two raters. To do this, the researcher asked the teacher to correct. So that, the researcher concluded that the instrument that applied in this research was reliable and can be used to test the students at SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan.

F. Procedure of the Research

In this research, the researcher divided into two cycle for Research Procedure. The first cycle is divided into two meetings, and the second cycle is divided into two meetings. So, the researcher met the students in four mettings.

1. First cycle

a. First Meeting

a). Planning

1). Arraging the lesson plan

2). Determining the lesson material which is about the Procedure text, students are free to take the tittle.

3). Designing the procedure teaching writing by using picture series in power point presentation.

4). Preparing instrument to be used by the students.

5). Preparing interview question for teacher and observation

b). Action

1). Introduce the teaching technique to the students.

2). Telling the purpose of learning

3). Giving the topic example for the students.

4). Introducing the activity performence.

5). Discussion the explanation and example of procedure text topic with the students.

6). Show the example of procrdure text by using picture series in power point as a media of teaching to be idetified by the students

7). Share the identifying the paper of test to the students and ask the students to complete or to fell it the test.

8). Students will give the paper of the test result .

9). The researcher will identifyig the students result test.

10). Concluding learning.

c). Observation

1). Dissussion with the English teacher to observation planing.

2). Monitoring the students activity when writing procedure text.

3).Find and discussion the problem in process learning of students and giving the solution.

d). Reflection

1. Analyzing the result of the first meeting.

2. Analyzing the weakness and the teacher progress that using power point as a media of teacing writing determines the follow up of the activity.

3. Reflecting on the students learning progrest activity.

4. Evaluation and interpration the data gotten feom the class and the researcher will make decisions for the next meeting.

b. Second Meeting

1. Planing

a). Design the teaching writing procedure text by using picture series in power point.

b). Prepare the power point for each students as the media for them to give comments and suggestion toward their test.

c). Prepares the final draft sheet for each students as a sheet where the students revise the draft as the final result or their writing.

2. Action

a). Explain the student that Power Point Technique will be used to know their ability in writing.

b). Explains to the students about picture series inpower pointmedia in writing procedure text.

c). Share the result of students' writing from the previous lesson for each students.

d).Giving the infotmation about the topic before the students does write

e). Giving limited discussions time is 45 minutes for students to write the procedure text.

f). Monitoring time alocation with the all activity is done.

g). Collecting the students discussion result.

3. Observation

   Observation would do during the action. As:

   a). Discussion with the English teacher to observation planning

   b). Monitoring the student activity when writing procedure text

   c).Find and discussion the problem in process learning of students and giving the solution.

4. Reflection

   Because there was still problem of the students in writing text, the researcher concluded to improve it the students ability in the netx cycle. The researcher concluded that the second cycle has to re-plan the gotten problems in the first cycle.

2. Second cycle

a. Third Meeting

1. Planing

a). Making lesson plan that is consist of the step of action

b). Preparing all material that will be use in teaching learning

c). Redesign a procedure teaching writing procedure text by media picture series in power point presentation.

d). the writer gave the information about the topic before the student do write

2. Action

a). In this cycle, the researcher applied picture series in power point for teaching writing

b). Dividing the students in 6 groups, each group is 5 people, and total students are 30 person.

c). Give topic appropriate with personal experience.

d). Motivate students to explore their writing ability and be more active in teaching learning process

e). Giving limited discussion time is 50 minutes for students to write there paragraphs, every paragraph 5 sentence.

f). The teacher give information about the topic.

g). The teacher give the explanation again the rule of the writing.

h). The teacher gave comment about their sentence in the text.

3. Observation

a). Discussion with the English teacher to observation planning

b). Monitoring the student activity when writing procedure text

c). Find and discussion the problem in process learning of students and giving the solution

4. Reflection

a . Analyzing the result of the first meeting.

b. Analyzing the weakness and the teacher progress that using power point as a media of teacing writing determines the follow up of the activity.

c. Reflecting on the students learning progrest activity.

d. Evaluation and interpration the data gotten feom the class and the researcher will make decisions for the next meeting.

b. The Forth meeting

1. Planning

a). Anlazing the result of the reserch of the first meeting

b).Preparing the picture series in power point media that will be use in teaching writing process.

c).The students will give their voice of explanation based on the topic of writing procedure text.

d). Design the procedure of teaching writing procedure text through picture series in power point media.

2. Action

   a). Giving the explanation about the picture series in power point media that will be applaid for teaching writing procedure text.

   b). Preparing the students for writing procedure text and in responding to writing.

   c). Giving the limited time 45 minute for students to write the procedure text with copletely three generic structure.

   d). Monitoring time allocation with the all students activity is do done

   e). Collecting the students answer result of writing procedure text.

3. Observation

   a). Discussion with the English teacher to do the observation planning

   b). Monitoring the students activity when writing procedure text.

   c). Find and discussion the problem in process learning of students and giving the solution.

4. Reflection

In this cycle, the researcher could reflection the data and do improvement. The reflection would gather from the result of writing test trough picture series in power point presentation.

G. Tehchnique of Data

The data collected must be summarized and interpreted in order to help teacher makes decisions about the practice. The process of data analysis involves making sense out of text and image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making and interpretation of the larger meaning of the data.

Primarily, writer quantitative data by computing the score of writing test students. The formula is follow:

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

Where:

X : the mean of the students

$\sum x$: the total scores

N : the students' size

In order hand, accounted the precentage of students' complete study used the formula as follow:

$$P = \frac{\sum the students' complete study}{\sum students} \times 100\%^{34}$$

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[34] Arikunto, "Procedure Penelitian suatu Pendekatan Praktik, Jakarta: Rineka Aksara 2007

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings and discussion based on the analysis on the data collected from the implementation of picture series in power point presentation to improve students' ability in writing procedure text in two cycles. Related to the research's findings; the data came from the teaching-learning process and evaluation. The ability of the students to write procedure text was one of the goals of the evaluation for this action research.

A. Research Findings

1. The teacher use Picture Series in Power Point Presentation

This part of research presented about the result the research that had been found by researcher as long as the research and teacher had done in the classroom X grade of SMK Negeri 1 Sei Kanan Langga Payung. It included about learning writing procedure text by using picture series in power point presentation as a media of teaching, the students' activity while teaching and learning process and also the students' difficulties in writing procedure text. so, the researcher described those activities in two cycles.

a) First Cycle

The first cycle was conducted for two meetings. It was carried out from February 2nd and 4th 2023. The research meetings were done for 90 minutes. In every meeting the implementing of picture series in power point presentation was done 2 x 45 minutes and totally time was 180 minutes allotment for this cycle. It was done in the accountancy class of X

grade SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan. The researcher conducted the research activity of the 1st cycle as follow:

1) First Meeting

The first meeting was implemented the by using picture series in power point presentation. For cycle one was held on Thursday, 02nd of February 2023. The class started at 09.00 a.m, and lesson lasted 2 x 45 minutes. As decided by the English teacher and the researcher at the planning stage, the class would be instructed by the researcher for each meeting as long as the research is conducted in the class.

1) Planning

The researcher arranged the lesson plan based on the picture series in power point presentation and determined the lesson plan of study about procedure text. After the researcher had been ready for preparing the lesson plan of the study, that is matery, the researcher prepared teaching materials procedure text about How to make a cup coffe and learning example in the form of a picture series. Then media power point, infocus and projector. The researcher use Contextual Teaching and Learning. The researcher also prepare the test for the first cycle. The last part planning of the research is preparing the observation sheet of the students' activity in teaching process and researcher prepared the worksheet of interview for the students.

2) Action

The researcher came into the class together with the English teacher of X accountancy. The researcher explained about the purpose of research to complete and to collect the data of the research and the researcher explained to all students' the research purpose was not to study as usual but for doing research. The researcher also mentioned the researcher thesis title to make the purpose of meeting clearly for all the students' at classroom.

The researcher began by greeting to all students and asked some of them that researcher think has familiar name of students. After that, the researcher called students' name one by one while checked the students' attendance list, to know the students who was the student did not come at the day of the research.

The first, the researcher explained the researcher research. The researcher would teach students by using picture series in power point presentation and for completely sure that the researcher explained the writing procedure text in power point application that researcher showed in front of class, in front of all the students. The researcher explained the procedure of implementation picture series in power point in order to improve students' ability in writing procedure text.

Next step, firstly the researcher explained about the definition, generic structure, language features of procedure text to

all the students' before the researcher give them a test to be done. Some of the students at class gave the responded of researcher explanations. Students still remembered the procedure text material that researcher explained, students still remembered how to make procedure text, how to write the structure of the text, what kind of tenses that students used to write a procedure text. But in other students', some of them still responded doubly. So, this problem makes researcher was extra to explain more and researcher continued by reminding the students again and again to explained the material clearly. The researcher explained the procedure text by using power point that researcher had been designed goodly, to make it clear, the researcher explain the example of picture series that researcher used to teach students' make comfortable and make it easy to students.

