THE EFFECTIVENESS OF USING FLOWCHART TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN 15 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2023/2024

A Thesis

Submitted in a Partial Fulfillment of the Requirement for S1-Degree

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Study Program   **: English Education**
Advisor   **: Meisuri, M.Pd**
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TARBIYAH AND TEACHER TRAINING FACULTY
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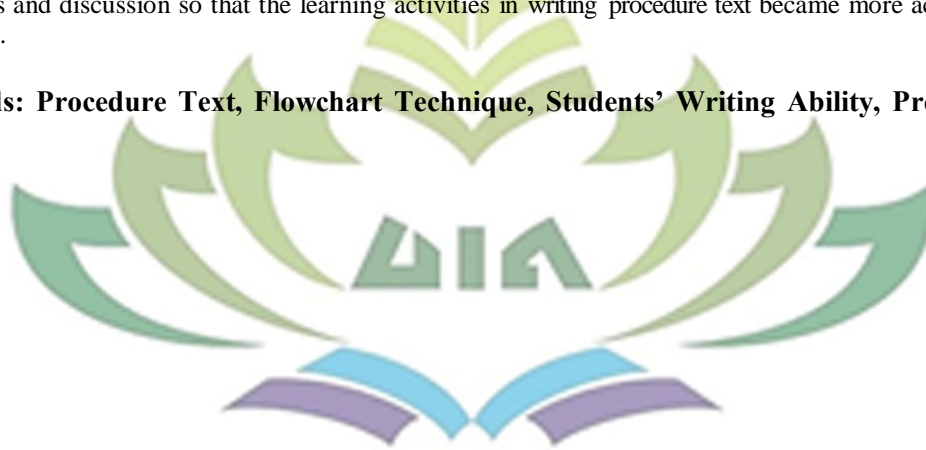**LAMPUNG**
2023

ABSTRACT

THE EFFECTIVENESS OF USING FLOWCHART TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN 15 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2023/2024

There were several problems faced by students at the Eleventh grade of SMAN 15 Bandar Lampung, such as the difficulty in putting the ideas; lack of vocabulary and grammar; hard to find the appropriated word to express meaning in procedure text process; also, they could not arrange the procedure text in a good order. Some writing strategies or techniques were needed by teacher to overcome the problems. One of the techniques to improve their writing was Flowchart, it was used to understand topics involving sequence of instructions, where students identified each instructions, the objective of this research was to find out whether there was the effectiveness of using flowchart towards students' writing ability in procedure text ability.

The research methodology used was Pre-experimental design with one group pretest posttest design. The population was the students of the eleventh grade of SMAN 15 Bandar Lampung that consisted of 90 students. There were three classes and XI A1 was chosen as the sample of the research. The instruments of writing form for pretest and posttest were used to collect the data. Pretest was conducted to measure the students' procedure text writing ability before the treatments and posttest was conducted to find out students' writing ability after the treatments. The data were analyzed by using SPSS 19.

After giving the posttest, the data were analyzed by using paired sample t-test. It was found that result of *Sig* (P value) = $0.000 < \alpha = 0.05$. Thus, H_O was rejected and H_a was accepted. Therefore, Flowchart was effective to assist the students to know more the detailed process of writing, the group had been conducted provided them more ideas and discussion so that the learning activities in writing procedure text became more active, attractive and interactive.

Keywords: Procedure Text, Flowchart Technique, Students' Writing Ability, Pre-Experimental Design

SURAT PERNYATAAN KEASLIAN PENELITIAN

Assalamualaikum Wr.Wb

Saya yang bertanda tangan dibawah ini.

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul " The Effectiveness Of Using Flowchart Technique Towards Students' Writing Ability In The Procedure Text At The First Semester Of The Eleventh Grade Of SMAN 15 Bandar Lampung In The Academic Year Of 2023/2024" Merupakan hasil karya penelitian bykan hasil plagiasi, apabila peneliti ketahuan memalsukan skripsi ini maka peneliti bersedia menerima konsekuensi sesuai dengan aturan yang berlaku di Universitas Islam Negeri Raden Intan Lampung. Demi pernyataan ini dibuat dengan sebenar-benarnya.

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APPROVAL

Title	: THE EFFECTIVENESS OF USING FLOWCHART TECHNIQUE TOWARDS STUDENT'S WRITING ABILITY IN PROCEDURE TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN 15 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2023/2024
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ADMISSION

A research thesis entitled: **THE EFFECTIVENESS OF USING FLOWCHART TECHNIQUE TOWARDS STUDENT'S WRITING ABILITY IN PROCEDURE TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN 15 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2023/ 2024,** was tested and defended in the examination session held on: Thursday, January 4th 2024

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MOTTO

وَلَوْ اَنَّ مَا فِى الْاَرْضِ مِنْ شَجَرَةٍ اَقْلَامٌ وَّالْبَحْرُ يَمُدُّهٗ مِنْ بَعْدِهٖ

سَبْعَةُ اَبْحُرٍ مَّا نَفِدَتْ كَلِمٰتُ اللّٰهِ ۗاِنَّ اللّٰهَ عَزِيْزٌ حَكِيْمٌ

"Then, when the anger of Moses abated, he took up the tablets, and in their inscription there was guidance and mercy for all those who fear their Lord". (QS: Al- A'raf :154)[1]

[1] 1Meeftha, "Surah Al-A'raf (The Heights) Terjemah Bahasa Inggris" (On-line), Available in: https://ayatalquran.net/2015/01/surah-al-araf-the-heights-terjemah-bahasa-inggris/ accessed on December June 2 th, 2019 at 10.14

DEDICATION

This thesis is dedicated to everyone who cares and loves me. The researcher would like to dedicate this thesis to:

1. My beloved parents, Mr. Darwin and Ms. Yulis Nida, great people who have always been my encouragement as the strongest support from the harshness of the world. Who never stop giving affection with love and always provide endless enthusiasm and motivation. Thank you for always fighting for my life, thank you for all the prayers and support. Thank you for always being healthy and live longer in every journey and achievement of my life. I love you both.

2. My beloved sisters Jeani Dwi Aulia and Nayla tri Anggraini for all supports and valueable prayers, thank you for the enthusiasm, motivation and love.

3. My beloved lecturers and almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Silva Rani Salwa Annisa was born in Bandar Lampung on July 10th, 2000. She is the daughter of three children of Mr. Darwin and Ms. Yulis Nida. She has two sisters, their name are Jeani Dwi Aulia and Nayla tri Anggraini.

