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**USING FLOWCHART AS A MEDIA TO IMPROVE STUDENTS'
WRITING SKILL IN PROCEDURE TEXT**



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CHAPTER I

INTRODUCTION

1.1 Background of The Research

Language is the main thing to communicate with others. Language can also be used to communicate the speaker's thoughts, arguments, questions, and opinions. The speaker must use correct language in order to be accepted and understood by others. In this modern era, English is the world's most common used language. According to Stevens (2010) learning English will make it easier for everyone to get a job, easier to access the up-to-date information, easier to use the modern technology, and also can easier to hold a trip to the world. According to (Lauder, 2008) it is a subject which must be taught for three years in junior high schools and three years in senior high schools. Since the implementation of the 1994 Curriculum, English is also taught as an elective subject in elementary schools. It appears that the aims of the most recent English curriculum in Indonesia have been affected by the development of English language instruction (Mattarima & Rahim, 2011)..

Teaching and learning English in Foreign Language setting such as in Indonesia requires the students to learn four skills (Fadhilawati et al., 2020). The four language skills like speaking, listening, reading, and writing are the center of current practice in English language instruction, (Sadiku, 2015). According to (Burns, 2018). Writing skill is one of the four skills that should

be learned by the students. Writing is regarded by (Sartono, 2015) as an useful skill for communicating thoughts, views, opinions, ideas, or feelings about anything in a way that is interesting, productive, and simple to understanding.

(Wardani et al., 2014) According to Wardni, writing appears to be the ability that students struggle with the most because it involves a complicated process from planning to final product. Students should be aware of various crucial writing elements, such as grammar, content, language use, and mechanics. The challenge is not just in coming up with and arranging the ideas, but also in turning them into text that is readable. The reader may determine the author's intentions and messages from the text if it is readable.

Students must be taught the proper methods, strategies and media in class in order to teach them how to write. Students will struggle to embrace learning if the strategies and media are ineffective, making them unmotivated to practice writing. Many students have struggle to organize and develop their ideas and lack of vocabulary and error in their grammar. The students had trouble coming up with writing topics. They asked the teacher what they should write because they just had a few words to use. They copied the same story that their friend had written in their text books, and the others did the same. It can be said that they lacked ideas. As a result, it causes students to struggle when they are given writing task.

The problem not only from the students, but after the researcher observed at SMK Kawung 2 on 16th May 2023, it turns out that because of the conventional method that the teacher applied. Using a powerpoint presentation and the students' books, the teacher explains the material. It can be said less interesting, so students get bored quickly and became lazy to learn to write. Some students appeared to struggle with the material during the learning process, but they are too shy to ask question to the teacher. Even though the school has implemented the 2013 curriculum, some teachers have not implemented it. The teacher only use student's book, but sometimes the teacher also using powerpoint but that is very rare because of the limited LCD projectors in school.

To solve the problem, based on the statements above, the researcher used the flowchart as a media to improve students' writing skill in SMK Kawung 2 Surabaya. It can be a useful media for students to gather ideas because it makes writing easier for them.

According to Daniar Sofeny (2019) A flowchart is a diagram that shows a system, algorithm, or procedure. They are frequently used in many different fields to examine, organize, enhance, and convey frequently complex processes in simple, understandable diagrams. Flowcharts, often known as flow charts, use connecting arrows to define flow and rectangles, ovals,

diamonds, and possibly a wide variety of other shapes to describe the type of step.

According to (Ishimura & Bartley, 2008) The writing process includes a flowchart as well, which might assist students in their writing. The students are able to get some points. The students must first continue to have ideas related to their writing assignment. Second, creating a paragraph using a flowchart offers students a fresh approach to writing sentences and paragraphs while also engaging them in the teaching and learning of English. The final step is providing feedback so the writer may edit their work and produce better writing.

The researcher chose this media because flow charts offer not only a fresh method to paragraph writing but also help students stay interested and enjoyable while learning English. This is supported by the result of previous study conducted by Sawitri in 2014 based on the result they can be motivated to learn English successfully by using flowcharts, particularly when writing straightforward cause-and-effect sentences. It is demonstrated by how actively and enthusiastically they participated in the treatment. The use of flowcharts can assist students come up with numerous concepts and select the right language. The second previous study is ²¹ The Use of Flowchart in Improving

Students' Ability in Writing Paragraph (Syukur & Wahyono, 2021) The researcher concludes from the research's findings that using flowcharts to teach writing to students is effective because there is a significant difference between their writing progress and that of their friends who are not using flowcharts. The students can easily explain their thoughts through the use of flowcharts without pausing or rushing. It gave them writing ability and made their writing clear. They are interested to write by using flowchart. As a result, the researcher decides how the use of flow charts might help students with their writing problems.

Based on the explanation above, the researcher is interested in formulating the research title: **Using Flowchart as Media to Improve Students' Writing Skill in Procedure Text.**

1.2 Research Question

Based on the background, the researcher formulates the problem statements of the research as follow:

1. Can flowchart be used to improve students writing skill in KAWUNG 2 VOCATIONAL HIGH SCHOOL Surabaya?

1.3 Research Objective

Based on the problems above, the aim of the research is:

1. To find out that flowchart as media can improve students' writing skill in KAWUNG 2 VOCATIONAL HIGH SCHOOL Surabaya.

1.4 Significance of the Research

1. For the students

The students can improve their writing skill in procedure text by using flowchart as a new media of their study that can make the students didn't feel bored.

2. For the teacher

The teacher can get a new media that more effective to teach the students especially in writing skills

3. For the school

This research is useful as a reference in implementing learning in accordance with the 2013 curriculum (Mulyasa M.Pd, 2019) and also to improve the learning system in the classroom, especially in writing skills.

1.5 Operational Definition

1. Flowchart is a diagrammatic representation of the steps of an algorithm. In a flowchart, boxes of different shapes are used to denote different types of operations. These boxes are then connected by lines with arrows denoting the flow or direction to which one should proceed to know the next step.

The connecting lines are known as flow lines. (Flowchart and Algorithm Basic, 2020)

2. Procedure Text, Pardiyono (2010) states that procedure text is the kind of text contains of instructions or to finish some job.

REVIEW OF RELATED LITERATURE**2.1 Writing****2.1.1 Definition of Writing**

Writing is the process of putting thoughts, feelings, and ideas into written form while paying close attention to using the language in the most appropriate way possible. (Lindsay, 2020) defines, writing is a thinking process; after going through the process, authors generate written work that is based on their thoughts. In other terms, writing can be characterized as a method of communication that involves putting thinking, observation, or idea into written form so that it can be shared.