The researcher explain the steps in using picture series in power point presentation as a media of teaching writing that is choose the topi, create the picture series one by one, prepare power point slides on computer, connect the projectore computer with the projector infocus and use the screen package, present the picture series on power point slides, and explain the material by showing the picture on power point slides.

3) Observation

In this phase, the researcher observated the students activity when the teaching and learning process. From the obsrvation it was found that the writer was explaning, there were some students who did not pay attention to be lesson. And the students are stiil confused by the use power point media, lack of students creativity in learning, students mostly talk to their student when the teacher explain the material, and student do not fully use their time to study There were some students who enveloped to writing procedure text.

The researcher created the example of procedure text by using picture series in power point presentation and showed the example to all the students. After showing the example of procedure text, the researcher asked students what students' were confusing about it. What students did not understand and what students' difficulties to write.

4) Reflection

In this meeting, Some of students' tell that confusing about how to write in English, in Indonesian language the students' understand how to write, but in English, students think so difficult about Indonesian language changed to English. So, the researcher concluded, the students were low in remembering vocabulary and lack of vocabulary. From the students' problem, the researcher took the solution that researcher asked them to write some words that

students' know and researcher explained the meaning of those words.

Other difficulties of students were used simple present tense as language that used in writing procedure text. so, the researcher took initiative to try makes the example of simple present tense, one by one of students researcher asked to write an example of simple present tense on white board.

2) **Second Metting**

In the second meeting, the researcher focused to give the test to the students. The test was in the written form, the test was about the procedure text based on the generic structure. The researcher counted the result of the test based on the indicator of writing test in chapter 3. Each precodure text test was counted based on the five components of indicator.

In this phase, the researcher observed the students activity when the teaching and learning process. The researcher give the test with a piece of paper that had been prepared by the researcher beforehand, then give the paper to the students so they could answer or fiil in the question on the paper. Then the researcher monitored the students who were still confused about how to fill in the question on the paper.

Based on the test that students have done in the classroom, the result of the test showed that there were, student got score 42. 2

students got score 46. 1 student got score 50, 1 students got score 55. 3 student got score 59. 5 student got 60. 1 students got 61. 1 student got score 64. 1 student got score 54. 1 students got score 57. 2 students got score 65. 1 student got score 75. and 2 student got score 79.

The total of students score of writing procedure text at grade X accountancy, The total of the students in classroom X accountancy SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan consisted of 23 students, 3 students passed the Minimum Mastery Criterion (KKM) 75 Score. Meanwhile, there were many of the students in the class still did not reach the target of learning, they consisted of 20 students. From the scores of students, it could be concluded that there were 3 students passed the Minimum Mastery Criterion (KKM),. The mean score in the first cycle was 59,95. It can be catched that many of them still far from good categories in writing descriptive text. Even the score of the students categorized into enough category. So, it needed to improve again.

Rresearcher designed the data that could show students' difficulties to identify the conclusion from the text. The students score showed that they were less to identify the conclusion from the text. It was based on the data indicator achievement from test in first cycle below:

Table 1
Result Cycle 1
Table 1

Criteria of Writing	Score	Persentage	Maximal Score Persentage
Content	471	20.47%	30%
Organization	415	18.04%	20%
Vocabulary	214	9.30%	20%
Grammar	196	8.52%	25%
Mechanic	82	3.56%	5%

Re

From the table above, the researcher got the maximum score

is 471 for content, and the organization score is 415. And then

vocabulary score is 214. And tha grammar/language is score is 196,

meanwhile minimum score is 82 for mechanic. From the result, we

can see that students got completed 3 students and incompleted is 20
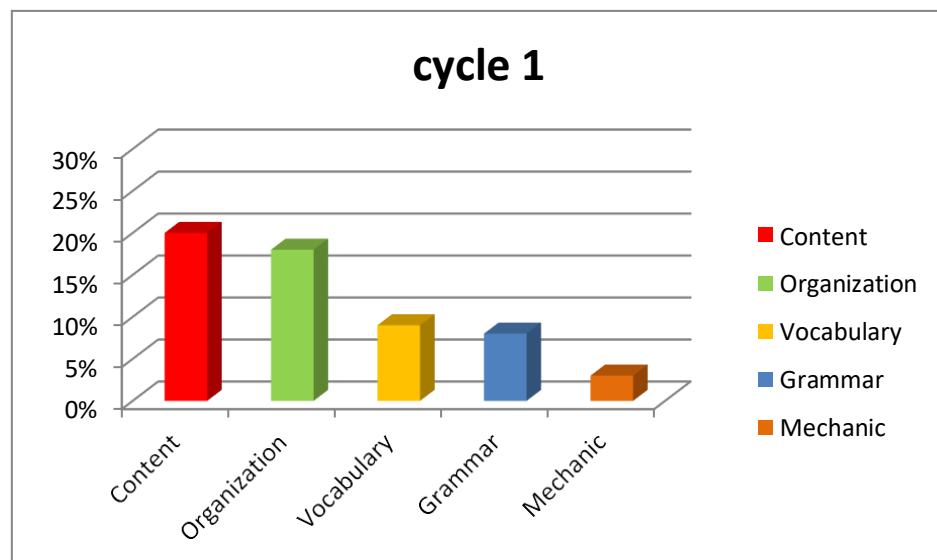
students

Figure 1. Histrogram of Cycle 1

The grafic of the students' score above can be seen the students

ability for each indicator of writing ability and the lower ability that the

students' have From achieve is vocabulary and grammar , the pesentage score is 214 and 196.

b) Second Cycle

For the second cycle was conducted for two meetings. It carried out from February 12th and 14th 2023. The research meetings were done for 90 minutes. In every meeting for implementing picture series in power point presentation was done 2 x 45 minutes and totally time was 180 minutes allotment for this cycle. It was done in the accountancy class of X grade SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan. The researcher was conducted the research activity one cycle as follow:

1) **Third Meeting**

   1) Planning

   In this cycle conducted two meetings again. For the third meeting the researcher came back to the class at grade X accountancy of SMK Negeri 1 Sei Kanan Langga Payung. The meeting of study discussed of the evaluation of the first test, the output of the observation and interviewed the students. Next, researcher discussed again in reflecting step of teaching. Based on the result of first cycle in two meetings before, the researcher should improve the teaching and learning process to all the students and make the lesson more effectively in the second cycle.

2) Action

For the firstly, the researcher greeted the students in class X grade accountancy while open the class enthusiasly, as usual, students looked fresh and happy with the researcher and feel exited to the researcher lesson, but some of them there were felt bored of the English lesson.

The researcher told to all students about the lesson was different before the first cycle. This process of teaching, the researcher showed first about picture and the name of the picture. The researcher asked them to answer of the name of picture that researcher showed. For the second, the researcher gave students to show the picture and match the picture to power point. This way explained to students that picture series help them to explore students writing ability and more applicative that picture series showed in power point the words that explained what the picture used to and what were picture suitable to the words that students' did not know.

The researcher explained again the procedure text to all the students, what is the definition, the structure and the language features of the text. The different from the cycle one, the researcher explained hard to students' and more effective than first cycle. The researcher explained clearly, makes students understand for more impressive lesson, the researcher give the example more than one

example and give them time to respond the lesson from the researcher. One by one, the researcher explained.

The example of the procedure text that researcher explained was about foods. It was making interesting to students how to make some foods. Students know the recap of the foods. After the researcher explained the example, the researcher asked students' how far students' understand about procedure text.

3) Observation

In this phase the students evaluated/ identified the procedure text. The researcher cheked the students while cornering in the class. The researcher went arround the class to do observation. The students really pay attention to the teacher how to use power point media, and increase students creatiity in learning for the example asking directly in learning to the teacher and responding to other students question, students fully use their time to study. And the last students identified the procedure text about the writing, meaning of vocabularies, grammar, etc

4) Reflection

In this meeting, most of students have understood the prosedure text. The students also have known the structure of prosedure text, vocabularies, goal, and steps. Students also can write or use the ordinal number.

2) **The Forth Meeting**

The fourth meeting of implementing picture series in power point presentation in the classroom X grade accountancy class was conducted at 19th of february 2023. Firsly, the researcher came to the c;lassroom, but this meeting researcher came the class with the english teacher Mr. Mhd Amdaraja Marbun at 09:00 am as like the second meeting.

In the second meeting, the researcher focused to give the test to the students. The test was in the written form, the test was about the procedure text based on the generic structure. The researcher counted the result of the test based on the indicator of writing test in chapter 3. Each precodure text test was counted based on the five components of indicator.

.   The researcher also give suggestion and remembering the instruction of the test to all the students to read clearly and carefully the istruction of the text and in grade X accountancy class. So, students could improve studenrs writing resultbclearly and effectively.

In second test, as reflection of second test and after calculating and pointing the description the students result of the writing ability test that researcher had done in the second cycle. From the total number of studsents at X grade accountancy class that were consist 23 students.

