



USING PRODUCT PACKAGE TO IMPROVE THE STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT SEVENTH GRADE OF SMP SUNAN BONANG KRATON

Putu Ngurah Rusmawan¹, Desy Dwi Rahmania²
Instansi Asal Penulis, Prodi Pendidikan Bahasa Inggris STKIP PGRI Pasuruan
Email: afatah72@gmail.com

ABSTRACT

The objective of this research was to improve the students' writing skill in procedure text by using product package for the seventh grade students on second semester of 2016-2017 academic years at SMP Sunan Bonang Kraton. This research used collaborative classroom action research design. This research was conducted in two cycles. The result of the post test at the end of meeting in first cycle showed that there were 40% students got ≤ 70 . The second cycle, there were 18 students got score ≥ 70 with the highest score is 95 and lowest score is 66 and students' success reached 90%.

Key Words: Improve, Product Package, Writing skill

ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa dalam teks prosedur dengan menggunakan paket produk untuk siswa kelas tujuh pada semester dua 2016-2017 tahun akademik di SMP Sunan Bonang Kraton. Penelitian ini menggunakan rancangan penelitian tindakan kelas kolaboratif. Penelitian ini dilakukan dalam dua siklus. Hasil post test pada akhir pertemuan pada siklus I menunjukkan bahwa ada 40% siswa memperoleh ≤ 70 . Siklus kedua, ada 18 siswa yang mendapat nilai ≥ 70 dengan skor tertinggi adalah 95 dan skor terendah adalah 66 dan keberhasilan siswa mencapai 90%

Kata Kunci: peningkatan, ketrampilan menulis, produk paket

INTRODUCTION

Writing is one of the language skills that must be taught when the learners learn a foreign language and learn to communicate with other. One way to communicate to other people is through writing. It is included as an integral part of foreign language learning activities in the classroom.

Based on the data from interview with headmaster of SMP Sunan Bonang Kraton, the school still uses KTSP 2006 curriculum, because the infrastructure and

the condition of the majority of student are still difficult to adapt with the newest curriculum. According to KTSP Curriculum for Junior High School (2006), the students should be able to write procedure text. Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps (CS Havia, 2015). Procedure text consisted of goal, materials, steps, and result. The students can use the simple present tense and imperative sentence in writing procedure text.

The researcher chose SMP Sunan Bonang. The researchers are interested to do this research at the school, because Based on the interview with the English teacher of SMP Sunan Bonang Kraton on April 4th, the school had once won the English speech contest on 2015.

The student in this school think that the process of writing in English was difficult, students got difficulty in constructing the word into good sentences.. They could not do their best in English class, they were afraid and unmotivated to practice writing because they would produce many errors in vocabulary, grammar, and spelling. In addition, the English teacher never uses product package as media in this class to teach procedure text.

Based on the problem above, the researchers want to use an alternative media that aims to solve the teacher's problems in teaching procedure text. The media is a product package.

Product package means real item that can be found in around the world us to teach English. Using product package can help English learning activities. It is impressive media. The students can touch, and see clearly in details. According to Aningtyas (2016) product package is product which has directions or procedures on the back side of the package about how to use or make the product. Product package was simple media which could be found the environment easily, product package were familiar for the students, product package could make the students more understand in making procedure text, and product package could help the teacher easily in implementing the teaching learning process. Based on the research conducted by Sari (2013) in "Using Product Package to Improve the Seventh Graders' Ability to write Procedure Texts", it was found out that after using the product packages almost all of the students understood and knew how to write procedure text.

Based on explanation above, the researcher chose the product package because the researcher tried to improve the students writing ability on rewriting procedure text by using product package. Then, hopefully by using product package in learning activities, the student's writing ability can be improved. The researcher hopes that it will make the students more active and have more chance to express their ideas by writing English.

RESEARCH METHOD

A classroom action research will be used by the researcher in this research. Hermida (2001) states that Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research. According to Little and Hewitt (in Febrianza 2014) Action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. The aim of an action research is to bring about development in his or her practice by analyzing existing practice and identifying elements for change.