She began her study in Kindergarten at Dharma Wanita and Elementary school of SDN 2 Tanjung Senang Bandar Lampung in 2005. She graduated from Kindergarten and Eleemntary School which graduated in 2012. Then, she continued at Junior High School of SMPN 19 Bandar Lampung. After graduating from Junior High School in 2015, she continued her study at Senior High School 15 Bandar Lampung in 2015. In 2018, she graduated from Senior High School. Furthermore, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

First of all, Praised be to Allah the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our prophet Muhammad SAW, as well as His family and followers. This thesis entitled "The Effectiveness of Using Flowchart towards Students' Writing Ability in Procedure text at the first semester of the Eleventh Grade of SMAN 15 Bandar Lampung" Is Submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support and many valuable things. Therefore, sincerely thank is given to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Mohammad Ridho Kholid,M.Pd. as the chairperson of English Education Study Program of UIN Raden Intan Lampung
3. Meisuri, M.Pd. as the advisor, who has patiently given her guidance, support, and recomendation for this research until the completion of this thesis as well.
4. Sugeng Riyadi, M.Pd. as the co-advisor, who has always patiently guided and helped especially in correcting and given countless time to finish this thesis.
5. All excellent lecturers of English Education Study Program of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. My parents Mr. Darwin and Mrs. Yulis Nida, who always supports and motivates me in composing my thesis.
7. My beloved friends who always contribute to the completion of this thesis. Thank you for accompanies, supports or comforts in sadness, listening to complaints, encouraging me and all members of English education class, thank you for your help and motivation given to me.

Finally, it has to be admitted that nobody is perfect. There are still many weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are needed to enhance the quality of this thesis. Furthermore, this thesis is expected that can be useful for the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung,   2023
The Researcher,

Silva Rani Salwa Annisa
NPM. 1811040322

TABEL OF CONTENTS

CHAPTER I
INTRODUCTION

A. Title Confirmation

To help readers understand and prevent misconceptions about the meaning of the thesis title, the researcher incorporated many meanings in the text. In addition, the topic of this proposal/thesis is as follows: "the efficacy of employing flowchart approach towards students' writing skill in procedure text at the first semester of the eleventh grade of SMAN 15 Bandar Lampung in the academic year of 2023/2024."

The effectiveness of a higher education institution may be measured by the degree to which it meets certain standards or by the success of individual educational goals.[1] Moreover, US Department of Education said that effectiveness is the degree to which an intervention achieves its intended outcomes when implemented under ideal conditions.[2] Whereas, according to Ecless, effectiveness can be assessed by the impact of a program on student learning outcomes, such as test scores, graduation rates, or employment prospects.[3] Thus, Effectiveness can be defined as the degree to which a particular approach or intervention achieves its intended goals or objectives, whether they are related to organizational management, healthcare, education, or any other field. The efficacy of a strategy or methodology in improving students' procedural writing abilities is the focus of this study.

Flowcharts are simple diagrams that let us show the debate process, according to Gluk and Kaarsgaard.[4] In addition, according to Syukur, flowcharts help everyone involved in a project have a shared vocabulary and point of reference. Sorted from most to least important, it demonstrates the order of things.[5] Not only that, they discovered the flowchart to be a straightforward and useful method for scaffolding their writing process with family and friends.[6] Consequently, flowcharts are useful since they help others understand the project and use the same terminology. Which the flowchart framework can break down into manageable chunks, evaluate, and ultimately solve. At the same time, a flowchart is a graphical representation of a process that uses symbols to explain each step and how they relate to one another.

The ability to put one's ideas, thoughts, and emotions into written form—in the form of words, phrases, and paragraphs—is a fundamental aspect of writing. In addition, according to Byrne, writing is a process; even if only a few of phrases are placed together and connected, they create a whole idea.[7] In addition, according to Yi, the capacity to write well is defined as the ability to generate ideas, incorporate them into a work, and then cultivate those ideas via the use of certain editing and revision techniques.[8] To sum it up, writing To put thoughts, ideas, or facts into writing, one must first make use of symbols like letters, words, and punctuation marks.

Further, according to Anderson and Kathy, a protocol is any written or spoken description of steps for accomplishing a task. To ensure that individuals can carry out tasks in a safe, efficient, and suitable manner, process literature is designed to provide information or guidance in a sequential

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[1] Laz r Vl sceanu, Laura *Grünberg*, and Dan *Pârlea*. *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* (Bucharest, UNESCO-CEPES) Papers on Higher Education, ISBN 92-9069-, (2004), p.178-6

[2] US Department of Education. (2019). Institute of Education Sciences Glossary. Retrieved from https://ies.ed.gov/ncee/glossary/

[3] Martin P Eccles & Brian S Mittman, *Welcome To Implementation Science. Implementation Science*, 1(1), 1-3, ((2006). P.2

[4] Robert Glück, & Robin Kaarsgaard. *A Categorical Foundation For Structured Reversible Flowchart Languages. Electronic Notes In Theoretical Computer Science,* 336, 155-171. https://doi.org/10.1016/j.entcs. (2018).03.021

[5] Abdullah Syukur & Edi Wahyono, *The Use of Flowchart in Improving Students' Ability in Writing Paragraph, Ethical Lingua*, Vol.8, No. 1, 2021, p.270

[6] Melanie Selvaraj, & Azlina A Aziz, *Utilizing Flow Chart in Writing Narrative Essay: English as Second Language Students' Perceptions. International Journal of Academic Research in Business and Social Sciencesn*, 10(3), (2020), p.13

[7] Donn Byrne, *Teaching Writing Skills* (New Edition), (London: Longman, 1993), p.1

[8] Jyi-Yeon Yi, *Defining Writing Ability for Classroom Writing Assessment in High Schools*, Journal of Pan-Pacific Association of Applied Linguistics, Vo. 13, No. 1, 2009, p. 60

fashion.[9] Students' capacity to write procedure text demonstrates their mastery of the skills necessary to convey information in a logical, sequential fashion that facilitates the safe, efficient, and appropriate execution of tasks.

Consequently, the purpose of this thesis is to determine, for the academic year 2023–2024, whether or whether the flowchart approach is beneficial in improving students' process text writing abilities in the first semester of eleventh grade at SMAN 15 Bandar Lampung.

Information was culled from SMAN 15 Bandar Lampung students' writing scores as well as interviews with both students and teachers of English. All parties involved—including the author herself—stand to benefit from the additional data that this study aims to give.

B. Background of the Problem

Students should acquire and comprehend the fundamentals of writing as part of their English language education. It follows that Patel and Praveen argued that writing is an acquired talent that requires instruction and practice.[10] Everyone has the ability to put their thoughts and feelings into paper, which also allows them to interact with others and retain information. One of the most challenging academic disciplines is writing. They find English challenging for a variety of reasons. Concept, word, phrase, paragraph, and composition creation in writing requires serious mental effort. Writing, according to Richard, is the most challenging of the four linguistic abilities taught in school.[11] The goal of the English class in senior high school, according to the 2013 school-based curriculum, is to demonstrate proficiency in four areas: listening, reading, writing, and speaking.

Moreover, writing is difficult and calls for many different kinds of skills, says Nunan. Some of these abilities include being able to think clearly, creatively, and organized.[12] Writing is a talent that helps pupils enhance their ideas that come from their imagination and thoughts. Because it requires them to integrate precise grammar with text coherence, writing is thought of as the most challenging talent.[13] In other words, the ability to put thoughts on paper is a necessary component of fluency in the English language, yet the writing process is notoriously tough. A stronger foundation in grammar, idioms, and vocabulary may be achieved via writing, as Raimes argues.[14] Writing is a challenging activity, according to these views, since pupils need to know how to organize their thoughts into coherent pieces and come up with their own ideas for what to write.

