

CHAPTER I

INTRODUCTION

1.1 The background of the study

Language is an important tool for communication. According to Oxford Advanced Learner's Dictionary of Current English, language is "(1) The system of communication in speech and writing that is used by people of a particular country, (2) the use by humans of a system of sound and words to communicate, (3) a particular style of speaking or writing". It means that people can express their ideas, thoughts, feelings, and desires by language. Language makes us easy to interaction each other. Because of it, many language are used in the world.

English as international language becomes a study which is forced to be learnt. It is not only used for communication but also used for keeping up with the development of technology and science. Many occupations need someone who has mastered English skills well. English has four skills, namely: speaking, listening, reading and writing. All of the skills are highly required. Writing is the written prouctive language. Reading is refers to produce the spoken language. Listening is the receptive spoken. It refers to the ability to understand the spoken language. It is the of the listener to interpret information transferred by the speaker. Speaking is the spoken productive language. It refers to produce spoken language. It is the skill of speaker to communicate the information to the listener. But the writer just focus on the writing skill.

Writing is one of the ways for human to express ad share their ideas, thoughts, or experiences with the other in the form of written language, so people may write for many different purposes. Students need to know how to write a letter, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media.

They need to know some of writings special conventions (punctuation, paragraph construction, etc.). Writing is a skill, it makes sense that more you practice writing, the better you will write.

Based on the information obtained in the observation on teaching field practice conducted in SMA NEGERI 8 MEDAN, the students could not learn English well, especially in writing. Most students had to know about the grammar, vocabulary, sentence structure, sentence sequence, sentence connection. It is usually indicated through the following indicators: 1) the students had low-confidence in English writing and are lazy to create writing a text; 2) they got difficulties in connecting sentences; 3) they got difficulties in exploring idea for their writing; 4) they lack of understanding of grammar and punctuation; and 5) they had little vocabulary to write a text. The students less like the material because they are not interested in the material that will be present. This situation is proven by the student's score of writing. Most of the students get the score below the Minimal Completeness Criteria (KKM) of SMAN 8 Medan. The KKM of writing applied for tenth grade by school is 70.

And this is the preliminary data of students writing at SMAN 8 Medan.

Table 1.1: percentage of KKM students writing procedure text

Semester	Score	Students	Percentage
First Semester	≥ 70	22 Students	63
Third semester	≤ 70	29 Students	37

From the observation, the researcher also got the information that the students had low confidence to create writing a text so that the students' score were low and the teacher also didn't know about macromedia flash yet and the teacher also didn't have macromedia flash yet.

There are many kinds of text that should be learn by the students of senior high school in learning the writing skill and the procedure text is one of the genres in writing that must well-mastered by the students because it's give direction about some activity to do something. They

must be able to write a procedure text in their daily life, procedure text is used to make some steps or get something done. That is why procedure text is very important to be learnt.

In teaching, a teacher is important for choosing media which have a chance of engaging to the students for developing their ideas in writing and make the students easier to understand and also feel interested in learning. Media are an intermediary tool that is used by the teacher in the learning process to deliver material to students. Media are form of the various types of components in the students to learn. Therefore media gives an ease in activity of teaching learning process to get knowledge from the material that taught. Various media of teaching English writing have been applied by teacher such as PowerPoint, Computer, Radio, Film, material Views, etc. Some of which considered effective teaching writing. However, the problems above are assumed from less precisely the teacher is choosing teaching media.

In addition, the media which used by the teacher has just for herself not for students individually. It makes students less of motivation to restudy at home. The research also got the information, the teacher does not know about media Macromedia Flash yet and the teacher also does not have media Macromedia Flash yet. This is the opportunity for the researcher to try use Macromedia Flash for writing skill in that school.

Macromedia flash is one of software which able to create learning media in the form of audio and visual. Macromedia flash animation learning system using software and hardware which serves simplify the process of data in the form of picture, video, photography, graphic, and animation, in collaboration with sound, text and voice data interactively controlled by computer.

Based on explanation above, researcher is interested to do a research entitle “The Effect of Macromedia Flash in Teaching Writing Procedure Text”

1.2 The Problem of the Study

Based on the background of the study, the problem of the study is formulated as follow as:

“Does Macromedia Flash affect the student’s writing skill in Procedure Text at SMAN 8 Medan?”

1.3 The Objectives of the study

The objective of the study is to find out is there any effect of macromedia flash in writing procedure text toward student’s achievement at senior high school or not.

1.4 The Scope of the Study

There are many types of writing, such as narrative, descriptive, procedure, argumentative, report, spoof and others. This study will be limited to analyze the effect of macromedia flash in teaching writing procedure text. There are 3 characteristic of Procedure Text, such as Social Function, Generic Structure and language Features. The researcher just focus on the generic structure of procedure text which is divided into three, such as goal or aim, material and the steps of the procedure. The level of students being studied is tenth grade of senior high school in SMA N 8 Medan.

1.5 The Significances of the Study

The findings of the study are expected to be relevant and usefull theoretically and practically.

Theoretically, the findings of the study are expected to be useful for the readers to enrich and to broaden their knowledge in theories of learning English and can be reference for further studies.