The subject of the study is the students of the 7th grade in second semester academic year 2016/2017 at SMP Sunan Bonang Kraton. Which located in Pejawan 0204, Gerongan Kraton Pasuruan Jawa Timur that consists of 21 students ; 21 males. The English lesson is taught within two meetings a week.

The research used several instruments; they are observation, interview, documentation, and test.

According to Hermida (2001) Observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations. This observation was taken to get the factual data of implementing this research where taken in the classroom. In this case, the researchers used observation checklist (see appendix 1) in the end of meeting was conducted on Wednesday May 10th, 2017, and Wednesday May 31st, 2017.

According to Chand (2016) Interview is the widely used (election method). It is a face-to-face interaction between interview and interviewer. If handled carefully, it can be a powerful technique in having accurate information of the interview otherwise unavailable. In this study, the researcher used interview to know the exact problem of teaching learning in the classroom. The Researchers conducted an interview on April 25th the researcher visited an English teacher at SMP Sunan Bonang Kraton Junior High School to interview him using an interview guide. Interview was used to get more information about the condition of students in teaching English especially writing procedure text. The purpose of this interview to get information about the students' problem in the classroom.

Documentation was an instrument that used to record data information more accurate to approve. The documentation contains how teacher teach writing in the class and the activity of the students when they are learning writing procedure text. It used to collect data on activity, creativity, and pleasures of the students during learning activities take place. There are two kinds of documentation, they are: pictures and students' score In this case, the researcher took pictures (see appendix 3) and students' score (see appendix 4) The pictures were taken in every meeting on Tuesday May 9th, 2017, Wednesday May 10th, 2017, Tuesday May 30th, 2017, and Wednesday May 31st, 2017. And the scores were taken at the end of meeting in

every cycle. Wednesday May 10th, 2017, and Wednesday May 31st, 2017.

The researcher used writing test as the instrument to determine the students writing ability in the implementation process of learning writing. The researcher used written test about procedure text by using product package. It was taken in two meeting. The researcher would give 30 minutes for each student to make procedure text in writing. Focus on the content of text, grammar, generic structure, and spelling. The form of test was written test. In doing the test, the students had to write based on the product package then generate it into the procedure text. Test was intended to know the students' writing ability. The test was taken at the end of meeting in every cycle. On Wednesday May 10th, 2017, and Wednesday May 31st, 2017

The data of the research were obtained from students and collaborator. The details are explained as follow:

Observation as an instrument of data collection for research purpose and observation was not only watching but also joining in the activity, the researcher asked the collaborator to observe directly to know the students' activities during the teaching and learning process of writing by using product package in the classroom the observation aims to get the data in order to improve the students' writing ability in procedure text by using product package. The researcher used observation checklist in observing class condition during teaching learning process. The data from the observation are consists of two points that are active and passive in each category. The observation for the students was used to know the students involvement in teaching learning process. In this case, the researcher observed the student activity during the learning process of writing by using product package. The observation in this research was conducted on Tuesday May 9th, 2017, Wednesday May 10th, 2017, Tuesday May

30th, 2017, and Wednesday May 31st, 2017. The researcher made the observation checklist to get the result of the data.

This interview was conducted on the preliminary study which consisted of seven questions for the English teacher. The data from the interview form of words and sentences was made by the researcher. This interview was done to know the exact problem of the student's in learning English for the teacher. The researcher would ask to the teacher about the problem in teaching writing especially in procedure text. The researcher would be asked about how to resolve students' problem during teaching learning process. Interview was used to get any information about the students. In this case, the researcher prepared seven questions for the English teacher (see appendix2).

The documentation of this research was the students' score and the pictures' activity of the teaching and learning process. The data were taken by the researcher during teaching learning process during the implementation of this research. The documentation contained pictures and the students' score were printed on paper.