Students are expected to possess the ability to write in a variety of genres according to the Senior High School curriculum. Description, analysis, exposition, process, news item, story, and retelling are some of these words. As they study English, students should become proficient in a variety of genres, including procedural text. A procedural text is one that explains a process to its audience, as stated by Mark and Kathy Anderson. Giving directions on how to make something, do something, or get someplace is its main function.[15]. As a point of departure for student writing, the researcher here selects process text.

The researcher conducted preliminary interviews with eleventh grade teachers and students to gather data on students' writing abilities, specifically in procedure text. The results showed that students' procedural text writing skills are still lacking, and that they are uninterested in classroom

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[9] Mark Anderson and Kathy Anderson, *Text Types in English* (South Yarra: Macmillan Education Australia Pty Ltd, 1997), p.2-3

[10] Patel and Praveen, *English Language Teaching (Method, Tools and Techniques)* (Jaipur:Sunrise Publisher and Distributor),p. 125

[11] Jack C. Richard and Willy A Renandya*, Methodology in Teaching*, (New York: Cambridge University Press, 2002), p.303

[12] David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.88

[13] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3

[14] Ann Raimes, *Techniques In Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

[15] Mark Anderson and Kathy Anderson, *Text Types in English* (South Yarra: Macmillan Education Australia Pty Ltd, 1998), p.28

activities. The researcher also collected information on students' writing scores from SMA 15 Bandar Lampung in the eleventh grade. The results of the writing exam are shown in the table below.[16]

Table 1
The Data of Students' Writing Score at the Eleventh Grade of SMA N 15 Bandar Lampung in the Academic Year of 2023/2024.

NO	Class	Students' Score		Number of Students
		< 68	≥ 68	
1	XI A1	20	10	30
2	XI A2	19	12	31
3	XI A3	19	12	31
Total		58	34	92
Percentage		63%	37%	100%

Source: English teacher of SMA N 15 Bandar Lampung.

According to the data provided by the students, 34 students achieved the average writing score, while 58 students had scores below the average. This suggests that pupils' proficiency in writing, particularly when it comes to learning procedures, is lacking.

In order to gauge the pupils' proficiency in English, particularly in writing, the researcher spoke with Mrs. Afrisa, who teaches the class. The pupils' grammatical mistakes, particularly in procedural writing, indicate that their writing competence is still inadequate, according to her. Writing a process manual is sometimes the only time they are able to draw on their creativity and past experiences to come up with ideas. On top of that, they were unable to properly organize the process text.[17]

Moreover, the researcher interviewed several eleventh graders to get data on the pupils' writing abilities. Students reported struggles with concept development and expression, grammatical errors in writing, and a lack of vocabulary proficiency that made it difficult to choose the appropriate term to convey meaning. sometimes they just don't know what to write because of the limitation of activities in writing classroom. Even today, many students struggle to construct coherent paragraphs, particularly when writing procedural material and relying only on their own experiences and imaginations to come up with ideas. They were also unable to properly organize the procedural text.

The following are some of the reasons why students still struggle with writing procedure texts: students have trouble expressing themselves through words alone, they don't know how to properly use grammar, they have trouble forming coherent ideas into paragraphs, and they have trouble coming up with ideas based on just their own experiences and imagination. The researcher concludes that students would benefit from activities or techniques that help them become more organized and productive writers. The use of flowcharts is an alternate method for instructing students in the art of written English.

Bellanca in Alshatti states that flowcharts help students grasp concepts requiring teaching sequences because they can see each step of the process..[18] Additionally, the flowchart is adaptable, allowing students to insert extra information by simply adding more boxes. Ishimura and Bartlett state that flowcharts are useful tools for students to use as they write. The pupils may get some

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[16] English Teacher of SMA N 15 Bandar Lampung., *The Data of Students' Writing Score at the Twelve Grade of SMAN 15 Bandar Lampung in the Academic Year of 2022/2023.* Unpublished

[17] *Research Docucument,. of SMAN 15 Bandar Lampung.* Unpublished

[18] Safenaz Alshatti. *The Role of Graphic Organisers.V28(2)* Brisbane : National Association of Teacher Educators for Family and Consumer Sciences. ,(2011). P.12

points. The pupils must first keep their thoughts related to their writing assignment in mind. Secondly, creating a paragraph using a flowchart not only gives students a fresh perspective on how to write a phrase or paragraph, but it also piques their attention and makes studying English a more enjoyable experience. Providing constructive criticism is the final step in helping a writer improve their work.[19] The researcher assumes that Flowchart technique is appropriate to apply in teaching learning of writing procedure texts as the solution to answer the problems which occur in the school

It is clear from the statement that there are benefits to using flowcharts in the classroom. Among these benefits are the following: (1) the ability to visually represent important steps in a process; (2) the ability to help students gain a deeper understanding of a topic; (3) the ability to aid students in writing by providing symbols for information; and (4) the ability to help students generate and organize their own ideas.

The researcher is interested in doing study on the use of flowcharts to improve students' writing abilities in procedure literature, as stated above. It is a captivating method to capture the kids' interest and spark their imaginations in writing at a rapid pace.

Therefore, from the statements above, the researcher was interested in conducting the research entitled "The Effectiveness of Using Flowchart Technique towards Students' Writing Ability in procedure Text at the First Semester of the Eleventh Grade of SMA N 15 Bandar Lampung in the Academic Year of 2023/2024".

C. Identification of the Problem

1. The pupils struggled to formulate and articulate their thoughts in written form.
2. The pupils had trouble expressing themselves grammatically.
3. The pupils struggle to find the right words to describe the process in the procedure text.
4. Students struggle to come up with original concepts when they are limited to drawing on personal experience.
5. They were also unable to properly organize the procedural text.

From identification of the problem above, it can be known that there were several problem face by the students, so that their ability in writing need to be improved. Further, the limitation of the problem in this research was the effectiveness of using flowchart technique towards students' writing ability especially procedure text at (How to Use technology or a Tool)

D. Formulation of the Research

The problem statement for this study was based on the issue's description and its limitations, which were "Is there any significant effectiveness of using flowchart technique on students' writing ability in procedure text at the eleventh grade of SMAN 15 Bandar Lampung in the Academic Year of 2023/2024?"

E. Objective of the Research

The study aimed to determine, according to the issue formulation, if eleventh graders at SMAN 15 Bandar Lampung in the 2023–2024 school year could significantly improve their writing skills while using the flowchart approach to produce texts.

F. Significances of the Research

The significances of this research were as follows:
1. Theoretically

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[19] Yukuse Ishimura & Joan C. Bartley. *Steps of Flowchart*. Hongkong: University of Hongkong, (2008), p.12

The hope was that the findings will provide useful information for English language educators and students. When teaching students to write, a flowchart is a useful tool to have on hand. Results about the efficacy of the flowchart method in improving students' procedural writing skills are anticipated.

2. Practically
   a. For the students
      Students' proficiency in writing, particularly process text, as a result of acquiring the English language via the use of the flowchart approach was the subject of this study.
   b. For the Teacher
      This material is supplied to instructors so that they are aware that flowcharts are another method that may be used to teach writing.

G. Relevant Research

Prior studies have examined the efficacy of flowcharts as a tool for enhancing the educational process. Using this method to study English may be quite beneficial and lead to noticeable improvements in some areas of proficiency. In addition, the purpose of this background research is to differentiate it from the current study.

