

	<ul style="list-style-type: none"> <li>Fairly in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Have little error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>of language</li> <li>Have little mishap of choice of vocabulary</li> </ul>
2	<ul style="list-style-type: none"> <li>Sequence of steps are explain sketchy</li> <li>Sketchy in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Have some error in grammar use</li> <li>Have some error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Have some mishap of choice of language</li> <li>Have some mishap of choice of vocabulary</li> </ul>
1	<ul style="list-style-type: none"> <li>Sequence of steps are explain not in detail at all and confuse the reader</li> <li>Not very clear in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Have many error in grammar use</li> <li>Have many error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Have many mishap of choice of language</li> <li>Have many mishap of choice of vocabulary</li> </ul>

Adapted from (Hyland, 2003, p. 231)

Based on the rubric table above, In this case, the researcher will use the formula below to calculate the score:

$$\text{Score} = (CX10) + (GX7.5) + (SX7.5)$$

Description:

Score : The student's score

C : Score of Content

G : Score of Grammar

S : Score of Structure

After determining the achievement of writing skills for all students, the researcher will calculate the average of students' writing scores. Thus, to get the average value of students' writing scores, researcher use the following formula:

$$M_x = \frac{\sum x}{n}$$

research, field notes are used to record things that are in accordance with the activities of teachers or students during the process of learning activities. This aims to strengthen the research results so that the entire process of learning activities related to the behavior, or attitudes of students and teachers can be recorded in field notes.

c. Interview guideline

Interview guidelines were conducted for students after the class action research. Interviews were conducted after the classroom action research to find out students' difficulties in writing skills, students' interest in writing procedure text using picture series media, and how picture series media could improve students' ability to write procedure text using picture series media. In conducting interviews, the researcher developed an interview guide that made it easier for the researcher to collect information from the subject. According to Boyce and Neale (2006, p. 5), they developed an interview guide that contained a list of aspects to be asked or issues to be explored during the interview to the subject and included a consent form. An interview guide was a list of topics to ask about during an interview, making it easier to interview for things related to those topics. Interview guides ranged from very detailed to rather loose, but they all aimed to help you know what to ask, in what order, how to ask the questions, and how to send a follow-up. It provided direction on what to do or say after your interviewee answered your final question. Interview guides were used to determine how students

a. Observation sheet

In this research, the researcher used observation sheets as a tool to collect data containing information about all student activities that occurred in the classroom. Observation sheets for students aimed to find out what students did in the classroom and how many students engaged in these activities. In this case, the observer was the English teacher as a collaborator. In this research, the researcher used a checklist to list the planned behaviors or actions that were relevant to the research (Efron & Ravid, 2013, p.96). The researcher provided observation sheets for students with a rating scale format. The rating scale was used to assess the frequency of occurrence of certain behaviors or circumstances. This rating scale had four answer options: strongly agree (point 4), agree (point 3), disagree (point 2), and strongly disagree (point 1) (Efron & Ravid, 2013, pp. 96-97). Below is a rating scale table:

Table 3. 1 Rating scale of observation

Point	Rating Scale	Description
1	Strongly disagree	1 to 5 students do the activity
2	Disagree	6 to 10 students do the activity
3	Agree	11 to 18 students do the activity
4	Strongly Agree	19-23 students do the activity

In this research, the researcher used the formula below to calculate the observation score from the observation sheet for students:

$$\text{Score} = \frac{\text{obtained score}}{\text{total score}} \times 100$$

## **CHAPTER III**

### **METHODOLOGY**

In this chapter, the researcher discussed all research methodologies. There were several subchapters. These included research design, the subject of the study, the data collection method and instruments, and the data analysis.

#### **A. Research Design**

Research design was a rigorous process that built theory or uncovered new facts using a particular approach. The research process was one of the most important elements in conducting research. This research was an example of Classroom Action Research (CAR) conducted by a teacher in the classroom. In order to improve and strengthen teacher professionalism in the classroom and student learning outcomes, this research could create new procedures and strategies. Norton (2009, p. 52) stated that “Classroom Action Research implied a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices were carried out.”

According to Sagor (2004, p. 4), Classroom Action Research was an inquiry undertaken by a person or people who had the authority to take their own actions, with the goal of improving their future actions. It was important to create this in order to clearly separate action research from other types of scientific or educational research.