The test was in the form of written test. The form of test was written. It was necessary when the teacher need to know the students' achievement. The test, in this research, would be in written test will used to get students score in making a simple paragraph in procedure text. The researcher provides the product package individually and the researcher asks the students to create a paragraph. There are instructions and steps of each picture on the product package. The researcher conducts the test. It is intended to know the students' writing skill of procedure text by using product package. It is conducted at the end of meeting in every cycle on Wednesday, May 10th, 2017, and

Wednesday, May 31st, 2017 students were tested individually.

The action research procedure is the important thing to determine the steps of the research. The researcher started the research with preliminary study to find the preliminary data and to analyze them. After the preliminary study, the research continued doing planning, the implementation, observation and finally reflection.

Research Findings

This research finding explained about the implementation of the action research consisted of two meetings in one cycle. The research process involved a cycle consisting of four steps. They were planning, action, observation and reflection.

Cycle One

In this part, the researcher started the research from cycle one which consisted of two meetings. It was conducted on Tuesday and Wednesday, May 9th -10th, 2017.

The Planning of Cycle One

After identifying the problem, the researcher planned the action in order to achieve the goal of the research. The researcher prepared some tools of teaching and learning process such as: strategies, material, lesson plan, and media. In the teaching strategies, the researcher required the students to write by using the Product packages as the media. In the first meeting, the researcher focused on introducing writing a procedure text in the form of paragraph based on the pictures on the product packages. In the second meeting, the researcher introduced the students to write a procedure text in the form of paragraph based on the picture series on the product packages. In the lesson plan the researcher divided the teaching learning process into three phrases: pre activity, main activity,

post activity. The researcher prepared the material about procedure text and the source took from KuliahBahasaInggris.com. The instructional media is product package of instant drink. As the media, the researcher also used the product packages which have picture series with no captions as the directions of use. The researcher prepared 9 products package instant drink with different brand such as; Kapal Api Fresco, Ice presso, Good Day, Ya Kopi Susu, Kapal Api Grande, Coffe Mate, Nescafe Gold, Max Tea. The standard of students' writing score 70. Besides, the researcher also used scoring rubric of writing consisted of four components namely content, spelling, grammar, punctuation.

The Implementing of Cycle One

In the classroom activity, there were nineteen students who participated in the activity by using product package in teaching writing procedure text. In the first meeting, the researcher were doing the lesson plan and explain about the definition, generic structure, language features and vocabulary. The researcher divided the students in a group while distributed the product package about how to make drink. After that the student, make a paragraph from the product package about how to make drink in group by using their own word. At the second meeting the researcher gave a test. The test is also about "How to make drink" with different brand in product package. Then the students make a paragraph individual based on the product package which has been given by researcher.

Meeting I (May 9th, 2017)

Meeting one was started from pre activity, then continued with the main activity, and ended with the post activity. This meeting was conducted on May 9th, 2017 and it was done at 2 x 40 minutes by 19 students in VII Pa.

A. Pre Activity (10')

In pre activity, the researcher greeted and checked the students' attendance. Then the researcher introduced themselves, the researcher did brainstorming and explained about the objective of the teaching learning.

B. Main Activity (60')

After the researcher did pre activity, she continued to main activity. The researcher asked the students to pay attention the researcher's explanation about the procedure text. It included the definition, generic structure, language features and example. While the students were writing in notebook, the researcher ordered the students to create a group. There were 5 groups each group consisting of 4 students. Then, the students make a procedure text about how to make drink based on the product package in 30 minutes. After that they submitted their assignment, and then they discussed the work together about the difficulties of writing procedure text with the researchers.

C. Post Activity (10')

At the end of meeting, the researcher made conclusion and asked the students about the difficulties from using product packages in writing procedure text. And the researcher explained about planning of next meeting that would be taking score of the students by giving a test to make procedure text by their own words. So, the researcher asked them to study at home and the researcher closed this meeting with greeting.

Meeting II (May 10th, 2017)

This second meeting was the time for the students to have a test. The test was rewriting a procedure text using media product package. It had been taught in the previous meeting. But, before the students started the test, the researcher reviewed using product package to emphasize

students' understanding. This meeting was also divided into three activities, they were; pre activity, main activity, and post activity. The time allotment is 2x40 minutes by 20 students in VII Pa.