Putri performed the pertinent research at SMA N 2 Gadingrejo on how to improve students' narrative text writing abilities via the use of the flowchart technique.[20] Results demonstrate that using the Flowchart Technique improves students' narrative writing results. Content is the most important part that gets better. Plus, it may be used to help kids become better storytellers.

As for the second piece of prior study, Setyawan used flowcharts to enhance students' writing skills during the 2016–2017 school year at SMAN 1 Tenggarang Bondowoso.[21] It demonstrates Students in eleventh grade at SMA 1 Tenggarang Bondowoso in the 2016–2017 school year were able to enhance their writing skills by using the flowchart technique, which allowed them to organize their thoughts into boxes and recognize the steps and processes involved in a subject as concepts.

As for Rita's third research, it concerns the use of flowcharts to improve second-year SLTPN 2 Bungaray students' descriptive writing skills. Using flowcharts to assist students to write descriptive texts has a positive impact on their writing skills.

There were some parallels and variations between the study that had been done and the research that is being carried out based on a number of prior studies that researchers have read. Putri has previously studied narrative text writing at the university level and found that the flowchart approach is effective. Concurrently, this study was included into a senior high school writing course that emphasized procedural text. Furthermore, Setyawan has previously conducted research on the following topics:(1) the use of flowcharts to teach students to write recount texts in senior high school;(2) the efficacy of the procedure technique in enhancing students' descriptive text writing abilities; and(3) the implementation of this technique in teaching students to write recount texts. In the meantime, this study used a flowchart approach to instruct senior high school students in the art of process text writing in line with course content and issues encountered at SMAN 15 Bandar Lampung.

H. Systematic of the Research

Several chapters of the research presented the debate. Certain subjects were covered in detail in the chapters. What followed were the organized talks:

1. Chapter I Introduction

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[20] Fassa Bella Putri, *Improving The Students' Writing Ability In Narrative Text By Using Flowchart Technique at SMA N 2 Gadingrejo. Lampung*: University of Lampung. (2022), p.2

[21] Rico Budi Setuawan. *Improving Students' Writing Ability By Using Flowchart At Sman 1 Tenggarang Bondowoso In The 2016/ 2017 Academic Year. University Muhammadyah Jember: Jember. (2017), p.2

Title confirmation, issue background, problem identification and limitations, problem formulation, research aims, research significance, research relevance, and research methodology made up this chapter's introduction.

2. Chapter II Literature Review

In this section, you will find the theoretical framework and citations that will serve as the backbone of your research and your hypothesis. Writing, process text, and the flowchart approach are all covered in the relevant literature that is presented in chapter II of this research.

3. Chapter III Research Method

The research methodology was laid forth in this chapter. The research methodology includes the following elements: research location and time, study design, population, sample, and data collection methods, variables' operational definitions, research instrument, instrument reliability and validity, assumption fulfillment, and hypothesis testing.

4. Chapter IV Result and Discussion

This chapter presented the result of data description, discussion of results and data analysis.

5. Chapter V

This chapter presented the conclusions and suggestion.

CHAPTER II
LITERATURE REVIEW

A. Theories

1. Writing

a. The Definition of Writing

Not all Indonesian EFL teachers use the same methods of instruction or vocabulary while working with their students. TEFL is an evolving field in Indonesian institutions.[22] Therefore, pupils should have a firm grasp on not one but four talents, including writing. The ability to put thoughts on paper is very crucial for pupils to acquire. According to Hyland, writing is a means of communicating one's innermost thoughts and feelings, and classes in the craft place an emphasis on the students' ability to form their own opinions on given subjects.[23] As a result, people are pushed to arrange their thoughts into written language and utilize writing as a means of expressing and sharing meaning.

The act of putting thoughts and ideas into written form, such as letters, words, or phrases, is known as writing. According to Byrne, writing is a process that involves building together a logical whole out of a series of phrases, which may be very brief—maybe only two or three—by linking them together.[24] What this implies is that writing is nothing more than a systematized arrangement of words used to convey meaning to an audience. Writers take ideas or suggestions and turn them into self-initiated subjects; O'Malley and Pierce add that this is a personal act. Therefore, it encourages students to set objectives and develop strategies for constructing well-organized compositions. Students should methodically organize words according to the norms of English patterns while delivering information via written form.

It has to adhere to the procedures while expressing an opinion or providing information in writing. Writing, according to Brown, entails two distinct phases. Determining the meaning is the first step, and translating it into languages is the second.[25] Therefore, writing does not happen instantly. The pupils need to do what's said. As part of the writing process, students are encouraged to gather subject ideas and express them in written form.

From what we can gather from the theories, we may deduce that writing is the act of conveying ideas or information from one person to another via written word. Letters, words, and phrases are methodically organized to form writing, which has meaning.

b. Writing Ability

The ability to do something is a personal trait. Competence in a certain area may be either innate or learned. The capacity to generate one's own words or ideas is what Elbow means when they say that writing is.[26] What this implies is that the capacity to put one's ideas, emotions, and feelings into written form—in the form of words, phrases, and paragraphs—is a skill that every writer has. Crafting a piece of writing is no picnic. Therefore, students should work on their writing skills gradually.

There are a lot of moving parts in written material, which is why writing is said to be a tough talent. Both the writer's attention on articulating ideas and their command of language are essential components of effective writing. According to Raimes, writing also helps to solidify the

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[22]. Mohammad Muhassin, *Teachers' Communicative Activities in Teaching English as a Foreign Language (TEFL): A study at SMAN 9 Bandar Lampung*, Humaniora 7, no 4 (October 2016),p.485-486

[23] Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p.9

[24] Donn Byrne, *Teaching Writing Skills (New Edition)*, (London: Longman, 1993), p.1

[25] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy(4th Ed)*, (California: Pearson Education, 2000), p. 336

[26] Peter Elbow, *Writing with Power : Technique for mastering the Writing Process Perposed* from Rafika Mutiara's Journal about Teaching Descriptive text by using Guided WH- Questions, (New York : Oxford University Press , 1980) p.53

vocabulary, idioms, and grammatical structures.[27] Writing, therefore, is the capacity to convey ideas via the medium of written language by the application of one's understanding of grammatical structures and vocabulary.

Putting thoughts to paper takes time. Literally, writing is the process of expressing one's ideas via the use of symbols, characters, and words. A person's knowledge, feelings, and intentions may be communicated to others via writing. Creating written material requires a number of procedures. Initiating and involving ideas, then using certain revision and editing techniques to foster their maturity in a particular context—that is what Yi meant when she asserted that writing ability.[28] Thus, writing is an activity that helps students develop the skills necessary to generate ideas, incorporate them into their work, and finally, edit and rework it. Students, according to these views, should focus on their writing skills if they want to turn in high-quality papers.