Burns (2010, pp. 7–8) argued that in a Classroom Action Research cycle, there were typically four main stages. The first cycle might have been a continuous, or iterative, spiral cycle that kept continuing until the action researcher decided it was time to quit after obtaining sufficient findings. The cycle consisted of two cycles: Cycle 1 and Cycle 2, each cycle was divided into four stages: planning, implementation, observation and perception, and analysis and reflection. The four steps in conducting action research were planning, action, observation, and reflection. In this research, the researcher used Classroom Action Research by Kemmis and McTaggart (1998) in Burns (2010, p. 9).

CAR cycle model based on Kemmis and McTaggart (1998) in Burns (2010, p. 9). As follows.

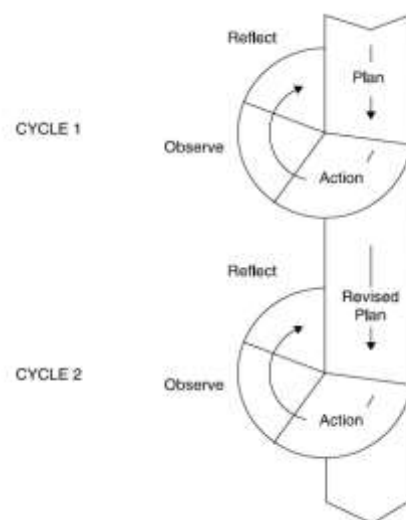


Figure 3. 1 Cyclical CAR model based on Kemmis and McTaggart

## 1. Cycle 1

### a. Planning

At this stage, the researcher planned all matters relating to the research conducted. The researcher designed a teaching module based on the material in the curriculum, prepared procedure text material and examples to be distributed to students, chose picture series to provide material or demonstrate a concept about procedure text, and then prepared research instruments to collect data, such as observation checklists, interview guidelines, field notes, and test sheets.

### b. Action

At this stage, the researcher focused on the implementation that had been planned at the planning stage. The researcher applied the teaching module to the learning process that had been made at the learning planning stage. The researcher also applied picture series media as a student learning medium in learning procedure text. Meanwhile, the collaborator acted as observers who observed all activities that occurred in the teaching and learning process.

### c. Observation

At this stage, the researcher observed all the activities that took place in the classroom. The sources of the data found were the results of the aspects of the observation, the data collected through the research instruments used, and the data collection techniques. In making observations, the researcher collected all relevant data during the

implementation of the actions that had been carried out previously. Observation sheets and field notes guided the researcher in making observations.

d. Reflection

At this stage, the researcher conducted a reflection which aimed to reflect on the data that had been collected to determine whether the teaching and learning process of writing procedure texts using picture series was good to be applied in the teaching and learning process for class XI students of Senior High School 1 Tempunak or not. In reflecting, there was a need for evaluation. At this stage, the researcher concluded some of the problems found during the implementation of the action. In this case, the researcher also drew conclusions; if the results were found to be less than the success criteria, then the researcher would continue to carry out the next cycle.

## **B. The Subject of The Study**

This research was conducted at SMA Negeri 1 Tempunak. The subject of this research was class XI consisting of 12 female students and 11 male students at SMA Negeri 1 Tempunak. The researcher chose this class because based on the results of pre-observation, the researcher found several problems in this class. Based on these problems, the researcher was interested in choosing this class as the research subject. In this research, the researcher focused on improving students' skills in writing procedure text in class XI by using picture series media.

## **C. The Data Collection Technique and Instrumentation**

The instrument and data collecting technique used in this research are crucial since they provide means and means of determining if the proposed research is legitimate and produces meaningful findings.

### **1. Data Collection**

In this research, the researcher used observation, interviews, and measurement to collect data.

#### **a. Observation**

According to Efron & Ravid (2013, p. 68) “Observation is purposefully observing people, events, and interactions as they occur.” In this case, the researcher observed the learning process which includes all activities carried out by students and in the classroom. Based on the results of these observations, the researcher aimed to find out the activities carried out by students in the learning process so that they could be evaluated at the next meeting.

#### **b. Interview**

An interview is a planned talk between two or more individuals, during which they exchange perspectives on a certain subject (Efron & Ravid, 2013, p. 68). In addition, according to (Creswell W. & Creswell D, 2018, p. 263), there are three different types of interviews that researcher can use to investigate interview topics. The most common types of interviews are face-to-face individual interviews, telephone interviews, or focus group interviews with six to eight people in a group.



Unorganized and usually open-ended, these interviews are used to gather the opinions and perspectives of the participants. Interviews consist of face-to-face interviews, telephone interviews, and focus group interviews.