A. Pre activity (10')

In pre activity the researcher said greeting to the students and then checked the student attendance list. Then, started the main activity and ask students to pay attention to the researchers. This meeting was conducted on Wednesday, May, 10th, 2017 and it was done at 2 x 40 minutes it started at 11.40 am up to 12.20 pm by 20 students in VII Pa. The researcher used 4 product packages of instant drink. There were 20 students who were attended the classroom teaching activity and there is 1 student who is absent.

B. Main Activity (60')

In this meeting, the researcher gave written test. The researcher asked them to prepare their paper and asked the students to write procedure text based on the product packages. The researcher distributed the product package to each student. There were 4 product package about how to make drink with different brand. Then, the students started to write procedure text individually. It was about 30 minutes. And students tried to do the task individually.

C. Post Activity (10')

At the end of meeting, the researcher asked to collect their work and asked students' difficulties during the test. Then, the researcher concluded and closed the teaching learning process.

4.1.1.3 The Observing of Cycle One

From the data which were obtained by using observation checklist, at the first meeting the students were very enthusiastic, enjoy in teaching learning process. But there were passive students. They were busy themselves and lazy to write. In the second meeting, the

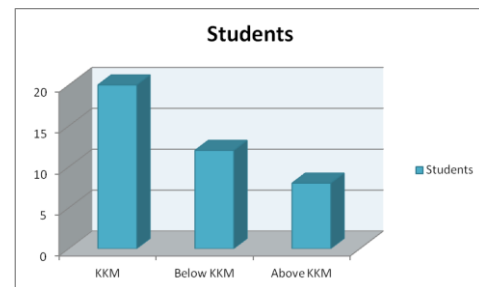
researcher did the test. They still had difficulties in constructing the sentences, although they understand in Indonesia but they get some difficulties in rewriting the paragraph by their own words individually.

The Reflecting of Cycle One

As done in the first meeting, the researcher got many problems. The students really still had limited vocabulary and did not understand in constructing the sentences well. It took much time when the researcher asked them to write procedure text in written text individually. As the researcher asked, they felt confused and difficult to construct the words into good sentences. The score of the students were taken from the test (See Appendix 4a). The result of students' post test was analyzed by scoring in meeting two of cycle one. The test conducted on Wednesday, May 10th, 2017. The test was conducted individually. Below the result of the students' writing test:

Figure 4.1

The Students Writing Score (Cycle One)



Based on the figure 4.1 above, it can be seen that there were 8 students who got score above the KKM and 12 students get score below the KKM. It means that this research still unsuccessful. First, in this cycle, the researcher found most of the students were still difficult to construct procedure text. They wrote wrong spelling words such as coffe, spon, por,saset,setir,dring etc. in addition although many students in this cycle were more active, but there were some students who were not really active They did not

understand much about the material but, they just chose to be quiet and did not ask to the researcher. So, they did not really understand about the material.

The researcher decided to continue this action research to the second cycle. The researcher hoped that the students' would be more active and enthusiasm in the teaching learning process. And also the researcher hoped that the students would focus on the researchers' explanation. Researcher would like to drill their vocabularies and grammar.

Cycle Two

In the cycle two also consisted of two meetings. It also had the same indicators and objectives of learning with the first cycle. In this cycle also use the same theme, that is about how to make drink. It was conducted on Tuesday and Wednesday, May 30 -31st, 2017.

The Planning of Cycle Two

Based on the reflecting of the first cycle, the researcher decided to continue the action research to the second cycle to achieve the criteria of success which required 70 score for all students as the minimum score.

In the planning of cycle two, the researcher made some preparation. Firstly, the researcher planned to apply the product package as media in teaching writing procedure text. Second, the researcher was preparing the lesson plan in this study, the researcher planned to carry out the teaching learning process in first cycle. The last was preparing the material and spelling the vocabulary. Researcher also tried to focus more on the low learners by giving extra attention and encouraging them to be more understood about the elements of procedure text and creative in write their own idea with the correct spelling to solve the problem in the cycle one based on the product package.