Practically, the findings of this study are expected to be useful for:

1. English teacher, to give new sight in teaching English by using Macromedia Flash, and new teaching aids in English.
2. Students, as an English learning material individual and increase the attractiveness of students's learning English.
3. The readers, this research is useful to increase their knowledge about the use of Macromedia Flash.
4. Other researchers, this research can be used as a reference.

1.6 Hypothesis

The hypothesis of this thesis is formulated as followed:

H₀ : there is no significant effect of Macromedia Flash on students' achievement in writing procedure text.

H_a : there is a significant effect of Macromedia Flash on students' achievement in writing procedure text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To conduct a research, the researcher needs theories to explain concepts or terms applied in the research concerned. In this research, there are some terms that need theoretical explanation. This framework is needed in order to handle the theoretical elaboration on terms used and to give clearer understanding about all terms related to the study. Those theoretical elaboration will be presented as follows.

2.2 Writing

2.2.1 Definition of Writing

According to Nystrand (2005:75), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing as an activity to share information which is understandable for the readers. So the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004:160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful value so that the readers can get benefits from the writing.

Furthermore, Sudaryanto (2001:64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion, Tarigan (2002:21) states that writing is a process in describing a language that can be understood by others, i.e. readers. It means that writing need a process so that the idea can be understandable and expressed smoothly.

Nura (2003:71) says that writing is an activity. Writing is not merely symbolizing spoken language. Writing is a person's way to express him/her and to adapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.

In addition, Harmer (2004:86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching

learning activities of writing. In this case, writing activities can be present in a classroom. From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

2.2.2 The Problem of Writing

Writing as a productive skill needs appropriateness in using the language. It is supported by Riddel (2003:13) in the following quotes. "With writing, the emphasis on accuracy is much greater than with speaking... Written tasks, on the other hand often require accuracy (e.g. completing an application form) and formal language. Because they recognize, many students feel under pressure when writing."

Besides, Riddel (2003:132) also explains that writing is an individual skill. Someone talks with others, while someone writes as if he communicates with himself, it can be concluded that writing is a difficult skill because it needs a high ability in choosing words and sentences to be understood by the readers. It is because the readers cannot criticize or ask questions concerning with the writing directly.

Similar opinion is stated by Nursisto (2004:5). He says that writing is a communication ability using the highest level of language. Four language abilities in a normal individual are listening, speaking, reading, and writing. The lowest or the simplest level is direct communication ability dealing with the spoken language, in the form of listening and speaking

ability. Then, one level above listening and speaking is reading, and the most difficult level is writing.

According to Msanjila (2005), there are six common problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments.

Based on the opinion above, it can be concluded that writing has the most difficulties, since writing needs more accuracy for instance in spelling, grammar, and appropriate expression. Lacking of the accuracy will lead to misunderstanding. The readers might not be able to catch the message or the communication between the writer and the readers will not run well.

2.2.3 The Steps of Writing

Farmer (2005:13) states that there are four steps in writing, those are: (1) prewriting, (2) organizing, (3) writing, and (4) revising. Prewriting means the preparation before writing. It includes making a plan what to write, getting ideas, and selecting the similar ideas and supporting ideas. Organizing includes making a draft and arranging the ideas into hierarchical order. Writing is the main activity. The last is revising, which is used to correct the product of writing in order to be more perfect and more understandable.

Meanwhile, Ackley (2006:3) states that there are three steps in writing, those are: (1) prewriting, (2) writing a first draft, and (3) revising of post-writing. It means that these three steps

are almost the same as the above opinion. Pre-writing is the preparation of writing, writing a first draft can be the same as organizing and writing, and revising or post-writing is the last step. So, revising or post-writing is the product which will be consumed by the readers.

Ramirez (2005:300) says that writing can be done through some phases as the following quotes:“ writing activities can be structured along development, process-oriented, and proficiency-based models. A process oriented approach would call for a prewriting phase, a drafting or writing stage, and a revising phase. Each phase would enable students to focus their attention on different aspects of written communication: content, organization, purpose, audience and grammatical accuracy. “

From the statements above, it can be concluded that writing is a skill that needs a process in expressing an idea or opinion that is written on a paper or other media. A good writing process can be done by preparing and determining the subject, then making drafts and revising or post-writing.

Furthermore, Ackley (2006:3) says “whatever your thoughts about it, may be the act of writing is a process. When you engage in a writing process, you gradually learn what ideas, what you have about people and things. You then select idea you want to express”. From this statement, it means that the most important thing in writing is the process. Therefore, in learning writing, students are trained to write down their ideas through the right steps, so that they will produce a better and readable writing.

Based on the explanations and citations above, writing is one of the ways for human to express and share their ideas, thoughts, or experiences with other in the form of written language. It is very important to be mastered as it takes part in many parts in our lives such as in social,

academic, and professional fields. In this study, students can be directed to express their idea through procedure text.

2.2.4 The Purpose of Writing

In writing, the writer has purposes to convey messages to the reader. No matter what kind of writing the writer does, he/she should have a specific and clear purpose. It can be done by selecting right words and suitable sentences structure to convey the intended meaning. The purpose of a piece of writing will determine the rhetorical form chosen for it.