These are some definition of writing according to some sources. (Dietsch, 2009) claims that the process of writing involves discovery. You regularly uncover thoughts and ideas that are hidden in your mind as you write. Then, (Galko, 2002) asserts that writing is a lifelong skill that you will use in school, at work, and in your personal life.

⁹ Based on the definition above, the writer concludes that writing is a written language for communication between the writer and the reader. It's crucial for English language learners and native speakers alike to understand that writing is a "process" rather than a "product". Writing successfully takes time and effort to learn. Writing successfully requires study and practice, which is the art of rhetoric.

2.1.2 Writing as a Productive Skill

³ The four language skills that students have to master in order to acquire English as a foreign language are ³² listening, speaking, reading, and writing. Among these skills as some aspects of language are involved or interested. According to (Mantra & Widiastuti, 2019) ⁸ writing a foreign language is the ability to use its structure, lexical items, and conventional representations in ordinary fact writing.

Most students consider ⁸ writing is difficult, especially when it comes to writing in a foreign language (Asrobi & Prasetyaningrum, 2017). ⁸ Writing is not done separately; instead, skills are practiced in an interdependent way (Dhanya & Alamelu, 2019). This means that taking notes or dictating are included in writing tasks. Writing is a difficult process that involves putting thoughts, feelings, and ideas into written form while paying close attention to how language is used.

Information can be sent through communication. Writing is a crucial tool for studying a subject and for helping students become better writers. In order to support the ⁵ learning process, teacher needs to provide the preparation of the classroom like charts, words collections, or pictures.

2.1.3 Components of Writing

Several writing elements can be used to judge a student's writing success. Because vocabulary mastery affects students' writing skills, one of the components is that the students are able to employ a variety of vocabularies when writing a document. (Syartika et al., 2020)

⁴ 1. Content

A good writing performance definitely has very important component like content. "The writer has an understanding of events, actions, findings, and views that are vividly presented," according to the definition of content. We can infer from the phrase that content is the capacity to think creatively, to ⁴ develop ideas, and to come up with suggestions for specifics that are closely tied to the type of writing.

2. Organization

There are six descriptions in organization that must be included in well-written writing. Fluent expression, ideas that are clearly presented and supported, conciseness, organization, logical sequencing, and coherence are all present.

3. Mechanics

The term "mechanics" refers to how a piece of writing is written, including the spelling, punctuation, capitalization, paragraphing, and handwriting. It is a fundamental component in the evaluation of the composition profile.

4. Vocabulary

The quality of a writer's writing depends on their ability to expand their vocabulary. However, it is insufficient if the appropriate vocabulary is not picked for the text. Jacob breaks down his vocabulary into four categories: Word selection and usage that works well, command of word forms, and use of the right register.

5. Language

Use In writing evaluations, language use is assessed using eight descriptors, including agreement, tenses, quantity, words order/function, pronouns, articles, and prepositions.

2.1.4 Technique in Teaching Writing

Technique is a special method, strategy, or device utilized to achieve a specific goal right away. Technique must be in harmony with a technique, and as a result, with an attitude (Anthony in Fauziati, 2009: 17). Teaching strategies for writing proficiency must be known by teachers. When teaching English, especially writing skills, teachers should be able to use a variety of techniques. It can assist instructors with their classroom instruction.

1. Using Picture Technique

According to Raimes (1983:97) Teachers of ESL writing who use graphics can discover useful materials in illustrations, photos, posters, Sliders, ⁵⁵ cartoons, magazines, advertisements, diagrams, graphs, tables, charts, and maps. After carefully examining the material, all students will immediately require the necessary terminology, idioms, and sentence structures to discuss an image.

2. Discussion Technique

The goal of the discussion technique is to advance students' thinking, learning, problem-solving, and understanding. It takes many different forms and is open-ended. ³ Interaction between the teacher and students occurs during the discussion. Students are more engaged and attempt to respond to the teacher's queries. The instructors anticipate that each student will get a better knowledge of the content being covered.

3. Flow Chart Technique

The writing process includes a flow chart that will aid students with their writing. By creating a flow chart diagram, flow charting seeks to help people express their thoughts and feelings as they relate to the issue. ⁴ Similar to cluster mapping, which depicts relationships between ideas, flow charts also demonstrate relationships.

According to (Ishimura & Bartley, 2008) The writing process includes a flowchart as well, which might assist students in their writing. The students are able to get some points. The students must first continue to have ideas related to their writing assignment. Second, creating a paragraph using a

flowchart offers students a fresh approach to writing sentences and paragraphs while also engaging them in the teaching and learning of English. The final step is providing feedback so the writer may edit their work and produce better writing.

Graphic organizers turn abstract concepts into concrete visual representations. The use of Flow chart as one of the graphic organizers produces learning effects that are substantial and long lasting.

In exploring students' ideas, there are some strategies the students can use such as brainstorming, free writing, mapping, listing, and using charts. (Galko, 2002: 19) asserts, "Using chart is grouping your ideas visually in charts or tables." Like word maps or webs, chart is a way to group students' ideas visually. There are five types of charts the students may use. Those are pro and con chart, five senses chart, comparison and contrast charts, timeline, and Flow chart

(Galko, 2002:27) states, A flow chart is useful for outlining the steps in a procedure. A diagram that describes a process or circumstance is called a flow chart. Arrows connecting the symbols on the flowchart indicate the direction

in which the process should move. A flow chart is used to explain how a procedure or circumstance was carried out or occurred. The flowchart needs to be organized, understandable, and simple to use. There must be no space for doubt when interpreting the flowchart.

2.2.1 Text Type

² Oxford Advanced Learner's Dictionary stated that text is the main written or printed part of a book or page, contrasted with notes. We must choose the words we use and the ways in which we combine them when writing a document. We can interact with others if they make the correct decisions. Our word choice will be influenced by our intent and the context of the situation.

¹⁶ According to Feez and Joyce (1998: 4), a text is any body of words that is coherently held together by meaning. Its size or form has no bearing on whether or not a passage of words qualifies as a text. It has to do with how the language's multiple meanings interact to form a coherent whole. According to the description given above, a text is a collection of meaningful statements. As a result, before studying a procedure text, we must first understand what a text means and if it is a part of a text or not.

2.3.1. Paragraph

A paragraph is a part of writing in which the writers' idea written on a piece of paper. In conveying the idea, one sentence to another must be related. (Richard Paul and Linda Elder, 2019) defines, "A paragraph is a form of written communication which contains a minimum of five sentences." In a paragraph, only one key subject is discussed or developed in each sentence. Paragraph is said to have unity if it does this. In addition, like links in a chain, each phrase in a paragraph needs to connect to the one before and after it using unique words called transitions. Paragraph is regarded to be coherent if it contains these links.