Based on the test that students have done in the classroom, the result of the test showed that there were, 2 student got score 75. 1 students got score 77. 3 student got score 78. 3 students got score 79. 5 student got score 80. 2 student got 83. 1 students got 84. 1 student got score 85. 1 student got score 86. 1 students got score 87. 2 students got score 88.

From the total number of the students that were consisted of 23 students in the classroom X Accuntancy, it showed that all of the students' paased the Minimum Mastery Criterion (KKM), it was 75 score. So the researcher got the mean score 81.08. It can be concluded that, students' ability has improved in writing procedure text by using picture series in power point presentation.

Table   2
Result of Cycle 2

Criteria of Writing	Score	Persentage	Maximal Score Persentage
Content	623	27.08%	30%
Organization	444	19.30%	20%
Vocabulary	302	13.13%	20%
Grammar	410	17.82%	25%
Mechanic	86	3.73%	5%

From the table above, the researcher got the maximum score is 623 for the content. Then, the organization score is 444. Vocabulary score is 302. And then grammar/language score is 410. Meanwhile minimum score is 86. From the result, we can see that students got completed 0 students and incompleted is 23 students.
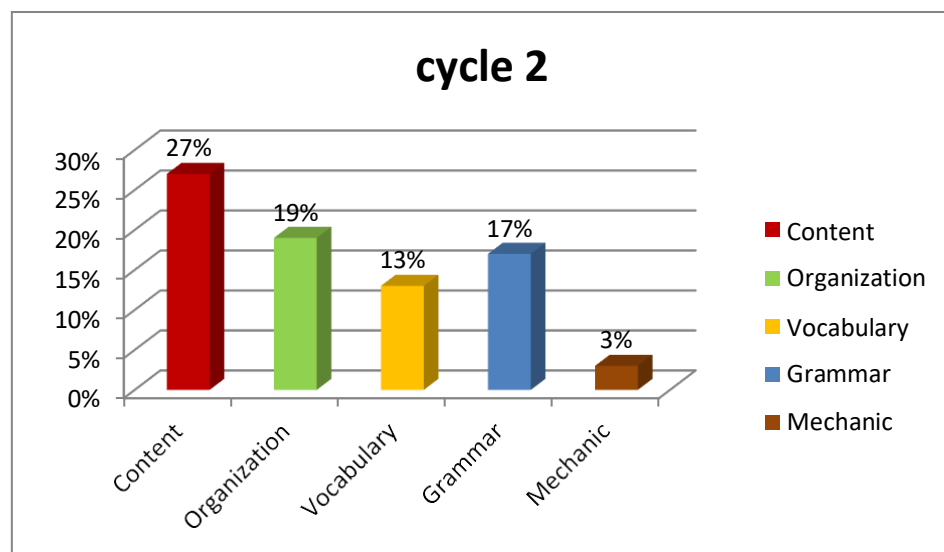

Figure 2. Histrogram of Cycle 2

The grafic of the students' score above can be seen the students ability in writing procedure text by using picture series in power point media was in good up to very good category. The researcher make the conclusion that picture series in power point presentation media in teaching writing procedure text, the students' writing ability in class X Accuntancy SMK Negeri 1 Sei Kanan Langga Payung improved. Most of the students showed the good improvement in the writing ability indicators: content, organization, vocabulary, grammar/language, and mechanic.
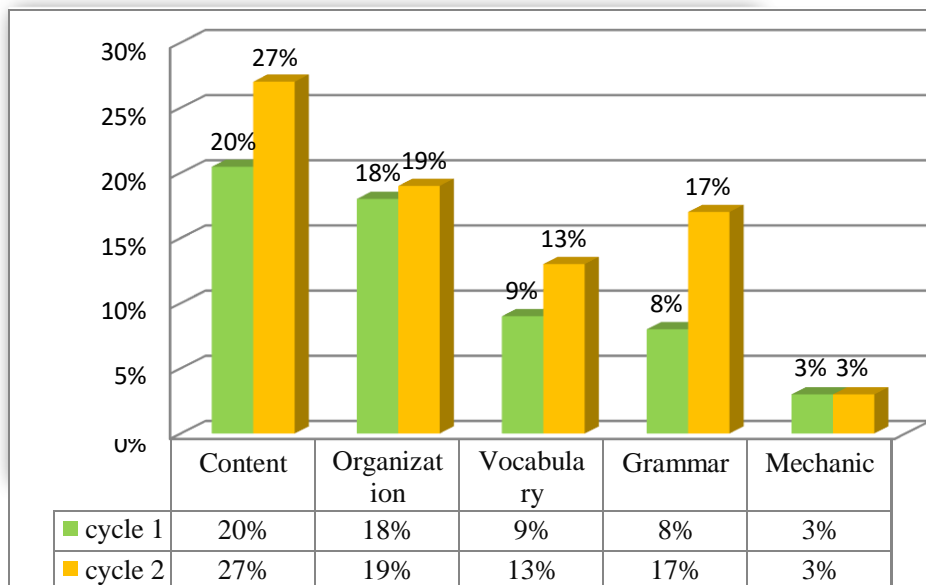
	Content	Organizat ion	Vocabula ry	Grammar	Mechanic
■ cycle 1	20%	18%	9%	8%	3%
■ cycle 2	27%	19%	13%	17%	3%

Figure 3.

The Comparative of Indicators' Scores Between First Cycle and Second Cycle

The figure above showed the improvement of students' ability in writing procedure text in SMK Negeri 1 Sei Kanan between first cycle and second cycle. It meant that picture series in power point presentation mrdia was indeed could improve the students' in writing procrdure text.

2. Picture Series Can Improve the Students Ability in Writing Procedure Text

Based on the result of the first cycle and second cycle, the researcher was able to improve students' writing skills especially writing procedure text by using picture series in power point presentation. This research also used a very suitable method so thar the results of this research succeeded in improving students skill in writing procedure text.
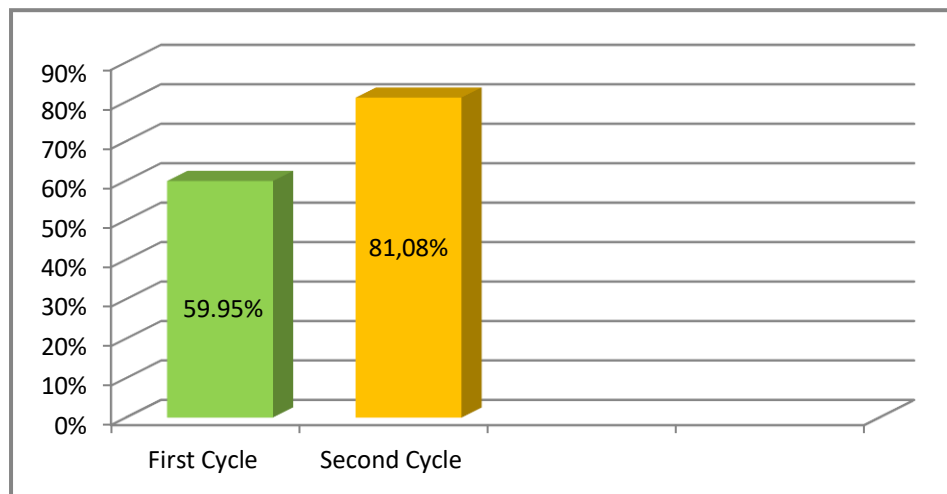
Figure 4

The comparative means score Between First Test and Second Test

Based on the graph above the researcher also showed the result of comparison between thr first test and second test. Finnally the students writing ability improve significantly the improvement was 59.95% in first cycle and 81.08% in second cycle. In this graph we can see the increase in students ability to writing procedure text increased by around 21%.

B. Data Discussion

Base on the result of the data analysis, the researcher analyzes the result of this research on the improving students' ability in writing procedure text by using picture series in poewer point presentation, with the mean score in cycle 2 being higher than mean score of cycle 1. It can be seen that from mean score in cycle 1 is 59,95, meanwhile in cycle 2 81,01. The Minimum criterion (KKM). According to Connor and Wong the use of power point presentation as

a medium for learning English in the classroom has significally infestigated its impact on students learning and attitudes.[35]

The media (picture series in power point presentation) also has been discussed by Febriani that the findings showed that picture series effectively improved the students skills in writing procedure text[36]. The improvement covered: 1) the student consider writing as an easy and interesting leasson, indicated by their enthusiasm to write. 2) students generated and organized their ideas more easily in a good order. 3) and picture series improved the students skills in writing procedure text in terms of gramatical, vocabulary and sentence structure. It can be seen from their main score of pretest and post-test. There was an improvement between the pre-test mean (9.13) and the post-test mean (14.09). the gain score of the means was (4.96), it can be concluded that the use of pictures series could improve the students writing skills of procedure texts.