As an added bonus, Brown suggests a few strategies for enhancing one's writing skills. The following are:[29]

a) Make use of proper grammar structures (e.g tenses, agreement, pluralization, patterns, and rules).
b) Use several grammatical constructions to convey the same notion
b) When writing, make use of coherent devices.
d) Make effective use of written discourse's rhetorical conventions and forms e) Carry out the communicative functions of texts in a way that is consistent with their form and purpose
f) Explain how things fit together and convey relations like meaning, supporting ideas, and fresh information. Present data, draw broad conclusions, and provide examples.
g) Know the difference between an expression's literal and inferred meaning.
h) Accurately communicate culturally specific references in written text I Create and employ a toolbox of writing strategies, including: gauging the audience's interpretation, making use of pre-writing devices, writing fluently in list drafts, paraphrasing and using synonyms, asking for and acting on feedback from peers and teachers, and finally, revising and editing based on feedback.
j) Review proper format and grammar.

The above justifies the conclusion that, in order to increase the quality of their written English, students must acquire the talent of writing. Students may hone their skills in grammatical analysis, coherent discourse, literal and inferred meaning distinction, and writing strategy development in a methodical manner.

In order to determine how well their pupils can write, teachers need to decide what aspects or indicators will be utilized to assess their writing. The pupils' writing abilities were evaluated using the Tribble scale in this instance. According to Tribble, there are five ways to evaluate writing:

1. Content (the ability to think creatively and develop thoughts),
2. Organization (proper writing technique),
3. Word list (the ability to use of word or idiom),
4. Ability to write in a proper format (number four),
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).[30]

[27] Ann Raimes, *Technique in Teaching Writing,* (Oxford: Oxford University Press, 1983), p. 3
[28] Jyi-Yeon Yi, *Defining Writing Ability for Classroom Writing Assessment in High Schools,* Journal of Pan-Pacific Association of Applied Linguistics, Vo. 13, No. 1, 2009, p. 60
[29] H. Douglas Brown, *Teaching by principles* (San Francisco : Longman, 2001) p.343
[30] Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130

Writing ability is defined by the researcher as the capacity to convey ideas and thoughts in written form in a way that satisfies the five requirements of writing: content, organization, vocabulary, language, and mechanics.

c. Process of Writing

Writing is an activity that requires time and certain procedures. According to Almargot, the writing process is quite laborious and ongoing.[31] What this implies is that writing is a laborious process that never ends. To be considered written work, it must undergo a number of processes. So, writing isn't a quick fix; it requires the writer to go through a series of steps. In his work, Harmer outlined many steps in the writing process, including:

a) Planning

Skilled authors meticulously plot out their works in progress. They attempt to formulate their thoughts before beginning to write or type. Taking extensive notes is a necessary step for certain authors.

b) Drafting

One way to describe an early draft of a work of literature is as an outline. Many revisions may be made between the initial idea and the final version as the writing process progresses into editing.

c) Editing (reflecting and revising)

It is common practice for writers to go back over their work after creating a draft to identify strong and weak points. There can be some ambiguity or confusion in the writing. Paragraphs may be rearranged or a new introduction can be written afterwards. For the sake of a certain statement, they could utilize a different word form.

d) Final Version

After authors have made all the revisions they think are essential to their draft, they are ready to create the final edition.[32]

According to those claims, there are four distinct phases to the writing process: brainstorming, outlining, drafting, and editing. What follows are the steps a writer takes to bring an idea to fruition in writing form.

d. Teaching Writing

An important part of language instruction is the writing process. Encouraging pupils to put their thoughts on paper is the goal of teaching writing. Some educators may have to reconsider their responses to student work in order for process writing to be effective.[33] Additionally, according to Grasha, teaching is the process of helping another person understand the complexity of a subject.[34] Therefore, in the realm of education, teaching is the act of directing and assisting students in acquiring information. In order to pique students' interest in learning and encourage them to participate more actively in class activities, teachers must also rely on their intuition, past experiences, and creative thinking when selecting relevant material and the most effective approach, technique, or strategy.

The capacity to write, according to Harmer, is something that a kid actively learns, but spoken language is something that a youngster picks up from exposure.[35] Harmer notes that in instructing students in the art of writing, it is crucial to pay attention to details like sentence structure, paragraph layout, and overall coherence. Grammar, sentence structure, vocabulary, and

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[31] Dennis Almargtot, *The Models of Writing,* (Amsterdam: Springer Netherlands, 2001), p.185

[32] Jeremy Harmer, *How To Teach Writing (6th Ed)*, (Edindurgh: Pearson Education Limited, 2007), p. 4-5

[33] Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited,2004), p.12

[34] Anthony Grasha, *Teaching with Style*, (United State of America: Alliance Publishers, 2002), p. 113

[35] Jeremy Harmer, *How To Teaching English*, (New England: Longman, 2004), p. 3

mechanics are all necessary components of good writing instruction.[36] In light of the above, it is clear that teachers of writing should aim to help their students do more than just string together sentences; they should also help them develop the skill of putting their ideas into words. Then, for pupils to develop the skill of effective concept organization in writing, the instructor must also provide appropriate direction.

According to Brown, in instructing students in the craft of writing, it is essential that they maintain a balance between the two concepts. What the writing process mostly accomplishes is:

a. Give students plenty of time to write and rewrite; emphasize the significance of revision;

b. Guide students in understanding their own composition process;

c. Assist students in developing a toolbox of strategies for prewriting, drafting, and rewriting;

d. Encourage students to write and rewrite;

e. Make revision a central part of the writing process; and

f. Allow students to find their voice while they write.

g. Offer comments to students as they write, not only on the finished piece, so they may hone their expression and make it more in line with their intentions;

h. Have one-on-one conferences with students while they compose; and

i. Encourage feedback from peers and the instructor.[37]

It follows that in order to produce quality written work, students learning the craft must adhere to the steps outlined in the writing process. In this example, the class followed the teacher's instructions to stage-plan their proposal.

e. The Benefits of writing

Another part of writing is the benefits of writing itself. For what kinds of people does writing provide benefits? In what ways might the act of writing help one's cognitive capacities grow and remain sharp? Additionally, how might the act of writing improve one's mental health? According to Ong, Klein and Boals, and Donald in Smith, there are several benefits of writing, as follows:

1. The human mind can only reach its maximum capacity with the support of written language. The author is able to "connect the dots in their knowledge" and give concrete form to otherwise intangible concepts.

2. Creativity, critical thinking, and intellectual vigor may all benefit from certain types of writing assignments.

3. Writing about major life experiences improves individuals' recall for such occurrences.

4. Symbolic representations of information (such as letters, numbers, words, formulae, and pictures) may be externally stored via writing and thereafter subjected to a wide range of analyses, critiques, reproductions, and transformations.

5. The ability to concentrate, to think ahead, to organize one's thoughts, and to reflect on one's own thinking are just a few of the cognitive talents that could benefit from writing.

6. The therapeutic power of writing extends to the emotional realm as well. So that they may put on paper how they really feel and what they think about the crisis that is impacting their life the most.[38]

Thus, it is reasonable to say that writing is a crucial literacy skill for contemporary people to have as it opens up many doors for them professionally, academically, personally, and recreationally. From what we can learn from these studies and others, there are many

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[36] Jeremy Harmer, *Op.Cit.,* p.40

[37] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*(4th Ed), (California: Pearson Education, 2000), p.335-336

[38] M Cecil Smith, The Benefits of Writing, CISLL Co-Founder and Faculty Affiliate, Associate Dean for Research, College of Education & Human Services, West Virginia University.

psychological, physiological, and cognitive advantages to writing. Memory enhancement, reduced symptomatology, and enhanced emotional well-being are all advantages.