2.3.2 Topic Sentences

The most significant sentence in a paragraph is called the topic sentence. It outlines the key idea and introduces the subject to the reader. (Hem, 2017) define, " The topic sentence, which is typically the opening sentence in a paragraph, expresses the primary idea of the paragraph in the broadest terms." The topic sentence is typically most effective at the beginning of the paragraph, however a paragraph can precede the topic phrase in some cases to emphasize a point. A topic sentence needs to be well supported by details. The core idea of the

paragraph is stated in a topic sentence, which is then developed with carefully related details. The topic sentence is typically most effective at the beginning of the paragraph, however a paragraph can precede the topic phrase in some cases to emphasize a point. A topic sentence must be well supported by details.

2.3.3 Supporting Sentences

Supporting sentences is the important sentences that must found in the paragraph Muwafaq & Muwafaq, (2019) define, These are the paragraphs that discuss or clarify the topic sentence. Following the main idea, they are the more in-depth concept. It means that the supporting sentences need to be related to the main idea., where the supporting sentence more detail in explanation to making the reader understand about the paragraph. Supporting sentences consist of some sentences and it explains the background of stories, plot of stories, and the character in the story.

2.4.1. Purpose of Writing

Writing has a variety of purposes, including those of expressing emotions, promoting, persuasion, entertainment, gratitude, informing, evaluating, educating, suggesting, reminding, and warning. According to Nikitina (2012: 17), Knowing not only to whom to write

but also for what reason is essential. A clearly stated purpose aids in bridging the gap between the audience and the information by tying both parties closely to the author. This means, that the purpose of writing is how the way the writer can deliver their messages in their content to the reader, so the reader can get the point of their content and get the same perspective.

⁴¹ 2.3 Procedure Text

2.3.1 Definition of procedure text

Procedure text is one of the kinds of text in the English language. According to Muthmainah (2014: 33)³³, procedure text is the text that show a process in order to describe how something is completely done through a sequence of series.

⁵ 2.3.2 Generic structure of procedure text

There are generic structures of procedure text:

1. Goal

The goal is the aim of the procedure text. For example:⁶³
how to make a cup of coffee, how to make spaghetti, how to operate the laptop, how to use the remote.

2. Material or Ingredient

In this chapter, the writer tells the materials or ingredients to make something. For example, ²⁹ the material to cook omelet is egg, onion, vegetable, oil, etc.

3. Step

The writer writes the sequence of the step in this chapter. For example: ¹⁵ first, wash the tomatoes, garlic, and onion; second, cut the onion becomes slice.

2.3.3 Purpose of procedure text

1. To explain or instruct the reader on how to create, use, or carry out something by way of a series of steps or activities

¹² 2.3.4 Language feature of procedure text

1. Use adverbial of sequence or using temporal conjunction.

Examples: first, second, third, and the last.

2. Use command or imperative sentence.

Examples: cut the onion, boil the water, wash the tomatoes.

3. Using adverbial to express detail the time, place, manner accurate. Examples: for five minutes, 2 hours, etc.
4. Using action verbs. Examples: make, take, boil, cook.
5. Using simple present tense

2.3.5 Example of procedure text

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How to Make a Cup of Coffee Materials and ingredients:

1. 2 spoons of sugar
2. One spoon of coffee powder
3. Hot water
4. A cup
5. A spoon

Steps:

1. Prepare two spoons of sugar, a cup, hot water, and a spoon of coffee powder, and a spoon.
2. Put one spoon of coffee powder into the cup
3. Pour some hot water into the cup

4. Add 2 spoons of sugar

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5. Stir it well and the hot coffee is ready to drink

2.4 Flowchart

2.4.1 Definition of Flowchart

The writing process includes a flow chart that will aid students with their writing. By creating a flow chart diagram, flow charting seeks to help people express their thoughts and feelings as they relate to the issue. Flow charts, which depict relationships between ideas, are comparable to cluster maps in this regard. 19 sentence and flow are two connected but separate ideas that contribute to sentence unity. According to Kane (1988:95) Coherence is the ability of concepts to cohere. The phrases must flow together in order for readers to be unaware of any gaps.

According to Ishimura and Bartlett (2008) The writing process includes a flowchart as well, which might assist the students in their writing. The students are able to get some points. The students must first continue to have ideas related to their writing assignment. Second, creating a paragraph using a flowchart offers students a fresh approach to writing sentences and paragraphs while also engaging them in the

teaching and learning of English. The final step is providing feedback so the writer may edit their work and produce better writing.

In exploring students' ideas, there are some strategies the students can use such as brainstorming, free writing, mapping, listing, and using charts. Galko (2002:19) asserts, "Using chart is grouping your ideas visually in charts or tables." Charts are a visual approach to organize students' ideas, similar to word maps or spider webs. The students have access to five different sorts of charts. These include a flow chart, a timeline, a five-senses chart, a comparison and contrast chart, and a pro and con chart. Galko (2002:27) states, A flow chart is useful for outlining the steps in a procedure. A diagram that describes a process or circumstance is called a flow chart. Arrows connecting the symbols on the flowchart indicate the direction in which the process should move.

The purpose of flow chart is to communicate how a process or situation worked or happened. The flow chart should be neat, clear, and easy to follow. There should not be any room for ambiguity in understanding the flowchart

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A flowchart is a simple mapping tool that shows the sequence of actions in a process in a form that is easy to read and communicate.

According to Tague (2005), the purposes of using flowcharts include:

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1. To develop an understanding of how the process is carried out.

2. To study process improvement.

3. To communicate with others how the process is done.

4. For the purposes of better communication among people involved in the same process.

5. To document the process.

6. To plan an activity.

2.4.2 Types of flowchart

There are some types of flowchart:

1) System flowchart

System flowchart is a chart that shows a workflow or a what the program is running in the system that explained with complete and thoroughly.

2) Document flowchart

Document flowchart is a form flowchart or a paperwork flowchart that used to show a flow of a report forms.

3) Schematic flowchart

The schematic flowchart has the same meaning as the system flowchart. Both of them are used to show the workflow or the program running in the system. However, the difference is in the symbols used. In the schematic flowchart, the writer can use not only a flowchart's symbols but they can use the other symbols like a computer or other tool to make the reader easier to understand.