The next research about improving students' ability in writing procedure text through tutorial video by Nadya's reseach. This research was conducted by using Classroom Action Research by Kemmis and Mc Teggar that consisted of 2 cycles. The result of this research showed that the mean score of students score was 63,55 in which there were only 3 or 11% of 27 students passed the Minimum Passing Grade or MPG. In post- test 1,there were 18 students or 66% of the Students who passed the standard minimum score. The mean of score in post-test 1 was 74,62. Meanwhile, ini post-test 2, the meand score of the student the students' score was 81,14. There were 24 or 88%

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[35]M,Connor and F.H Wong Iren, ''Working Through Powerpoint: A Global Prism for Local Reflection. Business Communication Quarterly 2004 (Vol:67, No.2) pp.228-23

[36]Febriani Eka, ''Improving Students' Skills in Writing Procedure Texts by Using Picture series for the Seventh Grade Students' of SMP N 3 Mertoyudan in the Academic Year of 2013/2014'' (Universitas Negeri Yogyakarta, 2014), hhtp://emprints.uny.ac.id/19811/1/Eka Febriani 07202244029.pdf.

passed the standard minimum score. It indicated that tutorial video can improve students' ability in writing procedure text.

The next research about picture media has been discussed by Mewa Amelia. In her research the result of the test in cycle 1 is good scores. In cycle 1 the students achievment of content was 7.77. thr other hand the students' achievement of organization in cycle 1 was 7.31. the finding indicated that students' achievement in writing ability in cycle 1 reached the standard target achievement KKM 7.5. From these finding, the researcher concluded that using Picture Media could improve the students' writing ability in procedure text at the Eleventh Grade of SMA Negeri 2 Takalar.

The next research is written by Suaeni. [37] Suaenis research was conducted with clasroom action reseach the subject of the research is 32 students' from nine grade 9.3 class takes by purposive sumpling technique. The researcher showed that the results of the study there was improvement of the students skill in writing procedure text though picture sequences. Most of students gradually gained good scores at the second cycle. The score of minimum (KKM) of english lesson was 75. The results: the students mean score in the preliminary study was 60.72. The mean score in the first cycle was 75.34. The mean score in the second cycle was 81.53. Besides, it show that there were 57.25% students passed the KKM in the first cycle and 82.25% students acchieved the KKM i the second cycle. It means that this study had been reached the criteria of succes: 75%.

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[37] Suaeni, "Improving Students ' Skill in Writing Procedure Text Through Picture Sequences," *Jakarta.* (Universitas Syarif Hidayatullah, 2015), https://repository.uinjkt.ac.id/dspace/bitstream/123456789/27593/1/SUAENI-FITK.pdf.

This research has differences and similarities with previous researchers, there were several previous researcher who used the same technique or media but with different material being taught, and vice versa using the same material but the media and techniques with previous researchers were not the same. After looking the students' score in Classsroom Action Research group after using Picture Media in teaching writing procedure text, this media can help the students to enlarge their ideas in writing.

C. The Threats of the Research

In conducting this research, the researcher found some threats along the teaching and learning process, they are:

1. Data of this research was objectiv because it was collected by the researcher's test in the classroom, interview and observation to the students' writing ability.

2. some students confused in procedure text, they did not know how to make the good organization or grammar of the text and they were still lack in mastering vocabullary.

3. In teaching and learning process, the researcher tried to explain more about the procedure text and about indicator of writing, and the researcher also give the motivation to the students.

4. It is recommended to use media power point in presentation to help or make it easier for student to know and master procedure text material.

5. The teacher should prepare the materials that appropriate to the students needs and interest in order to make the student are motivated in teaching and

learning process especially in writing procedure text ability. Then, finnaly in the end of the research, the researcher stated that students' writing procedure text ability improve at classroom X Accuntancy SMK N 1 Sei Kanan Langga Payung.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Base on the result of the classroom action research had done, it could be concluded Picture Serien in Power point Presntation Media inded improve the students' abiity in writing procedure text at classroom X Accuntancy SMK Negeri 1 Langga Patung Labuhan Batu Selatan. It base on the students' writing score, the mean score in the cycle I was 59.95. then in cycle II was 81.08

There were five internal factors which influencing the students' ability in writing procedure text. They were; content, organization, grammar, vocabullary, and mecanic. Then, the result from all countable that there was a significant improvement between the students' ability in writing procedure text ability in learning and teaching writing activity in the cycle I and cycle II

There were two internal factors which influencing the students' ability i cycle I and cycle II such as like motivation and distrubance in te classroom. Therefore, the research could be accepted because the score of the students and the students' activity in leraning prosess by using picture series in power point presentation media showed the good to improve the students' at grade X SMK N 1 Sei Kanan Langga Payung.

B. Sugestion

The researcher would give some sugestion of this research to give the good input for the next researcher who want to do the related action. These suggestion were:

1. For the teacher, it become to the reference to teach writing even if it in the different kind of the text. Picture Series in Power Point Presentation media is able to improve the students' ability in writing. Therefore, the researcher suggested to apply   Picture Series in Power Point presentation for the activity learning and teaching writing ability to improve the quality of the english teaching and learning procedure text.

2. For the other researcher, this reserch was focused on implementing activities in picture series in power point presentation media for teaching and learning process of writing. Specifically, this research conserns about the improving students' writing procrdure text ability by using picture series in power point presentation media.

C. Implication

Based on the results of these studies can be put foward implication theoratically and practycally as follows:

1. Theorotical implication

  a. Choosing the right learning method can have an effect on the achievement of students learning achievement.

  b. Students motivation has an imfluence on learning achievement writing.

Students with high learning motivation of course have better learning achievement than students with medium or low learning motivation. It is hoped that the teacher can foster motivation to learn in students in various ways according to the ability of the teacher and attractive to students.

c. Although there is no interaction between learning methods and motivation to learn both high, medium and low in research in this case, it is hoped that there will be collaboration between students, teacher and search the best solution in the process of learning writing skill to improve learning achievement.

2. Practical Implication

The result of this study are used as input for teachers and procpective teacher. Correct yourself i connection with the teachingthat has been done and students leaning achievements that have been achieved with pay attention to appropriate learning method and learning motivation students to improve students' writing learning.

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CURRICULUM VITAE

PHOTO

A. Identity

Name	: Yasser Al Wahid AR
Reg. Num	18 203 00066
Place/Date of Birthday	: Sabungan/ 17th July 2000
Gender	: Male
Religion	: Islam
Siblings	: 3 Siblings
Address	: Karang Sari, Kec. Sungai Kanan Kab. Labuhan Batu Selatan
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Phone number	: +62 822-7297- 3448

B. Parents

Father's Name	: Ika Herianto AR
Mother's Name	: Mahganti Lubis

C. Educational Background

Elementary School	: SDN 114364 Sabungan Labuhan Batu Selatan (2006 – 2012)
Junior High School	: Mts Negeri Sungai Kanan Labuhan Batu Selatan (2012 – 2015)
Senior High School	: SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan (2015 – 2018)
College/Institute	: Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary (2018 - 2023)

Appendix 1

LESSON PLAN

(Cycle 1)

SatuanPendidikan   : SMK Negeri 1 SeiKananLanggaPayung
Mata Pelajaran   : BahasaInggris
Kelas/Semester   : X / Genap
MateriPokok   : Procedure Text
AlokasiWaktu : 2 x 45 menit.
Pertemuan   : 1 & 2

A. StandarKompetensi

1. Membandingkanfungsi social, strukturteks, danunsurkebahasaanbeberapateksprosedursecaralisandantertulisdengan member danmenerimainformasiterkaitresepmakanan/minumandan manual, baikdalambentukpendekdansederhana, sesuaidengankontekspenggunaannya.

2. Menangkapmaknasecarakontekstualterkaitfungsi social, strukturteks, danunsurkebahasaanteksprosedurseracalisandantertulis, sangatpendekdansederhana, denganbentukresepdan manual.

B. IndikatorPencapaianKompetensi

No.	Indikator	NilaiKarakter
1	Menentukaninformsi yang terdapatdalamprosedurteksterutamaresep	Religius, kreatif, mandiri, kerjakeras, rasa ingintahusertamengkreasikan ide-ide penulis
2	Mebuatsebuah procedure text khususnyasecara annual	

C. TujuanPembelajaran

Melaluidiskusi di dalamkelassertatanyajawabantarasiswadan guru, makadapat di simpulkanbahwatujuanpembelajaranini di tujukankepadasiswa, agar siswamampu:

1. Menentukaninformasi yang terdapatdalamprosedur text terutamaprosedurtekstentangresepsecratelitidanmendalam.

2. Menganalisisfungsi social, strukturteksdan unsure kebahasaan yang terdapatdalamprosedurteksdenganteliti.

3. Membuatsebuahprosedurtekskhususnyasecara manual dansecararinci.

D. MateriPembelajaran

　　Materipokok:

memberikaninformasiterkaitdenganaramembuatataumelakukansesuatudalamb
entukteksprosedur

1. Strukturteks

　　　Dapatmencakup

- Aim, judul (Title)
- Materials
- Steps (Langkah-langkah)

2. Unsurkebahasaan

- Menggunakan simple present tense.
- Menggunakan connective of sequence.
- Menggunakan numbering.
- Menggunakan action verb.
- Menggunakan adverb.