B. Text

1. The Definition of Text

An explicit text does not state everything explicitly; rather, it balances the requirement to state things explicitly with the possibility that certain things may be inferred. Being explicit isn't the writer's difficulty; knowing what to be explicit about is.[39] Thus, the text is needed to deliver what does the writer want to express so that the readers can obtained the meaning.

Anderson goes on to say that words become text when they are joined together to convey meaning.[40] Text, therefore, is the organized use of words and phrases in sentences to form paragraphs that convey the author's intended meaning. Also. According to Karatay, text has significance. Everything that is arranged according to language is logical and linked.[41] In this sense, text is nothing more than a string of words meant to elicit a response from the reader.

After considering the material provided, the researcher has come to the conclusion that text is a collection of words organized in paragraphs with the purpose of conveying the writer's intended meaning and providing readers with accurate information.

2. Kinds of Text

Thomas states that there are four distinct types of written texts: narratives, descriptions, arguments, and persuasive writing.[42] The teaching of writing for pupils in junior high school includes the teaching of paragraphs or text, according to the English curriculum of the school-based Curriculum (K13). When working with students' writing, instructors often use a wide variety of texts written in English. There are distinct features and purposes for each of these writings. These literature should be familiar to students. The texts' sample genres are:

1. Spoof Text : In spoof writing, an incident is recounted with a comedic twist..
2. Recount Text : Recount texts recount events with the intent of enlightening or entertaining.
3. Report Text : In describing the state of affairs, report texts must make use of a variety of natural, social, and moderation phenomena in our surroundings.
4. Narrative Text : A narrative is a genre of writing whose function is either to amuse or educate the audience.
5. Descriptive Text : The objective of descriptive writing is to provide an elaborate depiction of a certain person, setting, or entity.
6. Procedure Text : A procedure is a kind of literature that provides instructions on how to do a certain task..
7. Exposition : Exposition paragraphs are used to convey information, provide explanations, and interpret meaning. Examples of composition paragraphs are those found in editorials, articles, instructive materials, and instructional texts.
8. News Item : A news item serves the purpose of apprising readers, listeners, or viewers of significant or noteworthy events that occur on a daily basis.
9. Discussion : A discussion in which at least two perspectives on a subject are presented.

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[39] Key Hyland, *Op.Cit,.* p.8

[40] Mark Anderson and Kathy Anderson, *Text Type in English 2*, (South Yarra: Macmilan). 1997, p.72

[41] Halit Karatay, *A Research About Reading Comprehension Skills of Primary School Preservice Teachers of Turkish* (Unpublished doctoral dissertation), (Gazi University: Ankara). 2007,p.17

[42] Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books. (2000), p.6-7

10. Anacode   : A narrative to impart to others about an atypical carousing occurrence.
11. Review   : A review is a public evaluation of an artwork or occasion.[43]

Based on the aforementioned explanations, one can deduce that there are several categories of written materials that students should strive to learn in order to enhance their writing proficiency. In this instance, the researcher is only concerned with the students' capacity to write procedural texts, since it was determined that the subject matter is appropriate for eleventh grade pupils to master.

3. The Definition of Procedure text

In addition to conveying information and expressing thoughts and viewpoints, texts may also tell tales. The objective of providing instruction is to convey how something was achieved via a series of steps or actions in a procedure text, which is any written English document in which the author does so.[44] Consequently, a process text is a written document that provides instructions in the form of a series of actions or steps. Emilia defines process texts as a subset of English texts in which pupils delineate a series of acts or stages to demonstrate how a certain task is completed.[45] Briefly, procedure texts describe the steps required to create anything. Additionally, Anderson and Anderson assert that the method is an integral component of instructional texts.[46] This indicates that the process text is a kind of text that provides directives on how to do a certain task by means of a predetermined sequence of actions designed to achieve the desired result.

The structure of this sort of writing is rather general. Anderson and Kathy said that the general structure of a process text consists of the following three elements: Preface to this assertion that defines the objective or intention. This might perhaps serve as the text's title or an introduction paragraph. Subsequently, a list or paragraph containing the items required to accomplish the method may be provided; however, some procedures may omit this step. Then a series of steps in the correct order in which they must be completed; numbers may be used to indicate first, second, third, etc. Second, the sequence is often significant; hence, phrases like "now," "next," and "after this" may be used. In general, the last phase starts with an instruction, such as "add," "stir," or "push."[47] Thus, textual information about the general structure of the technique is provided below.

a. Generic Structure of Procedure Text

The general structure of a process text, as described by Anderson and Kathy in Citra Maharani, has the following three elements:

1. The title of the work often serves as a prediction of the possible ending, which is known as the objective.
2. The second definition of "material" or "ingredients" is everything that is required for the execution of the step and provides detailed instructions on how to do so (how long, how many, and what type).
3. The third step is to determine the best course of action.

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[43] Linda Gerot and peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994), p.192-204

[44] Sanggam Siahaan and Kisno Shinoda, Generic Text Structure, (Yogyakarta: Graha Ilmu, 2007), p.8

[45] Emi Emlia, *Pendekatan Gendre-Based dalam Pengajaran Bahasa Inggris :Petunjuk untuk Guru* (Bandung: Rizki,2011),p.8.

[46] Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 1997), p.1

[47] Mark Anderson, "*Text Type in Englsh*", (Australia:Macmillan Education, 1998),P.51

The following are some examples of generic structures seen in process text: first, the purpose is stated explicitly in the first step, according to the explanation. Second, there is procedure detail material. Making anything is the final stage.

b. Language Feature of Procedure Text

This linguistic trait is often present in procedural text, according to Anderson.:

- Action verbs are the basis of imperative sentences. to fill the cup with hot water, for instance.
- Quantities and words that form a sequence or include temporal conjunctions (such as initially, next, then) were included. then display the procedure's execution order (ex: 123).
- Adverb of style used to express the proper way to carry out the task at hand (ex: quickly, firmly).
- Technical jargon and precise terminology. measurements such as milliliters, grams, etc.[48]

Other sources have supplemented the method text with linguistic elements that Greg Anderson's book omitted. What makes them:

- The specified machinery and tools make use of nouns or noun clusters. (such as: wood, screwdriver, nuts, bolts, and screws)
- Instead of repeatedly using the name of an object, it is often removed and an ellipsis is utilized. You may refer to the individual carrying out the instruction in a generic sense or not at all. Personal pronouns are not used very often.
- Time is depicted in chronological order using conjunctions (ex: before, while, then, after,when)
- The majority of sentences begin with an action verb (ex: take, put, link).
- Concise instructions or remarks are used (ex: pick them up)
- Adjectives provide more specific information on size, form, color, and quantity (ex: place the red cube there).
- Words that indicate precise positioning and directions are located (ex: left, north, Jamison street).
- As a rule, the present tense is used.
- The intended audience determines the vocabulary, which might vary from technical to ordinary language.
- Important information is often underlined or bolded to draw attention to it.
- Provide specifics on the where, when, and how with the use of adverbs, prepositions, and adverbial phrases.
- The language utilized is straightforward, accurate, and comprehensive.[49]

In conclusion, while producing process text, it is common practice to use all of the aforementioned linguistic elements.

c. Example of Procedure Text

Here is the example of procedure text:

How to Use Printer
Goal:
The purpose is to know how to print document using printer
The ingredients or materials are:
- Printer

[48] *Ibid.*

[49] Greg Anderson. *Targeting Text: Recount, Procedure, Exposition Middle Primary.* (Blake Education fully reproducing, 2011).P. 45.