4) Program flowchart

Program flowchart is a flowchart that explains a step by step of the process of the program

2.4.3 Advantages of using a flow chart

The following are some advantages of using a flowchart as a study tool or method:

1. A flowchart can increase students' writing interest
2. Flowcharts can help students be more creative
3. A flowchart can help students solve the problems in a systematic way.

4. A flowchart can help students organize their ideas more clearly.

2.4.6 Procedure of Using Flowchart

A flowchart is a systematic representation of a thought, idea, or concept. Since there is no definitive way to create a flowchart, the writer can create any type of flowchart with their mind. In general, a flowchart is categorized into three parts these calls input, process, and output. In computer systems, flowchart divided into five parts these are, start, read, decision, process, and end. The symbols of “start” and “end” are the terminal point symbols that show the begining or the end of flowchart. The symbol of “read” is the inpu system of flowchart. The symbol of “decision” is the symbol that used to chose the decision or process base on the system. The symbol of “process” is used to show the computer’s process or activity.

Students' ability to think are graphically represented using flowcharts in the classroom. It gives students the freedom to write down their ideas and thoughts in a logical and structured way, providing them the opportunity to revisit it and reflect. Through the use of this technique, a student can step-by-step describe a series of events or acts that led to a conclusion. Students of all levels have been shown to benefit from using flowcharts to improve their reading comprehension. As it will frequently be utilized in future business meetings and presentations, it is a vital tool for students to understand. One

begins by drawing a box around their initial idea or action point when creating a flowchart. The remaining action points are sequentially arranged one by one in boxes. The boxes are connected by arrows in the proper order. Making sure the boxes are arranged properly is crucial when creating a flowchart because the notion shifts depending on the order.

Overall, flowcharts have been used for a very long time. Flowcharts are a distinct quality improvement technique. It is acknowledged as a visual depiction of a process that is being learnt or even used to schedule project phases. The flowchart is a graphic depiction of the square of plan's content. Before writing their programs, programmers utilize flowcharts to outline them. A flowchart is a visual representation of a process. It displays each step that must be taken. A computer program written by a programmer must be exceedingly particular. It must contain each phase in a process.

Programmers can better organize their thoughts by using flowcharts. A process point is specifically used for a flowchart. A flowchart typically gives those engaging with a project a similar language and frame of reference. It illustrates the order of events first, second, next, and so forth as well as the reader's potential actions and the results of those actions. The topic, strategy, treatment, and option are meticulously organized into a plan using a detailed flowchart. Pictures are used in flowcharts to represent various types of labor

and specific functions. It is beneficial to develop structured programs since it only depicts the most important commands.

RESEARCH METHODS

In this chapter, the researcher discussed the research methods used in conducting this study. It is divided into seven parts namely research design, location and setting of the research, subject of the research, research procedures, data collection, success indicator, and procedures of data analysis.

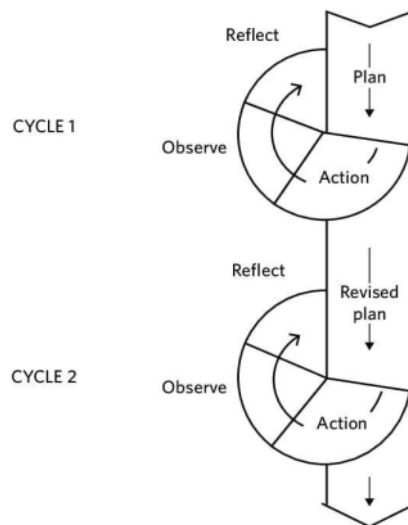
3.1 Research Design

Classroom Action Research (CAR) was the research methodology used in this study. The goal of classroom action research was to find a solution to the issue with English languages learning. Each of the two cycles of this research—cycles 1 and 2—included four phases: planning, activity, observation, and reflection. A second cycle has to be conducted if the first cycle failed to reach the required standards. It had to be done until the specified results was achieved if it still did not fulfill the specified standards. The results of first cycle were used to determine the needs of the next cycle until the strategy to solved the problem.

According to Arikunto (2006), classroom action research (CAR) is research carried out by teachers in the classroom with the aim of completing and enhancing the teaching-learning process. Action research in the classroom

aimed to improve the situation in the teaching and learning process by working with the English teacher in the classroom.

Figure 3.1.
Model of Classroom Action Research (Kemmis et al., 2014)



1. Planing

The first steps for this research is planning. This step is to prepare the tools before learning activity begin. Researcher prepared lesson plan, laptop, LCD and projector, material and example of procedure text.

2. Action

At this step, the researcher applied the lesson plan and media that arranged before. Researcher thought procedure text in grade XI AKL-1. The

researcher presented and explain the definition, function, generic structure, and language feature of procedure text using flowchart. Presented and explain the example of applying flowchart method to make a procedure text. Asked the student to made a simple procedure text generally about their daily life.

3. Observing

The researcher observed the students and the teachers activities to fill the observation checklist. The instrument used in this study was to collect data on students' writing skills, the researcher used a writing test by assessing content, organization, vocabulary, language use, and mechanics.

4. Reflection

In this phase, the researcher took a reflection about the activities that have been done in the teaching-learning process. The researcher collaborates with the teacher to evaluate the process and the problem that happens during the class. This reflecting aimed to know whether the activities are success or not and to prepare the next cycle to be accomplished.

3.2 The Location and Setting of the Research

In this research, the researcher choose Kawung 2 Vocational High School Surabaya. It is located in Jl. Simo Gunung no 25 Surabaya. The setting of the research conducted in XI AKL-1. For the teaching learning process,

grade XI has 5 class that is ²⁹ XI OTKP-1, XI OTKP-2, XI OTKP-3, XI AKL-1, XI AKL-2.

³ 3.3. Subject of the research

The subjects of this research were class XI AKL-1 (accounting) students of Kawung 2 Vocational High School Surabaya. There were 27 students in this class which consist of 27 female students. The researcher decided to do research in this class because there were some problems in this class, one of them got difficulties ideas to write even though writing skills were needed nowadays especially in the XI AKL-1. Therefore, the researcher used flowchart ³¹ as a media to improve students writing skill of XI grade student at Kawung 2 Vocational High School Surabaya.

3.4 Research Instrument

1) Observation sheet

¹¹ The qualitative data were obtained through observation and interview. It was used to meet the process validity. Researchers did this observation in order to collect information regarding students' attitudes, behaviors, and responses, and gain feedback for enhancing classroom instruction to collect the information about a problem or an issue that occurs around the students.