3. Topik

　　Pertemuan pertama dan kedua langkahlangkah "**How to cook
Friedrice"**dalambentukprosedur teks dan test.

　　Pertemuan ketiga dan keempat langkah langkah "**How to make
simple sandwich"** dalam bentuk prosedur teks dan test.

E. Materi pembelajaran

Procedure Text is any meaningful stretch of language that has social purpose to give information how to do something or achieve goal. Procedure text also is a text that is designed to describe how something is accomplished through a sequence or actions or steps. It is explain how to make or doing something.		
Social Function	**Generic Structure**	**Language Feature**
To explain how something can be doe such as directions, recipers, instruction manual, and itineraries. Procedure text also make the redears understand and know how to make or oparate	• The Goal: An introductory statement that gives the aim or goal. • Ingredients or Material: A list of material that will be needed for completing the procedure (not required for all procedure texts). • Steps: A sequence of steps in the order they need to be done, because goal followed by the	• Simple Prsent Tense (Using Imperrative verb: cook, take, cut, etc). • Connective Sequence (then, after that, next, finally, etc). • Numbering (First, Second, Third,

something through successive steps.	series of steps oriented to achieving the goal.	Fourth, Next, finally etc).

F. Metodepembelajaran

1). Pendekatan : Saintifik

2). Model Pembelajaran :Contectual Teaching and Lerning (CLT)

3). Media   : Picture series and Power Point

G. LangkahLangkahPembelajaran

a. Pre-Teaching

1. KegiatanPendahuluan

    a) Guru menyampaikansalamkepadasiswadanmengajakberdoasebelummulaikegiatanpembelajaran.

    b) Guru memeriksakehadiransiswa/pesertadidik.

    c) Guru menyampaikanmateripembelajarandantujuanpembelajaran yang akan di capai.

    d) Memotivasipesertadidikbahwapentingnyamateri yang akan di pelajari

b. While Teaching

1. Planning

    a) Guru menyiapkan bahan ajar berupa materi procedure text tentang "How to cook friedrice" dan "How to make simple sandwich"

    b) Guru menyiapkan contoh pembelajaran berupa bentuk picture series in power point.

    c) Guru menyiapkan alat media berupa in-fokus dan Projektor

    d) Guru menyiapkan materi ajar yang di printberbentukgambar.

2. Action

1) Kegiatan Inti

Pertemuan Pertama

No.	Guru	Siswa
1.	Menjelaskan tahap-tahap writing, seperti pre-writing, drafting write, reviewing and revising, and re-writing.	Mendengarkan dan Menyimak

2.	Menjelaskan materi menggunakan Picture Series in Power Point. - Guru akan menjelaskan materi dengan menggunakan Picture Series in powerpoint yang di paparkan kedepan siswa (dilayar power point) - Guru memberikan penjelasan tentang penulisan prosedur text, berupa definisi, generic stucture, language feature, lamguage feature analysis serta contoh dari pada prosedur teks. - Guru akan memeberikan kesempatan kepada siswa yang belum faham terhadap materi prosedur teks.	Medengarkan serta menyimak penjelasan guru
3.	Menjelaskanlangkah-langkahpenulisanprosedurteks. - Guru memberikan topik untuk menulis prosedur text dengan tema "**How to Cook Friedrice**" - Guru akan memberikan instruksi untuk penulisan prosedur teks secara bertahap berdasarkan generic structure dari prosedur teks tersebut. - Menjelaskan prosedur teks dengan mengacu atau memberikan penjelasan berdasarakan contoh yang di muat di layar powerpoint.	Siswa mendengarkan serta menyimak penjelasan guru
4.	Mengajaksiswauntukmembentukkelompok yang terdiridaribeberapakelompok	Siswa membentuk kelompok sesuai

		instruksi guru
5.	memberikanwaktukepadasiswauntukmendiskusika ntopik yang telah di berikanoleholeh guru dengancatatanwaktu 30 menit	Siswa diskusi sesuai kelompok nya masing masing dan membahas topik yang di berikan
6.	memeriksahasildiskusidarimasing-masingkelompok	
7.	memintasalahsatuperwakilandarikelompokmasing-masinguntukmembacakanhasil yang telah di periksaoleh guru di depanseluruhsiswa	

Pertemuan Kedua

No.	Guru	Siswa
1.	Memfasilitasi siswa melalui pembelajaran prosedur teks dan lain-lain	Menyimak informasi dari guru
2.	Mengingatkan siswa kembali tentang materi pembelajaran prosedur teks dengan menggunakan Picture Series in power point sebelumnya serta menjawab pertanyaan siswa yang meghadapi kesulitan dalam memahami materi	Mendengarkan kembali materi sebelumnya

3.	Memeberikan tugas atau test yang harus di jawab oleh siswa, tugas berkaitan dengan dengan materi prosedur teks yang telah di ajarkan dengan menggunakan Picture Series in Power point.	Mendengarkan dan Menyiapkan diri serta peralatan tulis untuk menjawab pertanyaan atau tugas yang di berikan
4.	Memberikan istruksi tentang pengerjaan tugas yang di berikan kepeda siswa, serta menjawab pertanyaan siswa yang kesulitan atau kurang faham tentang tugas yang di berikan.	Mendengarkan istruksi pengerjaan yang di berikan guru dan menyelessaikan tugas dengan tepat waktu.

3. Observation
    a) Guru mengobservasi atau melihat kinerja siswa dalam mengerjakan tugas.
    b) Guru melihat dan memantau diskusi kelompok siswa di kelas.
    c) Guru melihat hasil diskusi kelompok tentang penulisan prosedur teks

4. Reflection
    a) Guru menilai hasil kinerja siswa dalam mengerjakan tugas
    b) Guru menilai hasil diskusi siswa

c. Post-Teaching
1. Penutup
    a) Guru beserta seluruh siswa melakukan refleksi terhadap pembelajaran yang telah di lakukan.
    b) Guru memberikan reward atau hadiah kepada kelompok dengan nilai atau hasil tertinggi di antara kelompok yang lain.
    c) Guru memberikanmotivasikepadakelompokdengannilaiterendah.
    d) Guru menyampaikanmateripadapertemuanberikutnya.
    e) Guru menutuppebelajarandenganmembacakanhamdalahdansalam.

H. Penilaian

The Indicator of Writing Procedure Text

No	Item Analysis	Score Criteria
1	Content	30-27 Excellent to very good: knowledgeable substantive, thorough development of thesis,relevant to assigned topic. 26-22 Good to average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. 21-17 Fair to poor: limited knowledgeable of subject, title substance, inadequate.
2	Organization	20-18 Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
3	Vocabulaary	17-14 Good to average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not obscured. 13-10 Fair to poor: limited range – frequent errors of word/ idiom form, choice, usage but 57 meaning confused or obscured. 9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, word

			form, or not enough to evaluate.
4	Language Use		25-22 Excellent to very good effective complex construction, few errors ofagreement, tense, number, wordorder/function, articles, pronouns, prepositions.
			21-18 Good to average: effective but simple construction, minor problems, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
			17-11 Fair to poor: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons,deletions, meaning confused or obscured.
			10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5	Mechanic		5 Excellent to very good: demonstrates mastery of conventions, few errors of

		spelling, punctuation, capitalization, paragraphing. 4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured. 3 Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused orobscured. 2 Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization.[38]

1. Siswaakanmendapatkannilaisempurnajikamampumenulissebuahprosedurteksdengansempurna.
2. Di sub indicator pertamayaitu "goal". Siswaakanmendapatkannilaimaksimal 15 poin, goal hanyamemuattujuandariprosedurtekstersebut, itumengapapenelitimemberikan 15 poinsebagainilaimaksimalnya.
3. Di sub indicator keduayaitu "Ingredients/Material". Siswaakanmendapatkannilaimaksimal 35 poin, padabagianinimemuat list ataubahanataubendaapasaja yang menjadipokokuntukmembuatsebuahprosedurteks. itumengapapenelitimeberikanpoinlebihtinggidaripada goal.
4. Di sub indicator ketigayaitu "steps". Siswaakanmendapatkannilaimaksimal 50 poinlebihbesardari goal dan ingredients/material karena di bagian steps ini, siswaakanmenjelaskanlangkah demi langkahmembuatsesuatausebuahprosedur yang tersusunsedemikianrupa.

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[38] Arthur Hughes, Testing For Language Teacher, (New York : Cambridge University Press, 2003), 2nd Ed, p. 104.

5. Nilai siswa paling tinggi akan di kategorikan mampu atau memiliki kemampuan intellectual dalam menulis sebuah text.

Guru Bahasa Inggris

LanggaPayung,   Januari 2023
Peneliti

Mhd Amdaraja Marbun, S, Pd.