In this research, the researcher used face to face interviews. face-to-face interviews are interviews conducted by researcher with participants personally or individually to obtain the data needed, in this case researcher conducted interviews with several students to find out students' opinions about the use of picture series media in writing text procedures.

In conducting interviews, the researcher must consider the participants who will be selected in collecting data through interviews. In qualitative research, the researcher select participants using purposeful sampling. According to Lodico et al (2010, p. 34) Purposeful sampling involves selecting participants who have important knowledge or information related to the research objectives. The purposeful sampling method in which cases are selected based on knowledge or key information in cases based on student ability.

In this research, the researcher used purposeful sampling to interview the students. The researcher will select interview objects based on student activity, to know the opinions of students based on students who are active, fairly active, and less active in the classroom. Interviews are conducted by researcher in order to obtain direct data related to the

topic of students' ability to write procedural texts using picture series media. The data obtained can be in the form of impressions, responses, and students' opinions on the use of picture series media in improving the ability to write procedural texts. open interviews will be used by researcher in this research in order to provide freedom in the sense that students are given opinions without restrictions in answering questions given by researcher.

In this research, the researcher used semi-structured interviews which means that the researcher has prepared questions before conducting the interview. the researcher used open-ended questions. Tomal (2003, p. 37) stated that open-ended questions are structured questions that ask the interviewee to answer with one or more statements.

According to Efron & Ravid (2013, p. 98) during the interview, students explained their opinions according to the list of questions. In addition, if information needed to be explained in detail or the information obtained was unexpected, the interviewer could ask further questions to the students for them to provide more explanation regarding the question.

#### c. Documentation

Documentation was a collection of various types of data, including notes, book transcripts, photographs, videos, summaries, agendas, and more. According to Cresswell (2009, p. 181), documentation referred to public and private materials obtained about a place or participants in

research. These records could include things like newspapers, meeting minutes, personal journals, and letters. In this research, the researcher used student papers, photos, and videos as a form of documentation to support the data.

#### d. Measurement

Measurement or evaluation was another action research data collection method. Assessment was the examination of individual work using exams, portfolios, records, or direct observation of individual and group abilities and behaviors (Tomal, 2003, pp. 70-71). Thus, measurement was a way to assess student learning and performance (Efron & Ravid, 2013, p. 135). In this research, the researcher used picture series media to measure or assess the results of student work as evaluation material and to improve the student learning process.

## **2. Instrumentation**

Instrumentation was a tool for collecting data. Research instrumentation was an important document used to collect data. In this case, the researcher used checklist observation, field notes, interview guidelines, video recording, and tests as instruments. In this research, these instruments were related to data collection about the application of picture series media as a learning media in improving procedure text writing skills in grade XI students at Senior High School 1 Tempunak.

Description:

Total score : The observation score.

Obtained score : Total point of observation.

b. Field note

Field notes are notes that are used to record detailed information about the implementation of learning in the classroom. These notes will be used to find out what things will be taken into consideration for the next meeting. Field notes compile activities and interactions in the classroom to show how student and educator interactions develop during the teaching and learning process. The data obtained from the observation sheet is then used to support the field notes. According to Efron & Ravid (2013, p. 90) the observation protocol contains field notes that are detailed descriptions of what you see, hear, and sense during the observation, and the thoughts, feelings, and understandings these observations provoked.

Field notes are used to record brief notes to document what happened during a particular day, event, or activity. The collaborator notes the effects of the action and records them on the field notes. The collaborator collected all information about what happened during the process of teaching and learning activities, the collaborator wrote comments, suggestions and some obstacles or problems faced by students and teachers in the classroom. The collaborator also noted the strengths and weaknesses of researcher in teaching students. In classroom action

responded to the material taught and whether there were any barriers to learning.

d. Video recording

Video recording was a data support tool from the results of the learning process activities or situations in the classroom. Observational tools like photographs, videotapes, and audiotapes enhanced the capacity to capture student behaviors, attitudes, and social interactions through images and sounds (Efron & Ravid, 2013, p. 93). In this research, the researcher used video recordings capturing student situations during the learning process as supporting data.

e. Test

In this research, the researcher gave a test that focused on writing procedure texts. The result of this test was the students' procedure texts. Brown (2001, p. 384) argued that tests are planned words, a method to measure a person's ability or knowledge in a particular domain. The purpose of this test was to measure students' ability in writing procedure texts. There were five components in the analytic scoring rubric for writing: content, organization, vocabulary, grammar, and mechanics.