-   Computer   -   Electric **Procedure:** 1. Open the document or image you want to print on your computer. 2. Click on "File" in the application's menu bar, then select "Print." Alternatively, you can use the keyboard shortcut Ctrl + P (or Command + P on Mac) to open the print dialog. 3. In the print dialog box, select your printer from the list of available printers. 4. Configure print settings such as the number of copies, paper size, and orientation. 5. Click on the "Print" button to start the printing process.

Source: Senior High School's Book, 2023.

C. Flowchart Technique

1. The Definition of Flowchart Technique

Students might benefit from using flowcharts as part of their writing process. The purpose of creating a flowchart diagram is to convey the author's thoughts and feelings in relation to the subject at hand. The use of flowcharts in the writing process is something that Ishimura and Bartlett claim may benefit students. The pupils have the opportunity to earn some points. The pupils must first keep their thoughts related to their writing assignment in mind. Additionally, students are more engaged and have a better time learning English when they use flowcharts to create paragraphs, which not only gives them new ways to write sentences or paragraphs but also makes the learning process more enjoyable. As a concluding step, you may provide suggestions on how the writer might improve their work.[50] As a result, students might benefit from using flowcharts while they are writing and organizing their thoughts for tasks such as creating paragraphs and providing comments. According to Syukur, a flowchart may help everyone involved in a project have a shared vocabulary and frame of reference. In it, the order of importance is shown from most to least important.[51] In addition, utilizing the flowchart as a tool to scaffold their writing process with peers and family as they found the technique is simple and applicable.

A flowchart is a tool that may be used for educational purposes. Flowcharts are visual representations of the processes and procedures of a system that organize and explain the reasoning behind data handling actions. As Romney and Stainbert state that flowchart is an analytical technique used to explain aspects of information systems in a clear, precise, and logical manner.[52] It means that flowchart can be used as the steps to make a detailed process of some information. Moreover, Galko states that Flowchart technique is beneficial in showing the steps in a process. One way to depict a process or scenario is using a flowchart. The symbols in the flowchart are connected by arrows that indicate the direction of the process flow.[53] One reason to use a flowchart is to show the steps involved in a process or the events that transpired. Keep the flowchart organized, simple, and easy to understand. It is imperative that the flowchart be understood without any confusion.

Consequently, students might benefit from using flowcharts to organize their writing projects, since they provide a visual way to generate and organize their ideas. As students' ideas are graphically categorized, the possibilities related to a subject become more apparent. Using flowcharts to improve pupils' writing skills is a no-brainer. Flowcharts are a great way to capture

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[50] Yukuse Ishimura & Joan C. Bartley. *Steps of Flowchart*. Hongkong: University of Hongkong, (2008), p.12

[51] Abdullah Syukur & Edi Wahyono, *Op.Cit*, p.270

[52] Marshal B.Romney., Paul J. Steinbart. Accounting Information Systems. (Pearson Higher Ed). Available on https://elib.unikom.ac.id/download.php?=id=151454. 2014,p.12

[53] Francine D. Galko, *Better Writing Now: Using Words to Your Advantage*. New York: Learning Express. (2002), p.27

kids' interest and spark their imaginations while writing. Students may benefit from writing with the use of flowcharts, to sum up.

2. Applying Flowchart Technique in Writing Procedure Text

Students' thought processes may be visually represented in the classroom using flowcharts. Students are able to jot down their thoughts and ideas in a structured and reasonable way, which then gives them the opportunity to revisit and consider them. This method allows students to explain the result of an action or series of events by breaking it down into its component parts. Students of all skill levels may benefit from using flowcharts to improve their reading comprehension. Since it is often used in corporate meetings and presentations in the future, it is a valuable tool for students to learn. One places a box around their first idea or action point while making a flowchart. The remaining points of action are sequentially arranged in boxes. The correct sequence of boxes is shown by the arrows. An essential part of creating a flowchart is making sure the boxes are in the correct sequence, as the concept evolves based on the sequence. the example of how Flowchart technique helped the students to understand and write procedure textas seen in figure 1 below. In the flowchart below, it can be seen the step of how to make something in order to get detail of the process need in writing procedure text, start from the frist step with the addition and followed by another steps.

HOW TO MAKE ORANGE JUICE

```
┌─────────────────────┐        ┌─────────────────────┐
│ Put the orange into │ ─────▶ │ Ice cube            │
│ blender             │        │                     │
└─────────────────────┘        └─────────────────────┘
          │
          ▼
┌─────────────────────┐   ┌─────────────────────┐   ┌─────────────────────┐
│ Turn on the blender │ ▶ │ Wait until orange and│ ▶│ Put 2              │
│                     │   │ ice cube dissolve│   │   │ tablespoon of      │
│                     │   │                     │   │ sugar              │
└─────────────────────┘   └─────────────────────┘   └─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Turn off the blender│
│                     │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Pour into the glass │
│                     │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Enjoy the juice     │
│                     │
└─────────────────────┘
```
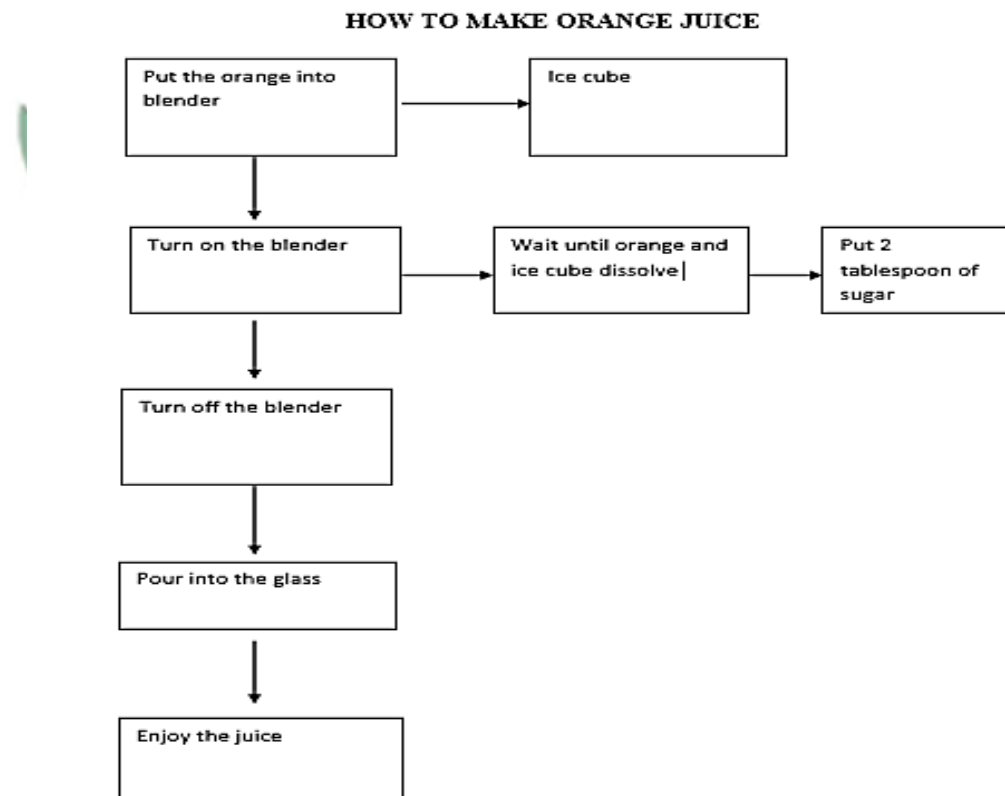
3. The Procedure of Using Flowchart Technique