Yasser Al-wahid AR.
NIM. 18 203 00066

LESSON PLAN

(Cycle 2)

SatuanPendidikan   : SMK Negeri 1 SeiKananLanggaPayung
Mata Pelajaran   : BahasaInggris
Kelas/Semester   : X / Genap
MateriPokok   : Procedure Text
AlokasiWaktu : 2 x 45 menit.
Pertemuan   : 3 & 4

I.   StandarKompetensi

3. Membandingkanfungsi   social,   strukturteks,
danunsurkebahasaanbeberapateksprosedursecaralisandantertulisdengan
member danmenerimainformasiterkaitresepmakanan/minumandan manual,
baikdalambentukpendekdansederhana,
sesuaidengankontekspenggunaannya.

4. Menangkapmaknasecarakontekstualterkaitfungsi   social,   strukturteks,
danunsurkebahasaanteksprosedurseracalisandantertulis,
sangatpendekdansederhana, denganbentukresepdan manual.

J. IndikatorPencapaianKompetensi

No.	Indikator	NilaiKarakter
1	Menentukaninformsi yang terdapatdalamprosedurteksterutamaresep	Religius, kreatif, mandiri, kerjakeras, rasa ingintahusertamengkreasikan ide-ide penulis
2	Mebuatsebuah procedure text khususnyasecara annual	

K. TujuanPembelajaran

Melaluidiskusi   di   dalamkelassertatanyajawabantarasiswadan   guru,
makadapat di simpulkanbahwatujuanpembelajaranini di tujukankepadasiswa,
agar siswamampu:

4. Menentukaninformasi yang terdapatdalamprosedur text terutamaprosedurtekstentangresepsecratelitidanmendalam.
5. Menganalisisfungsi social, strukturteksdan unsure kebahasaan yang terdapatdalamprosedurteksdenganteliti.
6. Membuatsebuahprosedurtekskhususnyasecara manual dansecararinci.

L. MateriPembelajaran

Materipokok:
memberikaninformasiterkaitdenganaramembuatataumelakukansesuatudalamb entukteksprosedur

4. Strukturteks

Dapatmencakup

- Aim, judul (Title)
- Materials
- Steps (Langkah-langkah)

5. Unsurkebahasaan
- Menggunakan simple present tense.
- Menggunakan connective of sequence.
- Menggunakan numbering.
- Menggunakan action verb.
- Menggunakan adverb.

6. Topik

Pertemuan pertama dan kedua langkahlangkah "**How to cook Friedrice"**dalambentukprosedur teks dan test.

Pertemuan ketiga dan keempat langkah langkah "**How to make simple sandwich"** dalam bentuk prosedur teks dan test.

M. Materi pembelajaran

Procedure Text is any meaningful stretch of language that has social purpose to give information how to do something or achieve goal. Procedure text also is a text that is designed to describe how something is accomplished through a sequence or actions or steps. It is explain how to make or doing something.

Social Function	Generic Structure	Language Feature
To explain how something can be doe such as directions, recipers, instruction manual, and itineraries. Procedure text also make the	• The Goal: An introductory statement that gives the aim or goal. • Ingredients or Material: A list of material that will be needed for completing the procedure	• Simple Prsent Tense (Using Imperrative verb: cook, take, cut, etc). • Connective Sequence (then, after

redears understand and know how to make or oparate something through successive steps.	(not required for all procedure texts). • Steps: A sequence of steps in the order they need to be done, because goal followed by the series of steps oriented to achieving the goal.	that, next, finally, etc). • Numbering (First, Second, Third, Fourth, Next, finally etc).

N. Metodepembelajaran
  1). Pendekatan : Saintifik
  2). Model Pembelajaran :Contectual Teaching and Lerning (CLT)
  3). Media   : Picture series and Power Point

O. LangkahLangkahPembelajaran
  d. Pre-Teaching
   2. KegiatanPendahuluan
      e) Guru menyampaikansalamkepadasiswadanmengajakberdoasebelummula ikegiatanpembelajaran.
      f) Guru memeriksakehadiransiswa/pesertadidik.
      g) Guru menyampaikanmateripembelajarandantujuanpembelajaran yang akan di capai.
      h) Memotivasipesertadidikbahwapentingnyamateri yang akan di pelajari
  e. While Teaching
    5. Planning
      e) Guru menyiapkan bahan ajar berupa materi procedure text tentang "How to cook friedrice" dan "How to make simple sandwich"
      f) Guru menyiapkan contoh pembelajaran berupa bentuk picture series in power point.
      g) Guru menyiapkan alat media berupa in-fokus dan Projektor
      h) Guru menyiapkan materi ajar yang di printberbentukgambar.
    6. Action
      2) Kegiatan Inti
                    Pertemuan ketiga

No.	Guru	Siswa

1.	Menjelaskan tahap-tahap writing, seperti pre-writing, drafting write, reviewing and revising, and re-writing.	Mendengarkan dan Menyimak
2.	Menjelaskan materi menggunakan Picture Series in Power Point. - Guru akan menjelaskan materi dengan menggunakan Picture Series in Powerpoint yang di tancapkan kedepan siswa (dilayar power point) - Guru memberikan penjelasan tentang penulisan prosedur text, berupa definisi, generic stucture, language feature, lamguage feature analysis serta contoh dari pada prosedur teks. - Guru akan memeberikan kesempatan kepada siswa yang belum faham terhadap materi prosedur teks.	Medengarkan serta menyimak penjelasan guru
3.	Menjelaskanlangkah-langkahpenulisanprosedurteks. - Guru memberikan topik untuk menulis prosedur text dengan tema "**How to make simple sandwich"** - Guru akan memberikan instruksi untuk penulisan prosedur teks secara bertahap berdasarkan generic structure dari prosedur teks tersebut. - Menjelaskan prosedur teks dengan mengacu atau memberikan penjelasan berdasarakan contoh yang di muat di layar powerpoint.	Siswa mendengarkan serta menyimak penjelasan guru

No.	Guru	Siswa
4.	Mengajaksiswauntukmembentukkelompok yang terdiridaribeberapakelompok	Siswa membentuk kelompok sesuai instruksi guru
5.	memberikanwaktukepadasiswauntukmendiskusikantopik yang telah di berikanoleholeh guru dengancatatanwaktu 30 menit	Siswa diskusi sesuai kelompok nya masing masing dan membahas topik yang di berikan
6.	memeriksahasildiskusidarimasing-masingkelompok	
7.	memintasalahsatuperwakilandarikelompokmasing-masinguntukmembacakanhasil yang telah di periksaoleh guru di depanseluruhsiswa	

Pertemuan keempat

No.	Guru	Siswa
1.	Memfasilitasi siswa melalui pembelajaran prosedur teks dan lain-lain	Menyimak informasi dari guru
2.	Mengingatkan siswa kembali tentang materi pembelajaran prosedur teks dengan menggunakan Picture Series in	Mendengarkan kembali materi sebelumnya

	power point sebelumnya serta menjawab pertanyaan siswa yang meghadapi kesulitan dalam memahami materi	
3.	Memeberikan tugas atau test yang harus di jawab oleh siswa, tugas berkaitan dengan dengan materi prosedur teks yang telah di ajarkan dengan menggunakan Picture Series in power point.	Mendengarkan dan Menyiapkan diri serta peralatan tulis untuk menjawab pertanyaan atau tugas yang di berikan
4.	Memberikan istruksi tentang pengerjaan tugas yang di berikan kepeda siswa, serta menjawab pertanyaan siswa yang kesulitan atau kurang faham tentang tugas yang di berikan.	Mendengarkan istruksi pengerjaan yang di berikan guru dan menyelessaikan tugas dengan tepat waktu.

7. Observation
d) Guru mengobservasi atau melihat kinerja siswa dalam mengerjakan tugas.
e) Guru melihat dan memantau diskusi kelompok siswa di kelas.
f) Guru melihat hasil diskusi kelompok tentang penulisan prosedur teks

8. Reflection
c) Guru menilai hasil kinerja siswa dalam mengerjakan tugas
d) Guru menilai hasil diskusi siswa

f. Post-Teaching
1. Penutup
f) Guru beserta seluruh siswa melakukan refleksi terhadap pembelajaran yang telah di lakukan.
g) Guru memberikan reward atau hadiah kepada kelompok dengan nilai atau hasil tertinggi di antara kelompok yang lain.
h) Guru memberikanmotivasikepadakelompokdengannilaiterendah.
i) Guru menyampaikanmateripadapertemuanberikutnya.

j) Guru menutuppebelajarandenganmembacakanhamdalahdansalam.