Table 3.1. Observation Sheet for Teacher

| No | | Yes | No |
|----|--|-----|----|
| 1 | The teacher led the praying before starting the lesson | | |
| 2 | The teacher checked the attendance list of the students | | |
| 3 | The teacher told the students what the materials is | | |
| 4 | The teacher-reviewed previous lesson in the preliminary | | |
| 5 | The teacher explained the media that is going to be used | | |
| 6 | The teacher asked the students to write procedure text | | |

Table 3.2. Observation Sheet for Student

| No | | Yes | No |
|----|---|-----|----|
| 1 | The students understood about the material is | | |
| 2 | The students were interested in new media provided by The researcher | | |
| 3 | Students can got an explanation of the lesson when asking Questions | | |
| 4 | Students got ready to make procedure text with flowchart as a media | | |
| 5 | Flowchart media can make student improve their writing skill | | |

2. Writing test

The test held after the researcher gave the material by using flowchart as a media to teaching. The researcher gave this test to see if there was an improvement in the students' writing skill. The test model is writing a procedure text using flowchart as a media. Students' writing ability in this test measured by assessing five important aspects, namely content, organization, vocabulary, language use, and mechanics.

3. Assessment Instrument

To analyze the quantitative information which were through students' writing task scores, the researcher utilized a composing rubric adjusted from (Arthur Hughes, 2000). The rubric provides five aspects of writing namely content, organization, vocabulary, language use and mechanics.

Table 3.3. The Scoring Rubric for Writing

| Score | Level | Criteria |
|---------|-------|---|
| 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 thesis, mostly relevant to topic, but lacks detail. |
| | 21-17 | Fair to poor: limited knowledgeable of subject, title substance, inadequate development of topic. |

| | | |
|--------------|-------|---|
| | 16-13 | Very poor: doesn't show knowledgeable of subject, non-substantive, non-pertinent, or not enough to evaluate. |
| Organization | 20-18 | Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive. |
| | 17-14 | Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. |
| | 13-10 | Fair to poor: not-fluent, ideas confused/disconnected, lacks logical sequencing and development. |
| | 9-7 | Very poor: does not communicate, no organization, or not enough to evaluate. |
| Vocabulary | 20-18 | Excellent to very good: sophisticated range, |

3.5 Research Data

1. Qualitative Data

Researchers did this observation as a qualitative data in order to collect information regarding students' attitudes, behaviors, and responses, and gain feedback for enhancing classroom instruction and interview to collect the information about a problem or an issue that occurs around the students.

2. Quantitative Data

This test is for collect quantitative data. The test held after the researcher gave the material by using flowchart as a media to teaching. The researcher gave this test to see if there was an improvement in the students' writing skill. The test model is writing. test. Students' writing ability in this test measured by assessing five important aspects, namely content, organization, vocabulary, language use, and mechanics.

3.6 Data Collection Procedure

1. First, the researcher prepare the observation sheet to to observe the class condition and helped by the collaborator. This is to know the response of students during teaching and learning proces. It is also for collect the data regarding students' ability in writing.
2. The researcher presented and explain the definition, function, generic structure, and language feature of procedure text using flowchart, resented and explain the example of applying flowchart to make a procedure text, asked the student to made a simple procedure text generally about their daily life.
3. The researcher gave test for the students. The researcher also asked to the teacher about previous score in order to compare with the result of the test.
4. Then the researcher shared the test to the students and the students do the test, also the researcher told to the students about how much time that they had to spend.

3.7 Data Analysis Procedure

Cycle 1

1. Planning

The first steps for research is planning. This step is to prepare the materials before the learning proses begin. ¹³ Researcher prepared the lesson plan, laptop, LCD and Projector, learning material.

2. Action

At this step, ¹³ the researcher applied the lesson plan and media that arranged before. Researcher thought procedures text in grade XI AKL 1. The researche told about flowchart and procedure text with PPT and then give an example how to make procedures text with flowchart. After that, students are asked to make text procedures individually with a theme that is adjusted by the researcher.

3. Observation

The researchers did an observation after directing an action. ¹⁹ The purpose of this stage was to determine whether students' test scores had improved after using flowcharts ⁶¹ to write procedure text and to understand the classroom learning process. She checked if students had an understanding of the subject being taught by looking at their scores before and after using a flowchart and an observation checklist.

4. Reflection

At this stage, the researcher would evaluate the process of study knew the results of the tests carried out, identified the problem that occur using flowchart for media teaching writing of procedure text and students behavior during learning process in the class. If the result if the results are not up to standard, the researcher must prepare for ¹ the next cycle.

Cycle 2

After reflecting on the result of cycle one, the researcher continued the next cycle when many students still have no improvement in their result. The researcher makes different topic ¹ to improve the students' writing skills in procedure text. The steps mentioned are:

1. Planning

Researcher analyzed the use of learning tools based on lesson plan that have made based on curriculum 13 which the material is procedures text, researcher and collaborator check wether the media and the students worksheet are accordance with the lesson plan.

2. Action

The action still the same with cycle one, but the difference is the topic and example of procedure text. In this cycle, the teacher explains more the lesson so the ⁶⁷ students can more improve their writing skill. The activities are reviewed the material and discuss ² the definition, function, generic structure, and language feature of procedure text

using flowchart then presented and explain the example of applying flowchart to make a procedure text.

3. Observing

The researcher observed the students and the teachers' activities to fill the observation checklist. At this stage, the researcher analyzed the results of the observation. The result of the cycle one, the student did not pay more attention while the teacher explain about the material,

4. Reflecting

In this stage, the researcher took a reflection about the activities that have been done in the teaching-learning process. By looking at the result of the observation has fulfill the success indicator.

Based on the obtained score it could concluded that cycle 2 was successful. The percentage of cycle 2 had passed the success indicator with high improvement criteria (75%), researcher concluded that the treatment using flowchart could overcome students' difficulties in writing skills. Student learning achievement was increasing in each cycle even though some other students still had not reached the minimum school grade (KKM).

3.8 Succes Indicator

The indicator of success in this study is if the student's score is higher than before learning without flowchart as a media learning and students can

improve their writing skill. If the results of students score showed less than 75%, this study is not successful. But if the result of students score showed more than 75% this study is successful. In Kawung 2 Vocational High School Surabaya, the minimum completeness criteria of english subject was 75. The following is how to calculate the percentage of students who achieve a passing grade :

$$P = \frac{R}{T} \times 100\%$$

6
Where:

P = The percentage of those who get points up to 75

R = The percentage of those who get points up to 75

T = The total number of the students

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher shows and analyzes the result of the collected data. The researcher described and discussed the improvement of students' writing skills in procedure text by using a flowchart.