The researcher also needed some research instrument to know the improvement of the students' result in writing procedure text. It included the

observation checklist for the students, documentation and a test at the second cycle.

The Implementation of Cycle Two

In cycle two, the researcher continued the implementation consisted of two meetings. The researcher applied product package for the test with different brand such as; Ice Presso, Kapal Api Fresco, Kopi Ya, and Good Day. At SMP Sunan Bonang Kraton Pasuruan to improve the students' writing ability in procedure text. There were 21 students participated in the class

Meeting III (May 30th, 2017)

In the third meeting was conducted on May 30, 2017 at 07.00 am up to 09.00 am. In this meeting, the researcher explained how the teaching and learning material about procedure text and the researcher reviewed the material in the previous to the students. Besides there were 21 students who participated. The time allocation in this meeting was 80 minutes (2x40 minutes). Then, the teaching and learning was divided into three steps; pre-activity, main-activity, and post-activity. The teaching and learning activities described as follows:

A. Pre Activity (10')

At first, the researcher greeted the students and checked the students' attendance and they replied her nicely. Then, the researcher reviewed the previous meeting.

B. Main Activity (60')

In this activity, the researcher tried to explain about procedure text more briefly about the generic structure, example, and the language features would be used in making procedure text until the students understood than before. The researcher also gave more vocabulary and explanation about the differences between imperative sentences and simple present sentences that would be used in making procedure text. Then the researcher asked

the students to make a group. There were 7 groups each group consisting of 3 students.

Then, the students made a procedure text about how to make drink based on the product package in 30 minutes. After that they submitted their assignment, and then they discussed their work together about the difficulties of writing procedure text.

C. Post Activity (10')

In this activity, the researcher asked the difficulties during the teaching learning process and giving feedback. Then, the researcher suggested the students not to give up and had to do their best on the next meeting. The researcher closed the class with praying and greeting.

Meeting IV (May 31st, 2017)

The second meeting was conducted on May 31st, 2017 with the time allocation 2x40 minutes or 80 minutes. This meeting started at 11.40 am up to 12.20 pm. In this meeting, the students were expected to be able to write procedure text by using product package individually. The theme was the same with the first test. The theme was about how to make drink. This meeting was not too different from the previous meeting. It consisted of three activities they are; pre-activity, main-activity, and post activity.

A. Pre Activity (10')

In this activity, as usual the researcher greeted the students and checked the students' attendance. Then, the researcher asked the students about the previous meeting. After that, the researcher started to do the main activity and asked the students to pay attention.

B. Main Activity (60')

C. In this meeting, the researcher continued the study of meeting three. The researcher gave written test to make procedure text to know

the students' mastery in writing procedure text. Then the researcher gave four product packages and selects the product package according to the student absence number. The students did the test individually. **Post Activity (10')**

In post activity, after time to do the test was over, researcher asked to the students to submit their work on the teacher's table. Then, researcher asked the students to mention their problem when they did their test. After that, researcher closed the lesson with praying and greeting to the students.

Observing of Cycle Two

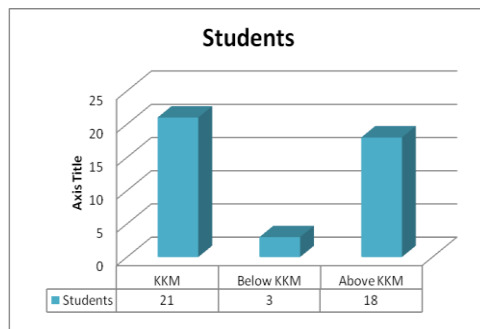
Based on the researcher's observation checklist during the use of product package in improving the students' writing ability in the cycle two showed that students' participation in the classroom was good. The students were very enthusiastic, enjoy in teaching learning process. They also responded to researcher's instruction, such as writing and submitting procedure text. There were students who chit chatted to their friends and the researcher had her own way for students who chit chatted and crowded during teaching and learning process by giving the question about procedure text. In this way the researcher could control students' noise. In the last meeting, the researcher gave the students' writing test. The researcher asked the students to make procedure text in a piece of paper by using product package individually. There were some student who forgot the vocabulary, spelling and conjunctive sentence but most of them could make a procedure text well. Moreover, the result of the post test at the end of the cycle two showed that there were only 3 students who got the minimum passing criterion score of 70. The other got the score ≥ 70 .