P. Penilaian

The Indicator of Writing Procedure Text

No	Item Analysis	Score Criteria
1	Content	30-27 Excellent to very good: knowledgeable substantive, thorough development of thesis,relevant to assigned topic. 26-22 Good to average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. 21-17 Fair to poor: limited knowledgeable of subject, title substance, inadequate.
2	Organization	20-18 Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
3	Vocabulaary	17-14 Good to average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not obscured. 13-10 Fair to poor: limited range – frequent errors of word/ idiom form, choice, usage but 57 meaning confused or obscured. 9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

4	Language Use		25-22 Excellent to very good effective complex construction, few errors ofagreement, tense, number, wordorder/function, articles, pronouns, prepositions. 21-18 Good to average: effective but simple construction, minor problems, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured. 17-11 Fair to poor: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons,deletions, meaning confused or obscured. 10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5	Mechanic		5 Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. 4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning

		not obscured. 3 Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused orobscured. 2 Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization.[39]

6. Siswa akan mendapatkan nilai sempurna jika mampu menulis sebuah prosedur teks dengan sempurna.
7. Di sub indicator pertamayaitu "goal". Siswa akan mendapatkann ilaimaksimal 15 poin, goal hanyamemuattujuandariprosedurtekstersebut, itumengapapenelitimemberikan 15 poinsebagainilaimaksimalnya.
8. Di sub indicator keduayaitu "Ingredients/Material". Siswaakanmendapatkannilaimaksimal 35 poin, padabagianinimemuat list ataubahanataubendaapasaja yang menjadipokokuntukmembuatsebuahprosedurteks. itumengapapenelitimeberikanpoinlebihtinggidaripada goal.
9. Di sub indicator ketigayaitu "steps". Siswaakanmendapatkannilaimaksimal 50 poinlebihbesardari goal dan ingredients/material karena di bagian steps ini, siswaakanmenjelaskanlangkah demi langkahmembuatsesuatuausebuahprosedur yang tersusunsedemikianrupa.
10. Nilaisiswa paling tinggiakan di kategorikanmampuataumemilikikemampuan intellectual

Guru BahasaInggris

Mhd Amdaraja Marbun, S, Pd.

LanggaPayung, Januari 2023
Peneliti

Yasser Al-wahid AR.
NIM. 18 203 00066

---

[39] Arthur Hughes, Testing For Language Teacher, (New York : Cambridge University Press, 2003), 2nd Ed, p. 104.

ASSALAMUALAKUM
WR. WB

PROCEDURE TEXT

BY :

YASSER AL WAHID AR
NIM. 18 2O3 OOO66

1. Definition of Procedure Text

   Procedure text is a text that is designed to describe how something is achieved.

   The purpose of procedure text is to explain how something can be done such directions, recipes, instructions manual and itineraries.

2. Generic Structure

   / Goal = Introduction the statement and gives the aim or goal

   / Material = A List of Material

   / Steps = A Sequence of steps in the order that will be need it

3. The Example = belongs to the pictures series in this power point

Procedure Text in Picture Series

Pancake Recipe

Ingredients

to make 4 pancakes:
100g plain flour
300ml milk
1 egg

Pancake Recipe

1

Pancake Recipe

2

Pancake Recipe

3

Pancake Recipe

4

Pancake Recipe

5

Collect all your ingredients

Sift the flour into a bowl and add a pinch of salt

Add an e...

Pour in some milk

Whisk the batter mixture until it is smooth

Melt some bu...

Thank You.
Wassalamualaukum Wr. Wb.

SURAT VALIDASI

Dengan ini menerangkan bahwa saya yang bertanda tangan di bawah ini:

Nama : Rayendriani Fahmei Lubis, M.Ag
Profesi : Dosen TBI dengan mata kuliah writing subjek UIN Syahada Padangsidimpuan.

Telah memberikan pengamatan dan masukan terhadap bentuk **Test** yang akan di berikan kepada siswa-siswi SMK Negeri 1 Sei Kanan Langa Payung Labuhan Batu Selatan untuk kelengkapan penelitian yang berjudul:

"Improving Students' Ability in Writing Procedure Text by Using Picture Series in Power Point Presentation at Grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan"

Yang di susun oleh:

Nama : Yasser Al Wahid AR
Nim : 18 203 00066
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Adapun masukan yang telah di berikan terhadap si peneliti adalah:

1. Please write the text belongs to students' book.

2. You can also write the test based on their program

Dengan harapan, masukan serta penilaian yang di berikan kepada peneliti dapat di gunakan, serta dapat menyelesaikan dan menuntaskan penelitiannya dan juga dapat menyempurnakan instrument tes yang baik untuk penelitiannya.

Padangsidimpuan, 17 November 2022
Validator

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Appendix 3

The list of Instrument for the test

(Test Cycle 1)

A. Introduction
   1. This instrument only aims to get or retrieve data from the students' regarding students' ability in writing procedure text!
   2. The answer does not affect the position of the students' or the students' achievement in classroom and school.
B. Instruction
   1. Write down the example of procedure text based on the generic structure of the text.
   2. If any question or students' do not understand about the test, the students can ask the researcher.
   3. The researcher gives 60 minutes for answer the test.
C. Question

Write down a procedure text based on the generic structure!

The Students Writing test of Procedure Text

Name   :
Class   :
Day   :
Date   :

1. **Write down a Procedure Text with title below:**

Title   : How to make a cup coofee

Goal/Purpose   : ....

Ingredients/Material   : ....

                           ....

                           ....

                           ....

                           ....

Appendix 4

The list of Instrument for the test

(Test Cycle II)

D. Introduction

1. This instrument only aims to get or retrieve data from the students' regarding students' ability in writing procedure text!

2. The answer does not affect the position of the students' or the students' achievement in classroom and school.

E. Instruction

1. Write down the example of procedure text based on the generic structure of the text.

2. If any question or students' do not understand about the test, the students can ask the researcher.

3. The researcher gives 60 minutes for answer the test.

F. Question

Write down a procedure text based on the generic structure!

The Students Writing test of Procedure Text

Name   :
Class   :
Day   :
Date   :

1. Write down a Procedure Text with title below:

Title   : How to make Fried rice

Goal/Purpose   : ....

Ingredients/Material : ....

....

....

Appendix 5

Observation Sheet

Name of School: SMK Negeri 1 SeiKananLanggaPayungLabuhanBatu Selatan
Subject Matter   : English
Class   : X Grade Accountancy Class
Cycle   1

No.	Activities	Yes	No	Notes
	A. Opening			
1.	Greeting and introducing Patiently	✓		
2.	Check the attendance list of students	✓		
3.	Give motivation to students' before teaching and learning material	✓		
	B. Action			
4.	Explain about learning material	✓		
5.	Explain the step teaching and learning about writing process, especially in writing procedure text	✓		
6.	Connecting the material with power point presentation.	✓		
7.	Giving the suitable examples in writing material	✓		
8.	Give motivation to all the students' and keep practice in teaching and learning process.	✓		
	C. Evaluation			
9.	Giving and Explaining the test	✓		
10.	Asking to all students to create paragraph in procedure text through draft with CLT.			
	D. Closing			
11.	Concluding the lesson	✓		
12.	Give motivation to apply CLT technique in writing skill.	✓		
13.	Give thanks and telling the next topic for the next meeting.	✓		

Observation Sheet

Name of School : SMK Negeri 1 SeiKananLanggaPayungLabuhanBatu Selatan
Subject Matter : English
Class : X Grade Accountancy Class
Cycle II

No.	Activities	Yes	No	Notes
	A. Opening			
1.	Greeting and introducing Patiently	✓		
2.	Check the attendance list of students	✓		
3.	Give motivation to students' before teaching and learning material		✓	
	B. Action			
4.	Explain about learning material			
5.	Explain the step teaching and learning about writing process, especially in writing procedure text		✓	
6.	Connecting the material with power point presentation.			
7.	Giving the suitable examples in writing material	✓		
8.	Give motivation to all the students' and keep practice in teaching and learning process.	✓		
	C. Evaluation			
9.	Giving and Explaining the test	✓		
10.	Asking to all students to create paragraph in procedure text through draft with CLT.		✓	
	D. Closing			
11.	Concluding the lesson	✓		
12.	Give motivation to apply CLT technique in writing skill.	✓		
13.	Give thanks and telling the next topic for the next meeting.	✓		

English Teacher

Mhd. Amdaraja Marbun, S.Pd

Observation Sheet for the students

Name of School : SMK Negeri 1 Sei Kanan Langga Payung

Subject Matter : English

Class : X Grade Accuntancy Class

Cycle 1

No	Observation Items	Assesment		Ket
		Good	Enough	
1	Students Activity a. Bertanya b. Menermukan gagasan c. Pay attention to the teacher		✓	
2	Students Creativity a. Grammar b. Write		✓	
3	Students Effectiveness a. Master the Necessary Skills b. Students are more serious in learning. c.Students make the best to use of their time in learning		✓	
4	Fun, learning makes students: a.dare to try to write in front of the class b. Dare to ask c. Dare to express an opinion	✓		