According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade.

1. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade

thereaders.

2.2.5 Writing Ability

According to Troyka (1987:3-4), the term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed. In the other words, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

According to Brown, there are 2 kinds of writing:

1. Microskills

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules.
- e. Express particular meaning in different grammatical forms.

2. Macroskills

- a. Use cohesive device in written discourse.
- b. Use the rhetorical forms and convention of written discourse.
- c. Appropriately accomplish the communicative functions of written text according to form and purpose.
- d. Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.

- e. Distinguish between literal and implied meanings when writing.
- f. Correctly convey culturally specific references in the context of the written text
- g. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of those skills determine the type of writing that can be made by the students. Generally, the microskills are suitable for imitative and intensive writing. Meanwhile the macroskills are essential for the successful mastery of responsive and extensive writing. In conclusion, both of the micro and macro skills are important to be learned by the students in order to make their writing better.

2.2.6 Components of Writing

In the Extended ESL Composition profile, Jacob et al in Weigle (2019:115) point out five components in writing. They are content, organization, vocabulary, structure and mechanics. The description of all those components as follows: Related to the scope of the study, the writer takes all of the components of writing as follows:

1. Content

The content of writing should be clear to readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed.

2. Organization

Organization refers to the overall structure pieces of writing. The aim of organizing material in writing involve coherence, the order of importance, general to specific, specific to general, chronological order and spatial order of the pattern.

3. Vocabulary

One requirement of a good writing always depends on the effective use of words. The effective use of words will always result in good writing both specific and technical writing, the dictionary is very considerable, vocabulary is one of the components of writing. The lack of vocabulary makes it difficult to express the idea.

4. Language Use

Language use in writing description and another form of writing involve correct language and point of grammar. An adequate should be one that is capable of producing grammar.

5. Mechanics

Mechanics is the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling. The use of mechanics is due to capitalization, punctuation and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

2.2.7 The Aspects of Writing

There are three aspects of writing. The first is about the feature of the writing itself. According to Spratt, Pulverness, and Wiliam (2005:26) writing involves many sub skills which are related to accuracy. Accuracy is the way to use the correct form of language. Writing accurately involves correct spelling, correct form of letters, legible writing, correct punctuation,

uses correct layout, chooses right vocabulary, uses grammar correctly, joins sentences correctly, and uses paragraph correctly.

Mechanical components are the second important thing of writing. Similar to the other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well performed sentences, paragraphs, and texts (Harmer: 2004). He also states that the previous components are the nuts and bolts of the writing skill. Therefore, those components need to be introduced in the teaching and learning process of writing.

The last aspect is the cohesion and coherence of the writing skill. The two aspects play important roles in the process of good paragraph compositions and cannot be separated in the process writing since they are closely related to another. Moreover, Harmer (2004) states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. It can be defined as linking relationship of a number of linguistic elements that can be seen in the structure of text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood.

As the explanation, a good writing is not just about accuracy, but it also has to have good mechanical component and cohesion and coherence. The three aspects are required to provide good writing which delivers the message from the writer to the readers.

2.2.8 The Principles of Teaching Writing

Hochman and Wexler (2017:2) blame a mindset about how writing should be taught – the idea that if students read enough, they'll pick up writing skills by osmosis, and that teaching

grammar and syntax will improve students' prose. Writing is the hardest thing we ask students to do, and the evidence is clear that very few students become good writers on their own. Many students – even at the college level – have difficulty constructing a coherent sentence, let alone a fluid, cohesive essay. Teachers have been told to show their students models of good writing and have them emulate them, or describe the elements of a good paragraph or essay. But for many students, that's not enough. The techniques of good writing are a secret code they just can't crack.

The solution, is to teach writing systematically and not let students' problems pile up to the point where middle- and high-school teachers are confronted by page after page of incoherent, error-riddled writing and don't know where to begin. Writing instruction needs to be broken down into manageable chunks that students practice repeatedly, at the same time as they are learning content. According to Hochman and Wexler, the students need a series of strategies that specifically target the skills they haven't yet mastered, while building on the skills they already have, in a gradual, step-by-step process. They also need clear, direct feedback that helps them identify their mistakes and monitor their progress.

There are 6 principles of writing according to Hochman and Wexler:

1. Explicit instruction starting young

Being a good reader is not enough to become a good writer; writing requires far more decisions. And students who can speak fluently don't necessarily transfer that to coherent writing. Students need to be taught how the conventions of written language differ from those of spoken language, communicating with much more precision and clarity, anticipating what the reader needs to know and understand, and using punctuation and key words (despite, although, for example, specifically) to indicate nuances in meaning,

connections, and breaks in the narrative. It's also important that they avoid errors in spelling and grammar that will distract readers. All this needs to begin in the early elementary grades, and although it's important that students enjoy writing and get to use it as a means of self-expression, there should be plenty of explicit instruction, practice, and feedback to hone skills.