The Reflecting of Cycle Two

At the end of the teaching and learning process, the researcher gave test. The score of the students were taken from the test (See Appendix 4b). The result of the students score were presented as below:

Figure 4.2

The Students Writing Score (Cycle Two)



From the figure it can see that three students get score under 70 as the standard minimum.

According of the criteria of success the research would be success if the minimum score of the test is 70 and 18 of the students got score more than 70 it means that this research was successful

The researchers collaborate the result of the post test with the English teacher. And the result was only three students who got score under the KKM. It means that the second cycle was successful for the test. So the researcher concluded that applying product package as media procedure text was successful and the research decided to stop the research.

Discussion

This part covers the discussion of the findings which related to the activities in teaching writing procedure text by using product package. The discussion is based on how product package can improve the students' writing on procedure text.

Cycle One

In the cycle one, the researcher prepared materials and lesson plans about how to make a drink by gave instructions. She used the product package as a media.

At the end of teaching and learning process, students were expected to write in four aspects of success criteria. They were content, spelling, grammar, and punctuation.

After conducted this research and implemented the lesson plan in chapter III for cycle one, the researcher concluded that this cycle was not successful because, there were still twelve students did not reach the KKM as criteria of success, and the average of the whole students was under 70. It was caused by many reasons; (1) Some students did not understand well about procedure text because at the first meeting students performed group assignments, each group had 5-4 students so that, there were only serious students working and there were students who just saw it or did not do it. Then at the second meeting the students were not serious it was confused and difficult to do the tests provided by researcher; (2) They did not understand well how to construct the sentences into good paragraph; (3) They had still felt difficult to wrote English words in good spelling and the students had a lack of vocabulary; (4) The students were confused about how the product package works.

Teaching vocabulary is a very important part of student learning. It means that vocabularies and spelling were important to master in order to able to produce a good writing. According to Hammer (in Nunik 2012) said that teaching vocabulary is clearly more than just presenting new words. This may, of course have its place but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. Thus statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for the beginners. The students had reason that, in doing such as technique, the learners were demanded to have an adequate number of vocabularies. It means that the students needed to memorize and recall many

vocabularies that had been mastered before.

So, from some factors that mentioned, the researcher decided to revise the action and continue to cycle two. From the statement above, the researcher concluded that teaching writing for junior high school was not easy. The researcher should give more detail explanation to make the students felt enjoy in teaching learning process by using product package.

Cycle Two

Based on the result of the students' writing in cycle one, the researcher found many students still get difficulties to construct a good procedure text. When the researcher asked the students to make a procedure text based on the product package given, their results still had many errors on vocabulary and spelling.

In cycle two, most of the students followed the teaching learning well. When the researcher explained the material they did not make any noise and they looked more motivated and interested. The students became more enthusiastic, fun and enjoyable in learning English. The students would not feel bored and the classroom would be more alive. So, it made the researcher could present the material relaxing situation.

In the first meeting, the researcher found the problems of students' difficulties in writing procedure text that students were confused about how the product package works, and the students had difficulty spelling and vocabulary that made them difficult to wrote procedure text correctly. In the first cycle there were 5 groups each consist of 4-5 students. Therefore, there were students who students were unmotivated to participate with their group. To anticipated the students can did in their group work by doing together, in cycle two the researcher created 7 groups each consists of 3 students. Before the group work, the researcher drilled the students to discuss