4.1 Findings

The researcher described all the data from the teaching and learning activity as well as writing skill using flowchart to get data. In this stages, the researcher described the technical to get data from precycle, cycle 1, and cycle 2. The research implemented in two cycle because there were a significant improvement of the students' result in cycle II. The description of the steps will be explained as follows:

4.1.1 Preliminary Study

At this stage, the researcher found problems with the teaching and learning process of English in grade XI AKL 1. The goal of this observation was to know the problems of teacher in teaching writing skill and what teacher did to solved the problems in teaching writing. The researcher observed the teaching and learning process in class on May 16, 2023. There were 27 students in this class and the lesson began at 13.00 until 14.45. Researcher noted problems in the teaching and learning process, particularly in writing activities. Media used by the teacher when teaching was

monotonous. The students had trouble coming up with writing topics. They asked the teacher what they should write because they just had a few words to use. They copied the same story that their friend had written in their text books, and the others did the same. It can be said that they lacked ideas. As a result, it causes students to struggle when they are given writing task.

Then after the classroom observation, the researcher also ask to the teacher about previous score. The score of students XI AKL 1 did not reach the minimum standards of school grades (KKM).

Table 4.1 Previous Score from English teacher

| NO | NAME | SCORE | RESULT |
|----|-------------------------|-------|------------|
| 1 | Aminah Nuzuriah | 65 | Not Passed |
| 2 | Andinia Yuliawati | 55 | Not Passed |
| 3 | Angel Oktavia | 70 | Not Passed |
| 4 | Azizah Nur Faidah | 80 | Passed |
| 5 | Balqish Annisa | 50 | Not Passed |
| 6 | Chiquita Ta'ast | 50 | Not Passed |
| 7 | Cindy Juliasari | 65 | Not Passed |
| 8 | Cindy Kartika Sari | 75 | Passed |
| 9 | Desy Permatasari | 50 | Not Passed |
| 10 | Dewi Roro Andini | 65 | Not Passed |
| 11 | Faiza Salsabila M | 60 | Not Passed |
| 12 | Farellia Putri Andini | 45 | Not Passed |
| 13 | Fitria Priskila Inneke | 60 | Not Passed |
| 14 | Fransisca Olivia Renata | 75 | Passed |
| 15 | Habella | 80 | Passed |
| 16 | Husnul Khotimah | 75 | Passed |
| 17 | Prety Zhinta P. | 50 | Not Passed |
| 18 | Putri Amelia S | 45 | Not Passed |
| 19 | Refa Zolla A | 80 | Passed |
| 20 | Rianah Kusumaningrum | 60 | Not Passed |
| 21 | Shofiyah R | 80 | Passed |

| | | | |
|----|--|----|------------------------------------|
| 22 | Sindi Maulana Dina | 85 | Passed |
| 23 | Tia Ananda W | 75 | Passed |
| 24 | Tsamrotul | 70 | Not Passed |
| 25 | Virka Alya | 65 | Not Passed |
| 26 | Wiji Lestari | 50 | Not Passed |
| 27 | Yolanda Cantika | 55 | Not Passed |
| | The percentages of students who passed the KKM | | $\frac{9}{27} \times 100 = 33,3\%$ |

The table above shows that only 9 students with percentages of 33,3% or converted up 33% get scores above the KKM, while the other 18 students with percentages 67% continue to receive scores that are for below the KKM. Based on the result, the researcher aim to use flowchart to help students improve their writing ability in procedure text. It is expected that 75% of students in XI AKL 1 will be able to score higher than the KKM.

4.2 Implementation of Flowchart

This research was held in May 2023. The aim of the research was to determine wether teaching writing to procedure text could be improved by using flowchart. The CAR method, which devided into two cycles. Each cycle is devided into four stages: Planning, Action, Observing, and Reflecting. Each cycle in this study is explained below:

4.2.1 Cycle 1

The first cycle was held on Wednesday, 16th May 2023. This cycle has four steps, which are explained below.

a. Planning

During the planning stages, the researcher behaves as a teacher, preparing components that would be used as learning tools, and research instruments. Lesson plan, prepares procedure text material, test sheet, and observationn sheet.

b. Action

At this stage, ¹⁵ the researcher as a teacher, implementing the lesson plan design by the researcher during planning stages. The researcher as the teacher ¹¹ greeted the students to begin the lesson and also checked the students attendance. Following that, the teacher informed the students of the day's learning objectives. The teacher explained the material very detailed from the definition, function, ² generic structure, and language feature of procedure text so the students can accept the material very well.

Then the teacher draws the example of procedure text using a flowchart on the whiteboard. After it done, ³ the teacher asked the students to look at the whiteboard. The teacher presented an example of procedure text using a flowchart that was “how to cook

instant noodle”. The teacher guide the students to identified and the generic structure, and language feature that exists in the example one by one. The researcher filled the observation checklist during the teaching-learning process. His partner takes some documentations during the class. After that the teacher ask the students to make a procedure text about daily activity.

c. Observing

At this stage, Mrs. Dyan Wahyuningtyas, S.Pd. as a collaborator fills in the observation checklist to collect the data of the situation of the class during the teaching learning process it was found that :

1. Teacher action

Based on the results of observation made by the collaborator, the teacher applied the lesson plan that had been made to taught the students. The teacher gave warming up about what lesson taught in previos meeting. Asking student whether students know about procedure text. Then the teacher draws the example of procedure text using a flowchart on the whiteboard. After it done, the teacher asked the students to look at the whiteboard. The teacher presented an example of procedure text using a flowchart that was “how to make an instant noodle”. The teacher guide the students to identified

and the generic structure, and language feature that exists in the example one by one.

2. Student's action and writing ability

¹⁹ Based on the results of the collaborator's observation of students activity while learning activity. Students interested when the teacher explain about procedure text with flowchart. Some of the students were confused about what they will do and the teacher explained that they must identify that example from the function, generic structure, and language feature.. ²¹ The students began to make the example of procedure text with flowchart to measure students ability in procedure text. . Like usual, some of them asked about vocabulary. Moreover, a few students copied their friends because they still struggle with what they will write.