2. Sentences as the building blocks

In many schools, the quantity of writing has long been valued over its quality. The Common Core and other standards have only increased the pressure on teachers to assign essay-length writing. But if students haven't learned how to write an effective sentence, that is where instruction needs to begin. Students need to do plenty of sentence-level writing in which they explain, paraphrase, or summarize sophisticated content, use correct spelling and grammar, and get feedback on form and content. Then they can move on to paragraphs and essays.

3. Writing embedded in curriculum content

To maximize the benefits of writing instruction, teachers need to go beyond personal narrative assignments like arguing the pros and cons of school uniforms and speculating on what it's like to be famous. Having students write about topics unrelated to content represents a huge wasted opportunity to boost their learning. Writing isn't merely a skill; it's also a powerful teaching tool. Students should be asked to write about ancient Egypt, tornadoes and hurricanes, Jane Eyre, and other subjects they're studying. And all teachers should see themselves as teachers of writing, even if it's only a 5-15-minute do-now activity, check for understanding, or exit ticket.

4. Curriculum content as a driver of writing rigor

Writing activities that build writing skills and get students thinking deeply about

subject matter. One sentence-level exercise is for students to complete a sentence stem adding *because, but, and so*.

5. Grammar taught in the context of writing

Research has consistently found that teaching grammar rules in isolation doesn't work. For many students, learning parts of speech and diagramming sentences just adds to the confusion, takes up valuable cognitive real estate, and doesn't carry over to their own writing. But that doesn't mean teachers can't, or shouldn't, teach grammar. One particularly helpful exercise is sentence combining, which students find engaging and gets at many of the same skills as dry grammar instruction.

6. Planning and revising

A planning template helps students think through the main idea or theme, the points they will make, and the order in which they will make them. This helps them think through what additional information they need, connect ideas or claims with relevant details or evidence, and avoid irrelevant information and repetition. Having jotted this outline, writing a first draft is quite straightforward. Then comes revising, which is where students apply what they've learned in sentence-level exercises to insert transition words, vary sentence structure, and use subordinating conjunctions, appositives, and other techniques so the writing flows and makes sense.

2.3 Genre-Based Writing

According to Knapp (2005:82) genre is a place occasion, function, behavior and interaction structures. A genre is defined as a staged, goal-oriented social process. The involves the interaction of participants using language in a conventional, step-wise structure (Hyland, 2002:17).

According to Dirgeyasa (2015) the genre based writing is matter of an approach to how writing is viewed and seen. It can be said that seeing writing through genre approach will produce a typical writing work.

Genre are abstract, socially recognised ways of using language. When writing we follow certain convention for organising message because we want our reader to recognise our special purpose (Hyland:2002).

2.4 Types of Text

In English, there are thirteen types or genre of the text. Each text has its own function and generic structure. Here is the table that describes the functions and generic structures of each text (Pardiyono,2007).

Table 2.1 Genre of Texts

No.	Name	Function	Generic Structure
1.	Descriptive	To give description about an object (human or non-human)	1. Identification 2. Description
2.	Recount	To inform or retell the events or experiences that happended in the past	1. Orientation 2. Event 3. Reorientation
3.	Narrative	Telling stories or past event to amuse or entertain the reader	1. Orientation 2. Complication 3. Resolution 4. Reorientation
4.	Procedure	To tell the steps of doing something	1. Goal 2. Materials 3. Steps
5.	Explanation	Explaining how something works or why some phenomenon happens.	1. Topic + General Statement 2. Sequence of explanation
6.	Discussion	To present opinion or arguments about an issue or phenomena.	1. General statement 2. Arguments for 3. Arguments against 4. Recommendation

7.	Analytical Exposition	To argue that something is the case to concern	<ol style="list-style-type: none"> 1. Thesis 2. Arguments
8.	Hortatory Exposition	To argue that something should be or ought to be	<ol style="list-style-type: none"> 1. Thesis 2. Arguments 3. Recommendation
9.	News Item	To inform readers, listeners, or viewers about events of the day that are considered newsworthy or important	<ol style="list-style-type: none"> 1. Headline/Title 2. Summary of events 3. Background Events 4. Source
10.	Report	To give information about natural or non-natural or things in the world	<ol style="list-style-type: none"> 1. Title 2. General statement 3. Description
11.	Anecdote	To share funny stories ridiculous event by retelling them to the readers	<ol style="list-style-type: none"> 1. Title 2. Abstract 3. Orientation 4. Crisis 5. Reaction 6. Coda
12.	Spoof	To retell an event with humorous twist at the end of the story	<ol style="list-style-type: none"> 1. Orientation 2. Events 3. Twist
13.	Review	To critique of evaluate an art work or event for a public audience	<ol style="list-style-type: none"> 1. Title 2. Identification 3. Summary + Evaluation 4. Author and Publisher

Based on curriculum, the second grade of senior high school students are expected to be able to express the meanings in the written forms of interpersonal, transactional discourses, short functional texts, and long functional texts. The term “long” functional text is rarely used in communication. This chapter uses the term “long” functional text only to make the counterpart of previous term, i.e. short functional text. In daily speech, there are many types of functional texts, such as prohibition, invitation, greeting cards, short message, etc., but also in the form of short functional texts or essays. Essay writings are meant to help readers to accomplish an everyday task and form culturally text-types or genres. A text form a piece of language use or a record of a communicative act, or the so called language which is functional.