English Teacher

Mhd, Amdaraja marbun S,Pd

Observation Sheet for the students

Name of School : SMK Negeri 1 Sei Kanan Langga Payung

Subject Matter : English

Class   : X Grade Accuntancy Class

Cycle   : 2

No	Observation Items	Assesment		Ket
		Good	Enough	
1	Students Activity d. Bertanya e. Menermukan gagasan f. Pay attention to the teacher	✔		
2	Students Creativity c. Grammar d. Write	✔		
3	Students Effectiveness d. Master the Necessary Skills e.Students are more serious in learning. f. Students make the best to use of their time in learning	✔		
4	Fun, learning makes students: d. dare to try to write in front of the class e. Dare to ask f. Dare to express an opinion	✔		

English Teacher

Mhd, Amdaraja marbun S,Pd

Appendix 6

The Result of Cycle 1

No	Name	Gender	Score	Information
1	ABS	M	59	Belum Tuntas
2	AFA	M	61	Belum Tuntas
3	AK	F	60	Belum Tuntas
4	BI	F	50	Belum Tuntas
5	CH	M	79	Tuntas
6	DP	F	60	Belum Tuntas
7	F	F	65	Belum Tuntas
8	HN	F	79	Tuntas
9	ID	F	57	Belum Tuntas
10	KHN	F	54	Belum Tuntas
11	M	F	46	Belum Tuntas
12	MA	F	64	Belum Tuntas
13	MS	F	60	Belum Tuntas
14	NJ	F	55	Belum Tuntas
15	NAN	F	64	Belum Tuntas
16	NA	F	59	Belum Tuntas
17	NJ	F	60	Belum Tuntas
18	P	M	59	Belum Tuntas
19	PA	F	65	Belum Tuntas
20	RAN	F	42	Belum Tuntas
21	SM	F	46	Belum Tuntas
22	YA	F	75	Tuntas
23	YA	F	60	Belum Tuntas
	Total		1.379	

Appendix 7

The Result of Cycle 2

No	Name	Gender	Score	Information
1	ABS	M	80	Tuntas
2	AFA	M	86	Tuntas
3	AK	F	87	Tuntas
4	BI	F	83	Tuntas
5	CH	M	79	Tuntas
6	DP	F	78	Tuntas
7	F	F	80	Tuntas
8	HN	F	88	Tuntas
9	ID	F	75	Tuntas
10	KHN	F	79	Tuntas
11	M	F	78	Tuntas
12	MA	F	80	Tuntas
13	MS	F	80	Tuntas
14	NJ	F	77	Tuntas
15	NAN	F	84	Tuntas
16	NA	F	83	Tuntas
17	NJ	F	75	Tuntas
18	P	M	85	Tuntas
19	PA	F	80	Tuntas
20	RAN	F	78	Tuntas
21	SM	F	79	Tuntas
22	YA	F	88	Tuntas
23	YA	F	83	Tuntas
	Total			

Appendix 8

Monitoring dan Evaluasi Penelitian

Nama peneliti   :

Judul penelitian :

Skema penelitian :

Dana penelitian   :

No	Keterangan	Progress			
		25%	25%-50%	50%-75%	75%-100%
1	**Capaian penelitian** berdasarkan : log book				80%
2	**Capaian penelitian** berdsarkan : laporan kemajuan penelitian				78%
No	Keterangan	ADA		TIDAK ADA	
3	**Etical clearance** Berdasarkan : Lembar persetujuan etik penelitian			⌣	
4	**Ijin penelitian** Berdasarkan Lembar Surat Ijin penelitian	⌣			
5	**SPJ penelitian 70%** Berdasarkan : Nota, NCR, Surat tugas, Daftar nominative, dll	⌣			

Komentar Reviewer :

Kurang menguasai gerak tubuh saat menjelaskan materi dan kurang aktif dalam menyampaikan materi

....

....

Langga payung,   Februari 2022
Reviewer

Mhd. Amdaraja Marbun Spd

CYCLE 1

Name : Ahmad Badi
Class : X akkuntansy 1

Title . : Ho to make cofe
Goal Purpuse :
Ingrediens / Meterial : 1 table spoon , 1 cup
1 saset cofee . sugar
, Hot water ,

Steps : Open the saset coofee, and
put in a cup. and then. add
sugar. and the put Hot water
to the cup, and enjoy

C = 20
0 = 20
V = 5
L = 11
M = 3
89

CYCLE 2

The Students Writing test of Procedure Text

Name : Ahmad Badi
Class : X Akuntansi 1
Day : Jum'at
Date : 10 Februari 2023

1. **Write down a Procedure Text with title below:**

Title : How to make Fried rice

Goal/Purpose : to weelcom arrival

Ingredients/Material : 3 cups cooked rice, 2 tbs vegetable oil, 3 eggs, 2 union, 3 green chilis, 1 garlic clove, 1 leek, 1 teespood Ground coriander, 1 teespoon Ground cumin, 250 gr, chiken meat.
- teflon - fried spoon. Plate. Stove

Steps : this is best made from cold lettover rice. but you can cook a fresh boach ond leave tb to cool for at least 4 hours, Best the eggs and make into a slice into stries and set aslide heat the oil in a work or large frying pan. add the chopped onion, leek. garlic and chilis. Fry until the union is soft. add the coriander and cumin, slice chiken into strips and and add with the pravns to the onion mixture and cook. until they arr well mixed. add the rice, soya sauce and omelet strips and cook for a farther five minutes. Decorlate with some the lleftower leek and serve hot. Enjoy.

L = 27
O = 20
V = 10
L = 18
M = 5   +
      (80)

Appendix 9

Documentation of Monitoring

Appendix

Research Documentation

Cyle I (first meeting)

Picture I

The researcher give explanation about procedure text to students' and the students' listened to the researcher

Cycle I (Second meeting)

Picture 2

The researcher give the test about prosedure text to the students'

Cycle II (third meeting)

Picture 3

The researcher give explanation more about procedure text to students' and the
students' listened to the researcher

Cycle II (fourth meeting)

Picture 4

The researcher give the test about prosedure text to the students'

Nomor : B3796 /Un.28/E.1/PP.00.9/11/2022   25 November 2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.
1. **Zainuddin, M.Hum.**   **(Pembimbing I)**
2. **Sokhira Linda VindeRambe, M.Pd.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Yasser Al Wahid AR
NIM   : 18 203 00066
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Improving Students' Ability in Writing Procedure Text by Using Pictures Series in Power Point Presentation at Grade X SMK Negeri 1 Sei Kanan Langga Payung - Labuhan Batu Selatan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi
Tadris Bahasa Inggris

Dr. Hj. Lis Yulianti Syafrida, S.Psi.,M.A
NIP. 19801224 200604 2 001

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Nomor   : B517 /Un.28/E.1/TL.00/01/2023   19 Januari 2023
Lampiran :
Prihal   : Izin Riset Skripsi

Yth. Kepala SMK Negeri 1 Sei Kanan Langga Payung

Dengan hormat, bersama ini kami sampaikan bahwa :

|	
Nama	: Yasser Al Wahid AR
NIM	: 1820300066
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Desa Sabungan Labuhan Batu Selatan

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **"Improving Students' Ability in Writing Procedure Text by Using Picture Series in Power Point Presentation at Grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik
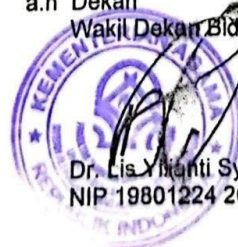
Dr. Lis Yulianti Syafrida Siregar, S.Psi, MA
NIP 19801224 200604 2 001

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 1 SEI KANAN
KABUPATEN LABUHANBATU SELATAN
JL. LINTAS SUMATERA, DESA HAJORAN KECAMATAN SUNGAI KANAN KODE POS 21465
E-mail :smkn1seikanan@yahoo.co.id NSS: 321070714011 NPSN : 10205211

Hajoran, 20 Februari 2023

Nomor   : 421.3/ 058.TU/2022
Lampiran   : -
Hal   : Balasan Izin Penelitian
               Penyelesaian Skripsi

Kepada Yth:
Universitas Islam Negeri Syekh Ali Hasan
Ahmad Addary Padangsidimpuan
Fakultas Tarbiyah Dan Ilmu Keguruan
di-
         Tempat

Dengan Hormat,

Sehubungan dengan surat Fakultas Tarbiyah dan Ilmu Keguruan dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan No: B 517/Un.28/E.1/TL.00/01/2023, maka yang bertanda tangan dibawah ini :

Nama   : Dra. Hesti Ermawan, M.M
NIP   : 19690621 199703 2 002
Jabatan   : Kepala Sekolah

Menerangkan bahwa :

Nama   : Yasser Al Wahid AR
NIM   : 1820300066

Benar telah melaksanakan penelitian penyelesaian skripsi di SMK Negeri 1 Sei Kanan dengan judul **"Improving Students' Ability in Writing Procedure Text by Using Picture Series in Power Point Presentation at Grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhanbatu Selatan"**.

Demikian surat ini kami sampaikan dan atas kerja samanya kami mengucapkan terimakasih.

Kepala SMK Negeri 1 Sei Kanan

Dra. HESTI ERMAWAN, M.M
NIP. 19690621 199703 2 002