about constructing sentence, gave materials, and gave vocabularies. The researcher explained by giving instructions to the students. There was a picture series showed how to make drinks in the product package exactly on the back side. Then, students understood and continued the task of their group. At the second meeting, the researcher asked the students to write procedure text based on the picture series as the instruction on the product packages with the same rules at the previous meeting. The picture did not have any captions. The picture series gave the students basic materials to write their paragraph and stimulate the students' ideas to improve the paragraph. It was proven for the theory from Wright, 1989(In Sari 2013). The purpose of using the picture series of the directions on the product packages was to make the students did not depend on the direction text on the product package so it was easily to do the test. Factors that affected the success of this research was the presence of students who were enthusiastic in the teaching writing procedure text because, the vocabulary was easy to remember and just a little because the researcher drilled the students with the vocabulary, and this was the first time they used the product package as a media of learning and they considered the product package was a media that were unique and interesting. Besides belonging to the real things, the product packages also provided authentic materials, i.e. instruction texts and pictures. Those authentic materials helped the students to write procedure texts. Many benefit in used authentic materials. According to Nuttal (1996) (In Kharisma 2016) authentic texts can be motivating because they were proof that the language was use for real life purpose by real people. Authentic materials encourage learners to learn a particular language successfully, because they notice they were dealing with the language in real life. According

to Guariento and Morely (2001) (In Kharisma 2016), authentic materials help to motivate learners learn the language by making them feel they were learning the 'real' language. The authentic materials were used in order to close the language gap between classroom knowledge and real life.

Based on the result in research findings, it could be seen that the students understood well about procedure text because the researcher gave more explanation about it. They had more vocabularies about the topic of this cycle. Most of them could find the aim, the materials, and the steps of procedure text. And they more understood about the grammatical features of procedure text while, grammar was very useful for students because grammar which one important material for teaching learning. According to Nordquist (2016) grammar is important because it is the language that makes it possible to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language.

The result in cycle two, only three students could not achieve the criteria of success the students got score under 70 and nineteen of students got score more than 70. It means that cycle two was successful. There were some similarities between the previous research and this research:

A thesis by Aningtyas (2016) entitled "Improving Students' Writing Skill by Using Product Package in Procedure Text at Seventh Grade of MTs AL Mashyur". The result showed that the students became more enthusiastic and enjoyable in learning English by using product package was enthusiasm and expression of the students. It means that product package media could motivate the students and easier to make procedure text because product packages were real things.

It had a similarity with the previous research by Sari (2013) entitled "Using Product Packages to Improve Seventh Graders' Ability to Write Procedure Texts". The results showed that teaching writing by using the product packages could be successfully improved students' ability in writing procedure texts.

In conclusion, there are some factors that made the researcher successful in using product package as a media for teaching writing in procedure text for seventh grade of junior high school. First, product package should be relevant to the subject (procedure text). Second, they should be relevant to the students' level. Third, they should have picture series that make the students interesting on it. Used product package as a media can improved students' writing ability in procedure text at the first grade of SMP Sunan Bonang Kraton.

Conclusion

Based on the finding and discussion in the previous chapter, the researcher concludes that the used product package as media can improve the students' writing in procedure text in seventh grade of SMP Sunan Bonang Kraton Pasuruan. Product package was effective in improving students' writing procedure text skill. It was proven by the improvement result of the criteria of success in the first and second cycle. The product package was one of the teaching media that could make the students were more active and enjoyable. It could help the students to develop their idea, memorize vocabulary easily, and make teaching learning process interactively.

The improvement of the students' writing could be shown by the result of the students' writing score. At the end of the first cycle, the data showed there were 12 students who got score under 70 in a test. In the second cycle, there were 3

students got score under 70. It meant that all students in the class could achieve the minimum score 70 as the criteria of success of this research measurement.

There were some factors that drove success for the cycle 2 they were first, product package should be relevant to the subject (procedure text). Second, it should be relevant to the students' level. Third, it should have picture series to capture the students' interest.

Based on teaching learning process that the researcher has a result that product package can improve the students writing ability in procedure text. From this research the researcher have a conclusion that using product package have an advantage, which are (a) product package was simple media that can be found easily, (b) product package are very useful because the students can touch, and see by detail, (c) product packages were familiar for the students, (d) product package could make the students more understand in making procedure text, (d) product package can be implemented in this class and effective in improving students writing in procedure text.

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