In general, text which have the same sorts of meaning and/or the same structural elements are said to be the same text type. The text that are including too long functional text are Narrative, Recount, Descriptive, Procedure, Report, Anecdote, Hortatory, Spoof, Explanation, Discussion, News Item text, Review and Analytical Exposition text. In this study the researcher will focus on students' achievement in writing procedure text.

2.5 Procedure Text

Procedure text is the text that describe how something is accomplishes through a sequence of action or steps. It means the procedure text is how to make something with the steps.

2.5.1 Definition of Procedure Text

According to Kamaruddin (1992: 836 - 837) Text procedures are an orderly arrangement of activities that are related to each other and related procedures carry out and facilitate the main activities of an organization. According to Ismail Masya (1994: 74) Procedure Text says is a series of interconnected tasks which are sequences according to time and certain procedures to carry out a work carried out repeatedly. And Muhammad Ali (2000: 325) said that Text procedures are procedures for working or how to run something or a job.

2.5.2 Social Function

The social function of Procedure text is to inform ways or instrution for making or doing somethings completely.

2.5.3 The Generic Structure of Procedure Text

1. Goal/Purpose (example: How to make an aquarium ecosystem)
2. Materials (example: water, plants, bucket)
3. Steps: what to do (example: spread the gravels over base of the tank)

4. The frame: commands, detail, how, with hat (example: put a gravel in a net and pour water on it)
5. The covering: where, action verb (example: place the tank in bright light)

2.5.4 Language Features

The language features of Procedure Text use the following indicators:

1. The sentence type is imperative, such as cut, don't mix, hold, etc.
2. Action verb such as turn, put, mix, etc.
3. Connectives to order actions, such as then, while, etc.
4. Adverbials to state detailed time, place, accurate ways, such as for five minutes, 2 centimeters from the top, etc.

2.5.5 The Example of Procedure Text

To make a good and effective writing procedure text, the writer shows an example of procedure text as the table 2.1 which is taken from Genre, Text, Grammar (Knapp, 2005:162).

The example of procedure text:

Goal: How to make a sald sandwich

Materials:

1. 2 pieces of bread
2. Butter
3. Lettuce
4. Tomato
5. Beetroot
6. Cucumber

Steps:

First, take two pieces of bread. Next, spread butter on the bread. Don't miss to put in our lettuce, tomato, beetroot, and cucumber. Then put the other piece of bread on top. After everything is well, put on plate soon.

2.6 Macromedia Flash

There are two kinds of Macromedia Flash; Flash Professional 8 and Flash Basic 8. The research uses Macromedia Flash Professional 8 as media for teaching writing procedure text. Macromedia Flash (2006) states that Flash Professional 8 and Flash Basic 8 offer web designer and developers a range of tools including graphic effects, animation, text, video and audio to create engaging user experiences delivered from desktops to mobile phones. Use Flash to create great interactive marketing, presentations, rich media advertising, e-learning, entertainment, business applications, interactiveter video experiences and more.

Bowden (2006:1) describes that Macromedia Flash is a design tool set up primarily to allow the efficiency creation of animations, especially for web pages. It has been develop to allow animation to be reduced to the lowest size possible so that the speed of operation within a web site is not too show.

There are some of previous versions of Macromedia Flash, namely: Flash 5, Flash MX 2004, Flash Basic 8, and Flash pro 8. In this research the analyze teaching writing procedure text by using Macromedia Flash Profesional 8.



Figure 2.1 Front Page Macromedia Flash Professional 8

2.6.1 Term in the Program Flash Pro 8

Madcoms (2007:6) describes that there are terms in the program flash pro 8, namely:

Table 2.3 the term in the program flash pro 8

Terms	Description
Properties	A branch instructions from any other orders
Animation	An object movement and text that are arranged so that looks alive
Action Script	An order that is placed in a frame or object so that the frame or the object will be interactive
Movie Clip	An animation can be combined with animation or the object
Frame	A portion of a layer that is used to regulate the manufacture of animation
Scene	The screen used to construct objects either text or images
Time Line	Parts used for accommodating layer

2.6.2 The Advantages of Macromedia Flash

The advantages of making learning media by using macromedia flash, namely:

1. Creating interactive buttons with a movie or other object
2. Making changes to the transparency of the colors in the movie
3. Making animation changes from one to another
4. Creating an animation by following the path that has been set
5. Being converted and published into several types, including **.swf, .html, .gif, .jpg, .png, .exe, .mov.**
6. Processing and creating animations of objects bitmap
7. Flash vector-based animation program has flexibility in the manufacture of object vector (Madcom, 2007:3).

2.6.3 The Disadvantages of Macromedia Flash

There are also disadvantages contained in Macromedia Flash as follows:

1. Macromedia Flash is complex, needs long time to learn and master the application
2. Need mroe tutorial references to learn Macromedia Flash
3. Language Programming Macromedia is difficult to understand
4. Macromedia is not free software is ony given time trial for 30 days and after that user must purchase it.