According to Anharku, there are a lot of things that need to be ready before we can make a flowchart. First, gather your supplies: index cards, a big sheet of newspaper or flipchart paper, and marking pencils. Next, provide the procedure that needs a flowchart. Put its name on the top of the desk. Discuss and settle on the parameters of your method the next time: When does it begin? Where is it started? Can you tell me when it ends? Talk it over and settle on how much

information to include in the diagram.[54] Mayer and Diane also discovered that students might benefit from using flowcharts to stay on topic when writing.[55] Before students start writing a procedure text, teachers should provide them some relevant texts to read. Instructions on how to operate a coffee maker, a smartphone, etc. Here are a few measures that teachers may take in teaching flowcharts to enhance the learning process:

1. The teacher leads the students to understand what the topic is being discussed by having a conversation with students.
2. The teacher explains material about procedure text to the students.
3. Teacher gives an example about procedure text.
4. Teacher divides the students in some group.
5. Teacher uses Flowchart to make student more understand.
6. Teacher gives exercises for students.[56]

In short, teaching narrative text by using flowchart is possible to make the teacher easier in teaching learning process. The teachers have some steps so she knows what should she do to teaching writing for the students.

4. The Advantages and Disadvantages of Using Flowchart Technique in Teaching

According to Ishimura and Bartlett, there are several advantages of using flowchart technique for both teachers and students:
1. Comprehending the sequential order of a procedure
2. Comprehending the many phases of a process
3. Comprehending the interconnections among various phases
4. Recognizing which step may need further focus
5. Comprehending the ultimate objective
6. Conducting an issue analysis and pursuing a resolution. [57]

Flowcharts may be used by instructors in several ways to assist lecture delivery. This article outlines many methods by which flowcharts may be used to enhance instruction. In addition to its benefits, the flowchart approach has a number of drawbacks, including:
1. It requires much time. A great deal of time is required to design the diagram box. Draw the box with caution in accordance with the problem procedure.
2. It is quite challenging to decipher the significance of each box form in the flowchart. It is quite challenging for novices to comprehend each and every significance of the box form. Because the significance of each shape varies according on the drawing approach one want to use.
3. In essence, users must have a greater comprehension of the preceding flowchart prior to creating this one. [58]

D. Frame of Thinking

A flowchart is a tool that may be used to educate students how to write. This implies that flowcharts may also be used to write process texts. Students' thought processes may be represented graphically, which is the basis of this method. Students are able to jot down their thoughts and ideas

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[54] Anharku, *Flowchart*, *Komunitas eLearning Ilmu Komputer*. Avaliable at htyps://lmuComputer.org, 2009. Retrieved on Maret, 2023, P.1

[55] Mayer and Diane, Graphics Organizer as a Teaching Strategy. 1995.p. 23

[56]. *Ibid.*

[57] Yukuse Ishimura & Joan C. Bartley. *Steps of Flowchart*. Hongkong: University of Hongkong, (2008), p.12

[58] Anharku, *Op.Cit,* p.2

in a structured and reasonable way, which then gives them the opportunity to revisit and consider them. This method allows students to explain the result of an action or series of events by breaking it down into its component parts. Consequently, it helped the students in their educational endeavors. The use of flowcharts in writing entails a number of stages, one of which is to create a box representing the author's first idea or action point. The remaining points of action are sequentially arranged in boxes. The correct sequence of boxes is shown by the arrows. An essential part of creating a flowchart is making sure the boxes are in the correct sequence, as the concept evolves based on the sequence.

The act of writing itself is a kind of education. Unlike speaking, it is not an automatic procedure. Writing is, in fact, the most challenging skill for most ESL students to acquire. Along with more basic skills like spelling, grammar, word choice, etc., they must focus on more advanced ones like planning and organizing. That is why it is not a simple chore to learn how to write. Still, a lot of students mess up from time to time; when this happens, they lose interest and start to think writing is hard.

They are expressing their thoughts and feelings on the subject via the use of a flowchart diagram. Students may enhance their learning and increase their paragraph-writing skills using this strategy. With any luck, it will help the pupils out and also improve their skills in creating process texts.

E. Hypothesis

Based on the rational above, the researcher formulated the hypotheses of this research as follows:

Ha : There is a significant effectiveness of using flowchart technique on students' writing ability in procedure text at the eleventh grade of SMAN 15 Bandar lampung in the academic year of 2023/2024.

Ho : There is no significant effectiveness of using flowchart technique on students' writing ability in procedure text at the eleventh grade of SMAN 15 Bandar Lampung in the academic year of 2023/2024

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The study concluded with the administration of a post-test to gauge the efficacy of the flowchart method in instructing students in the art of creating process text. The therapies were administered after the post-test. A mean score of 67.77 on the pretest and 78.33 on the posttest were obtained. The pupils' post-test scores were greater than their pre-test scores.

A statistical analysis of the data was performed in the preceding chapter. The data analysis results are shown in the independent sample test table with a sig (2-tailed) of 0.000, assuming an equal variance. It signifies that Ho is rejected while Ha is approved since it is less than $\alpha=0.05$.

The data analysis results show that the flowchart approach is very helpful for improving students' procedural text writing skills in the 2023–2024 school year at SMAN 15 in Bandar Lampung. As a component of the writing process, flowcharts allow students to visually represent their ideas, thoughts, and feelings in relation to a subject, which aids in both the content and organization phases of the writing process.

B. Suggestion

The following recommendations are made in light of the findings of this study:

1. **Suggestion to the teacher**

   a. Teachers may benefit from using flowcharts as a tool to guide their students through the writing process since research shows that this method improves students' proficiency in producing procedural texts.

   b. The use of flowcharts in the classroom requires careful time management on the part of the instructor to ensure that students fully grasp the concepts of text organization and paragraph construction, and that they also enjoy and benefit from the activity.

2. **Suggestion to the students**

   a. Students are encouraged to take initiative in developing and organizing their textual ideas via the use of flowcharts in writing instruction. As part of the writing process, they could consult a partner or provide a flow diagram.

   b. If they want to improve their writing abilities, pupils should work hard and practice writing skills.

   c. In order to produce authentic and high-quality results in accordance with the given subject, students should be engaging and engaging with their group discussion partners.

3. **For the Other researchers**

   It is suggested for the further researcher to explore students' writing ability by using flowchart related to their motivation or perception toward the technique used. Also, further researcher can explore the use of this activity on dissimilar text such as report text, persuasive text, announcement, text, etc

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