Table 3. 2 Scoring rubric of writing

Score	Content (40%)	Grammar (30%)	Structure (30%)
4	<ul style="list-style-type: none"> <li>Sequence of steps explain detail are in detail</li> <li>Very clear in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Almost have no error in grammar use</li> <li>Almost have no error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice of language</li> <li>Excellent choice of vocabulary</li> </ul>
3	<ul style="list-style-type: none"> <li>Sequence or steps are explain fairly</li> </ul>	<ul style="list-style-type: none"> <li>Have little error in grammar use</li> </ul>	<ul style="list-style-type: none"> <li>Have little mishap of choice</li> </ul>

Description:

$Mx$  : Mean score

$\sum x$  : total of individual score

$N$  : Number of students who take the test

#### **D. Data Analysis**

The analysis of the data was the next stage of this research process after data collection. The definition of data analysis was a methodical procedure that yielded trustworthy results. These discoveries were translated into fresh interpretations, claims, justifications, and study conclusions (Efron & Ravid, 2013, p.165).

Because the researcher used classroom action research, this research had both quantitative and qualitative data. Tests were used to collect quantitative data, while observation sheets, field notes, interview guidelines, and video recordings were used to collect qualitative data. The researcher discussed success criteria, quantitative data, and qualitative data in data analysis. Below was an explanation of these sections:

##### **1. Qualitative data**

Qualitative data was the primary data in this research. It is used by the researcher to analyze the data. In qualitative data consists of three streams of activities that occur simultaneously, namely data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994, pp. 10–11).

The explanation is as follows:

a. Data reduction

Data reduction was a form of analysis that sharpened, sorted, focused, discarded, and organized data in such a way that the researcher could draw conclusions. In this research, it was very important to sort and focus to collect important information needed in this research. Data reduction was simplifying, classifying, and discarding unnecessary data in such a way that the data could produce meaningful information and make it easier to draw conclusions.

b. Data display

Data display was a set of data organized so that conclusions could be drawn, and actions taken. In addition, it helped the researcher present qualitative data. Presenting data was an activity when a set of data was systematically organized and easy to understand so that it allowed conclusions to be drawn. Displaying data was very important in this research because it helped the writer collect analysis data. Interview transcripts, field notes, and observation sheet results were displayed in the data display by the researcher.

c. Conclusion drawing and verification

The final stage was conclusion drawing and verification. Verification meant that the researcher made conclusions based on the findings of the research data. The researcher could not make conclusions before doing data reduction and data display because conclusions were obtained after getting the results of these steps.

## 2. Quantitative data

Quantitative data was the secondary data of this research. According to Burns (2010, p. 118), quantitative data meant stating data in the form of numbers, but quantitative data was expressed in the form of observations and numbers because quantitative data was used to get a concise numerical description, to describe a set of numbers, and to show numbers concisely in the form of averages, frequencies, or percentages.

Descriptive statistics were a way to analyze quantitative data. This was necessary to reduce numbers. Central tendency was one of the categories used to reduce numbers. This was a way of reducing numbers by using the mean, middle value, and mode of the data (Burns, 2010, p. 121). Thus, the researcher used the average of the students' scores from each cycle to get the results.

In analyzing quantitative data, the researcher used the writing assessment rubric adapted from Weigle, as shown in Table 3.3, and success criteria, as shown in Table 3.4, as tools to measure students' writing skills through picture series media.

## 3. The criteria of success

In this research, the researcher created success criteria to measure the success of the application of picture series media in students' writing skills. These success criteria were obtained from the results of research instruments such as observation sheets, field notes, interview guidelines, and tests. The indicator of the success of this research was when students



gave a positive response to the application of picture series media in improving their writing skills.

In this case, the researcher really needed success criteria because they were used to measure the level of success in each cycle. Thus, the researcher found it easy to ascertain whether the next cycle would be carried out or not. The success criteria in this research were displayed in the following table:

Table 3. 3 Criteria of success

No	Indicators	Instrument
1	If 80% of students are actively involved and give positive responses in learning activities through serialized pictures in the classroom in this cycle, it can be said that this cycle is successful.	a. Observation sheet b. Field note c. Interview guideline d. Video recording
2	If 75% of students have improved their ability to write procedural texts or if 75% of students get a score of 3 in each aspect in this cycle, then the cycle is declared successful.	a. Test

Based on the table above, the researcher concluded that in this research a cycle would be declared successful if 75% of students were actively involved and gave a positive response during learning activities to the application of picture series media, and if 75% of students have improved their ability to write procedural texts or if 75% of students get a score of 3 in each aspect in this cycle, then the cycle is declared successful.