2.6.4 Teaching Procedure by Using Macromedia

Teaching procedure are some steps of using Macromedia Flash in teaching writing procedure text. Teacher explains about procedure text to the students and showing the objects that are going to be describes by using macromedia flash, after that teacher determines the topic

and identifying the points of object that are going to be describe. Then the students make a writing process and the outline to complete the writing text.

2.7 The Step of Teaching Writing Procedure Text by Using Macromedia Flash

For teaching writing procedure text by using macromedia flash, the researcher will use some steps. It follows:

1. Explaining

In this step the teacher will explain about the material of procedure text to the students.

2. Questioning and Asking

In this step the teacher will ask the students about the material that have learned and the students make questions to the teacher if they are still confuse about the material.

3. Showing the Media

In this step the teacher will showing the material using macromedia flash before give the test to the student.

4. Assignment

In this step the teacher will give assignments to the students to write procedure text based on the theme that the teacher will give and ask the student to answer the questions which given by the teacher

5. Analyzing

In this last step the teacher will analyze the students' assignments one by one to get the score.

2.8 Benefits of Macromedia Flash

According to Anggra (2008: 10), as a multimedia and animation program, Macromedia Flash 8 has several advantages compared to other animation programs, namely:

- 1) Macromedia Flash 8 is designed as software that is easy to learn and understand.
- 2) Users of this program can create easily and freely to create animations with flexible movements according to the desired animation scene.
- 3) Produce files of relatively small size.
- 4) Macromedia Flash 8 produces the type. FLA which is flexible because it can be converted into files that have the extension .swf, .html, .gif .jpg .png, .exe, .mov. This allows the use of Macromedia Flash 8 to be used for various desired purposes.

2.9 Animation Concept on Macromedia Flash 8

Explained in his book entitled "Understanding Basic Techniques for Making Flash Games", Anggra (2008: 37), explained that in making animation on flash 8 there are 2 basic techniques used. The 2 basic techniques include:

1) Frame by Frame Animation

This animation technique is a fairly complicated technique in making animation. This is because in frame by frame animation, each frame on the timeline is filled with keyframes with different objects inside. This technique is oriented to the technique of making manual cartoons in the past before there were tools as sophisticated as computers. To produce an animation, the animator must create more than one object with a different sheet of position, shape or overall image. After that the images are arranged according to the flow of the animation movement and time.

2. Animation Tween

The tween animation technique can be said to be much easier compared to frame by frame animation. In this animation technique we do not need to create objects one by one and arrange them in many frames. The concept of animated tween according to Anggra (2008: 43) is

to make at least 2 objects and place them on two keyframes, namely the initial keyframe and the end keyframe. Whereas the feeling objects between the initial keyframe and the end keyframe will be set automatically.

2.10 Relevant Studies

In the process of composing this proposal, it is need to find some references or similar studies related to the title and have the same field of study problem. It is useful as guidance to succeed the study and evaluate wisely the strength as well as the weakness of other studies. As the researcher, it is needed then to take the strength and to avoid the weaknesses of other research.

Walida, Rahman, and Atmowardoyo (2015) conducted the research to find out *The use of Macromedia Flash animation to enhance students' English writng at the tenth grade of SMKN 11 Medan*. The similarities of the thesis to this research is using macromedia flash as the media and has the purpose to identify the effect of macromedia flash to achieve students writing skill. But the differences are at the thesis the researcher identify how are the students response after the researcher got the effect and then we can see the differences from the research design. The research design of the thesis is CAR and this research will use Experimental Quantitative. The finding of their research shown that Macromedia Flash animation can enhance students English writingskill. The result of the research is indicated that Macromedia Flash animation is interesting and effective to enhance students' writing skill.

Alawiyah (2014) presented the research about *Developing flash media for enhancing tenth grade students' writing ability*. The Similarities is to know the use of macromedia flash in students' writing skill. The differences is the thesis just identify the development of macromedia flash. The findings of the result shown that the use of the interactive media helps the teacher and

students' in getting better achievements in writing descriptive text. The result can be concluded that flash media is effective and can be used in teaching learning of writing text.

Another study was conducted by Vero (2011) had made an investigation of developing learning media using Macromedia Flash 8 subject ICT topic function and work process of ICT Equipment in SMAN 2 Banguntapan. The similarities of the thesis to this research is using macromedia flash as the learning media. But the differences is the aimed. In this thesis, the researcher want to make learning software media in ICT by using macromedia flash and want to know how the development of the media, while in this research, the researcher just want to find out the effect of macromedia flash in teaching writing. The findings of the result shown that media learning Macromedia Flash which has been through the stage of systematic research development; analysis, planning production, and evaluation is good quality of learning media. The result concluded that learning media product information and communication technology has fulfilled the rules of research and development and effectively used in the process of learning for senior high school of tenth grade SMA Negeri 8 Medan.

Those several studies related to the teaching writing procedure text using Macromedia Flash are useful as their existences as data for supporting the researcher's study. Based on the explanation above, the works will conduct a research in order to analyze the students writing achievement in writing procedure text by using Macromedia Flash and the effect of using macromedia flash in teaching writing procedure text.