The calculation and result scoren of cycle 1 was presented as below :

²⁶ **Table 4.2 Student's Scoren of Cycle 1**

| NO | NAME | SCORE | RESULT |
|----|-------------------|-------|------------|
| 1 | Aminah Nuzuriah | 70 | Not Passed |
| 2 | Andinia Yuliawati | 65 | Not Passed |
| 3 | Angel Oktavia | 65 | Not Passed |
| 4 | Azizah Nur Faidah | 85 | Passed |
| 5 | Balqish Annisa | 65 | Not Passed |
| 6 | Chiquita Ta'ast | 55 | Not Passed |

| | | | |
|--|-------------------------|--------------------------------------|------------|
| 7 | Cindy Juliasari | 75 | Passed |
| 8 | Cindy Kartika Sari | 70 | Passed |
| 9 | Desy Permatasari | 65 | Not Passed |
| 10 | Dewi Roro Andini | 80 | Passed |
| 11 | Faiza Salsabila M | 75 | Passed |
| 12 | Farellia Putri Andini | 65 | Not Passed |
| 13 | Fitria Priskila Inneke | 75 | Passed |
| 14 | Fransisca Olivia Renata | 80 | Passed |
| 15 | Habella | 85 | Passed |
| 16 | Husnul Khotimah | 60 | Not Passed |
| 17 | Prety Zhinta P. | 80 | Passed |
| 18 | Putri Amelia S | 60 | Not Passed |
| 19 | Refa Zolla A | 85 | Passed |
| 20 | Rianah Kusumaningrum | 75 | Passed |
| 21 | Shofiyah R | 55 | Not Passed |
| 22 | Sindi Maulana Dina | 90 | Passed |
| 23 | Tia Ananda W | 70 | Not Passed |
| 24 | Tsamrotul | 80 | Passed |
| 25 | Virka Alya | 75 | Passed |
| 26 | Wiji Lestari | 60 | Not Passed |
| 27 | Yolanda Cantika | 65 | Not Passed |
| The percentage of students who achieve score higher than the success indicator | | $\frac{14}{27} \times 100 = 51,85\%$ | |

The table above shows 14 out of 27 students, or 51,85% in class XI AKL 1 get score above the KKM. The remaining 13 students, or 48,15% have still not achieved a score higher than the KKM. There was 5 students increase in th enumber of students who reach the KKM. IN the meantime, the researcher's succes indicator is 75% of class XI AKL 1 students receive a grade above the KKM: thus, the second cycle is needed to reach the goal of the success indicator.

d. Reflecting

According to the researcher analyzed in cycle I above, ² the researcher and the teacher discussed the teaching-learning process using the flowchart method was not effective yet. There was some indicator that did not achieve in ³ teaching-learning process in the class. For example:

1. ¹ The word choice of the verb and the grammatical. In the worksheet, many students didn't use conjunction, grammatical were still error in their assignment.
2. The students still confused about developing their ideas. They copied the same with their friends.

However, after the teacher uses the flowchart to teach the procedure text, there was some improvement from the students about the word choice and in developing their ideas. Meanwhile, in the cycle I the table showed that the students who have passed were 51,85%. ² It means that there was an improvement of the students writing skills in procedure text, but ¹ the researcher and ¹ the teacher have to continue to the second cycle because there should be at least 75% of the students who passed the grade.

4.2.2 Cycle 2

Cycle 2 was done in 7th June 2023. Cycle completed by reflecting on the results of cycle 1. The teacher maximized her teaching and implementation of flowchart duringn this cycle. It is expected that students' writing skill will improve and gain the best result during this cycle. The steps taken in cycle 2 are described as follow :

a. Planning

The teacher prepares the necessary tools for ³⁷teaching and learning activities. In planning stage, researcher revised the lesson plans based on the reflections obtained from cycle 1. From the reflections obtained in cycle 1, students still had difficulty in writing. Then the researcher revised the steps in implementing flowchart to teach writing easily by focused to learn about language features.

b. Acting

This stage completed on 7th June 2023. ¹¹The researcher started the class with greeting and the students answered and then prayed. The reearcher checked the attendance of students and gave a warm up. ³¹The teacher gave another example of procedure text using flowchart and she ordered the students to identify it. ⁵⁴The teacher gave 15 minutes to

the students to identify the example of procedure test given by the teacher, after that the teacher asked the students to make a procedure text with flowchart and the topic adjust by the researcher.

c. Observing

In cycle II, the researcher also makes an observation checklist to collect the data of the situation of the class during the teaching learning process. The researcher observed the condition and enthusiasm of the students and the activity of the teacher. This observation proposed to monitoring and to evaluate the teaching learning process during the class. In this cycle there was an increase in students' writing test results compared to the previous cycle, 81,48% which was successful. In this cycle there were some student who improve their scores.

Table 4.3 Student's Score of Cycle 2

| NO | NAME | SCORE | RESULT |
|----|-------------------|-------|------------|
| 1 | Aminah Nuzuriah | 75 | Passed |
| 2 | Andinia Yulawati | 80 | Passed |
| 3 | Angel Oktavia | 70 | Not Passed |
| 4 | Azizah Nur Faidah | 90 | Passed |
| 5 | Balqish Annisa | 80 | Passed |
| 6 | Chiquita Ta'ast | 65 | Not Passed |
| 7 | Cindy Juliasari | 85 | Passed |

| | | | |
|--|-------------------------|--------------------------------------|------------|
| 8 | Cindy Kartika Sari | 80 | Passed |
| 9 | Desy Permatasari | 70 | Not Passed |
| 10 | Dewi Roro Andini | 85 | Passed |
| 11 | Faiza Salsabila M | 80 | Passed |
| 12 | Farellia Putri Andini | 90 | Passed |
| 13 | Fitria Priskila Inneke | 75 | Passed |
| 14 | Fransisca Olivia Renata | 90 | Passed |
| 15 | Habella | 90 | Passed |
| 16 | Husnul Khotimah | 70 | Not Passed |
| 17 | Prety Zhinta P. | 85 | Passed |
| 18 | Putri Amelia S | 85 | Passed |
| 19 | Refa Zolla A | 90 | Passed |
| 20 | Rianah Kusumaningrum | 85 | Passed |
| 21 | Shofiyah R | 85 | Passed |
| 22 | Sindi Maulana Dina | 90 | Passed |
| 23 | Tia Ananda W | 75 | Passed |
| 24 | Tsamrotul | 85 | Passed |
| 25 | Virka Alya | 80 | Passed |
| 26 | Wiji Lestari | 75 | Passed |
| 27 | Yolanda Cantika | 70 | Not Passed |
| The percentage of students who achieve score higher than the success indicator | | $\frac{22}{27} \times 100 = 81,48\%$ | |

According to the table above, 22 students of XI AKL 1 received grade that are higher than the KKM. Students in class XI AKL 1 have been successful in passing the KKM if the percentages is 81,48% . Cycle 2 can be considered successful based on the results of the tests that the students too, as the success indicator determined by the researcher is 75% of students in class AKL 1 receiving scores above the KKM. On this test, it is clear that students' writing skill in procedure

text have improved. The researcher came into conclusion that flowchart was able to help students class XI AKL 1 improving their writing skill.

d. Reflecting

Comparing this cycle to the first cycle. The researcher also observed several development, such as :

1. Students more enthusiast and enjoyable while teaching and learning procces.
2. Some students already use conjunctions
3. The word choice of the verb and the grammatical that students use were correctly.