2.11 Conceptual Framework

Writing is considered difficult because when someone wants to write, they should appropriately turn their ideas into written text. It needs a good target language acquisition, prior knowledge about the topic they are going to write, and the ability to apply the rules and

structures of the target language. In writing, words and sentences should be coupled coherently and be united each other in order to make the message inside the text is conveyed well.

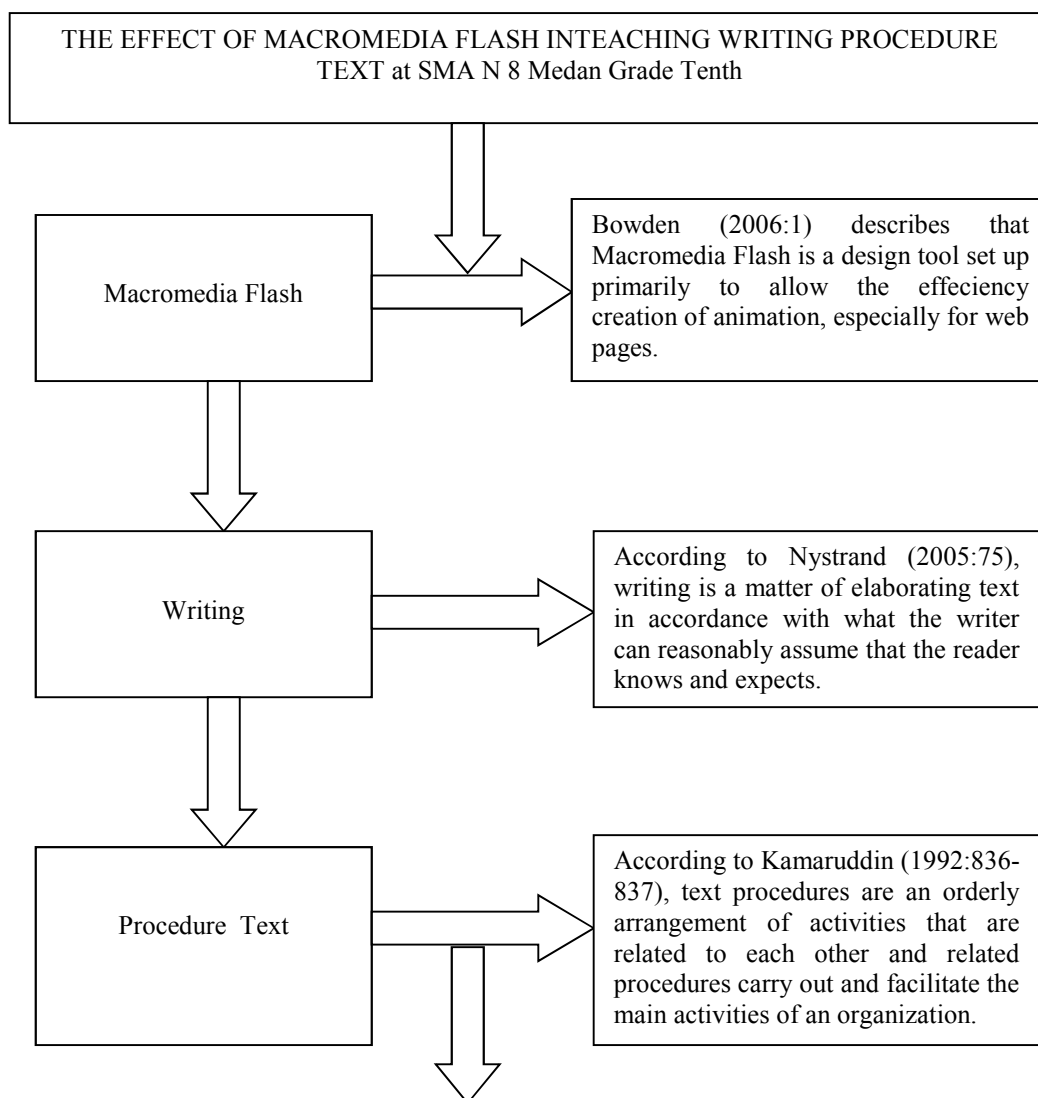
In teaching learning process there are many media that we can use in school to help the students get easy to turn their ideas into written text. One of the media that we can use to improve the students writing skill is Macromedia Flash. Macromedia Flash is software which is able to design learning by combining audiovisual elements such as sound, music, text, animation and image. In addition to the use of learning media in the classroom, it can be used as a source of information of source of individual learning, so that the students will get feedback directly from what they have learned in school and then turn it into the written text.

This study use macromedia flash 8 as the media to know students' writing achievement in procedure text. The researcher use macromedia flash 8 as media in teaching learning process which source from book entitled English Alive by Yudhistira. The researcher explain about the definition, generic structure and language features of procedure text and prepare macromedia flash 8 as a class activity, and then ask the students in plenty of time to look in for the materials that relating to particular topics and the students' can write the procedure text instead. Here, the students' work in groups. Each group choose any materials and put their materials on their writing, looking the materials one by one and then the students' have ideas how to make something about what they want to write.