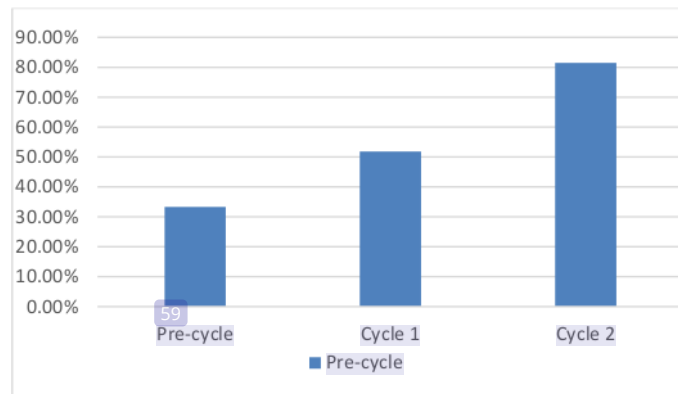
4.2 DISCUSSION

The researcher will discuss and describe the research findings in this research. The researcher use CAR in this research. The researcher use flowchart as a media in this research to help students in SMK Kawung 2 Surabaya improve their writing skill.

This research was started on May 16th, 2023 and ended on June 7th, 2023. The research objective was to improve the students' writing skills of XI AKL 1 through the use of flowchart. Before the researcher applied flowchart as media to improve students writing skill in class XI AKL 1, there were just a

few students who achieved the minimum school grade (KKM).¹³ In the first cycle there were fifteen students who improve the minimum level score criteria. The percentage in cycle 1 was 51,85% which was not successful yet. Because some students still very lack of vocabulary. Whereas the⁷ vocabulary is needed to learn the target language and writing, it can be said that vocabulary plays an important role in writing by enabling the use of the language in an active way. In the study by Coxhead (2012), the students individually carried out an integrated reading and writing task and then participated in an interview which focused on their language learning background and academic studies through vocabulary use in the reading and writing task. So, researcher continue in cycle 2. The percentage of students score was higher than cycle 1, there were 81,48% with 22 students who improve their scores. In two cycles, the actions were effectively carried out. Researcher arranged the following diagram based on the cycles :

Diagram 4.1
The result of students writing test



Based on the diagram above, the application of using flowchart as media in teaching writing increased significantly. The researcher conducted the procedure to improve the students' writing skill by using flow chart adapted from (Galko, 2002) Firstly, the researcher led the students to understand what the topic discussed by having a conversation with students. Then, the researcher explained material about procedure text to the students. Next, the researcher gave an example about procedure text. After that, divided the students in some group. Then, the researcher used flow chart to make student more understand. In the first cycle, students were still adapting by using flowchart, so student took a lot of time because it was something new for them. In the second cycle, students accustomed to learning writing using flowchart. They followed the lesson very enthusiastically, they were also very excited to practice writing.

At this stage, it described the efforts to overcome problems in teaching and learning writing before implementation the actions. Based on research, students had trouble coming up with writing topics. They asked the teacher what they should write because they just had a few words to use. They copied the same story that their friend had written in their text books, and the others did the same. It can be said that they lacked ideas. As a result, it causes students to struggle when they are given writing task. The problem from the teacher is the conventional method that the teacher applied. It can be said less interesting, so students get bored quickly and became lazy to learn to write

³ The researcher proposed to use flowchart as a media to improve students' writing skills. By using flowchart as a media ⁶ was expected to help students improve their writing skills. Sawitri (2014) based on the result they can be motivated to learn English successfully by using flowcharts, particularly when writing straightforward cause-and-effect sentences. It is demonstrated by how actively and enthusiastically they participated in the treatment. The use of flowcharts can assist students come up with numerous concepts and select the right language.

In conclusion, researcher succeeded in applying the media in learning writing. Students were also enthusiastic when taking lessons in class. So that the aim of researcher is to succeed in learning writing using flowchart.

5 CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses about conclusion and suggestion obtained from this research. The following is how flowchart as media can improve students' writing skill in procedure text at XI AKL 1 SMK Kawung 2 Surabaya.

44 5.1 Conclusion

Based on the findings and discussion in previous chapter, it showed the results improving students writing skill. The researcher analyzes the students' writing skill according to their writing in cycle I and cycle II. Based on the result, the students' writing skills was increased. The use of the flowchart could improve the students' writing skills in procedure text. Although in the first cycle not all students passed the minimum subject assessment standard (KKM), most of the students achieved better results after the researcher applied flowchart to improve students' writing skill. The use of the flowchart can also increase the students' enthusiasm in English class. The students' observation checklist showed that some of the students more active to make some questions when they did not understand the material. The students feel enjoy

the use of the flowchart method in teaching procedure text in the class. There is a significant improvement in the students' writing skills in procedure text using the flowchart as media. The result was discussed and presented about the students' scores in the cycle 2. It means that flowchart is a good media to improve student's writing skill. Students score of XI AKL 1 that researcher got from English teacher in the pre cycle were not reach standards score. In first cycle the percentage of students improvement score was 51,85% and in second cycle 2 the percentage of student improvement was 81,48%. It can be concluded that the implementation of using flowchart as media in writing was successful because the percentage of student score was more than 75% from standard set by school.

5.2 Suggestion

According to the discussion with the teacher and the research findings above, the researcher make some suggestion that addressed to the teacher, the students, and the other researcher in the future.

1. For the teacher

The teacher can use the flowchart as a method in the teaching learning process to improve the students' writing skills in procedure text. The use of flowchart can improve the students to develop their ideas. The flowchart is an interesting media that improves the students' creativity and makes the students did not bored and more understand the material. The

teacher was suggested to use different media to the students to get some new experience in the teaching learning process during the class.

2. For the students

The students can use the flowchart ³² as a media in their study. It will help the students to improve their writing skills and understanding of the material.

⁹ 3. For the future researcher

The researcher also suggests to the future researcher that doing Classroom Action Research in using flowchart as the ³ method to improve the students' writing skills. The future researcher can apply and examine the using of flowchart in the teaching and learning process.

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