This study of the research concentrates on the analysis the effect of Macromedia Flash in teaching writing procedure text. The researcher will use Macromedia Flash to make teaching procedure text easier and help the students to get easy to think about the topic that they want to write. It hopes by using Macromedia Flash can motivate or help the students to write and will improve the achievement of their writing especially in writing procedure text. From the

discussion above, the writer expect that Macromedia Flash will help students in solving their problem and their difficulties in writing procedure text.

Table 2.11.1 Conceptual Framework



1. To make the teacher know about macromedia flash as another teaching media
2. To make students easier to exploring their idea in writing and connecting sentences
3. To make students well-mastered in writing procedure text because it's give direction about some activity to do something

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by using experimental quantitative research design. Ary (2002:301) said that an experimental research design is the general plan for carrying out a study with an active independent variable. Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable.

3.2 Population and Sample

3.2.1 The Population

Ary (2002:148) states that a population is defined as all members of any well-defined class of people, events, or object. It means that population is any group that a researcher decide to be analyzed. The population in this study was tenth grade students of SMA NEGERI 8 Medan There are ten classes available for MIA tenth grade students with 30 students for each class.

3.2.2 The Sample

A sample is a part of representative of the population to study (Arikunto, 2009:91). In this research, the sample is randomly selected by using lottery technique. The name for each class will be written on a piece of paper and then all papers were put in a box. The glass will shake and two pieces of paper were taken from the glass. Thus, there are two classes selected as the sample, X MIA-1 become the experimental class and X MIA-2 become the control class.

3.3 The Instruments of Collecting Data

The writer used writing test as an instrument of collecting the data. For the test, the researcher as the teacher gave the writing test to the students in the class. The students was asked to make procedure text based on theme given and in scoring the writing tests.

3.4 Validity and Reliability

a. Validity of the Test

Arikunto (2010:64) states that validity is a measure that shows the level of validity of a test. An instrument can be said valid if it can measure what is supposed to be measured. There are four types of validity, namely, content validity, construct validity, face validity and concurrent validity. To see the validity of the test, the researcher used content validity. Content validity considers whether a test will necessary and appropriate content to measure what is supposed to.

Table 3.3 The Table of the Test Specification

Procedure Text		Test item	Kinds of test	Score
LANGUAGE FEATURES	Goal	1	Writing	10
	Material	4	Writing	40
	Step	5	Writing	50
Total		10		100

b. Reliability of The Test

To find out the reliability of the test, and to minimize the subjectivity in scoring, the researcher used two scores. It means that there are two scores, after the researcher calculated the result of the test by using Person Product Moment Formula (Arikunto, 2010:69). The reliability refers to consistency of the result. The test is said to be reliable if it can show stable outcomes. The more reliable the test, the more coincidence the scores obtain from the administration of the test.

To achieve the reliability to the consistency of measurement, the researcher used Kuder Richardson (KR-21) formula, as follows:

$$(KR_{21}) = \frac{K}{K - 1} \left[1 - \frac{M (K - M)}{K \cdot SD^2} \right]$$

Where :

K = number of test item

M = mean of the score

Sx² = the square of standard deviation of the test score

According to Arikunto (2003:75) the criterion for the evaluation of coefficient reliability is :

0.00 – 0.20 : the reliability is very low

0.21 – 0.40 : the reliability is low

0.41 – 0.60 : the reliability is significant

0.61 – 0.80 : the reliability is high

0.81 – 1.00 : the reliability is very high

3.5 The Procedure of Research

The research procedure has aim to get material that is needed in the research. The procedures of the research clarified as follows:

a. Pre-test

Pre-test was given to know each of the students' ability in the experimental and control class before doing the treatment. Firstly, both experimental and control class will be test before they are learn about procedure text. The writer was asked them to write a simple procedure with the topic that given by the teacher.

b. Treatment

The treatment was the second procedure which is conducted after the pre-test. Treatment was given to both the experimental and control class by using the same materials but different teaching strategy. The treatment was used for control class to support the experimental class. Experimental class was taught by Macromedia Flash 8 while control class will be taught by conventional technique. There are two meetings in this research. Both groups were given pre-test in the first meeting. After that, the treatment and the post-test of procedure text were given in the second meeting.

c. Post-test

The researcher did the writing test to the students who got as sample and determine the time allocation and the instruction. This post-test was administrated after the treatments have been finished. This post-test was given to find out the difference in the mean score of

experimental class and control class also to know the effect of the genre based the learning model on experimental class.

3.6 Technique of Analyzing the Data

In this research, the t-test was used to compare or to test the different of each t-result from the two classes, namely t-table and t-observed or how significant the effect of using Macromedia Flash 8 on students' achievement in writing procedure text. Futhermore, t-test has a function to test H_0 (null hypothesis) and H_a (alternative hypothesis) which are compared. The t-test formula is used in analysing the data. The formula is:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M_x : The mean score of experimental class

M_y : The mean of control class

dx^2 : The standart deviation of experimental class

dy^2 : The standart deviation of control class

N_x : The total number samples of experimental class

N_y : The total number samples of control class

