

USING PICTURE TO INCREASE THE ABILITY OF THE FIRST YEAR STUDENTS OF SMPN 2 TAMBANG IN WRITING DESCRIPTIVE PARAGRAPH

Maisrul

Marita

English Study Program of FKIP Riau University

Abstract: This action research is aimed at increasing the students' ability in writing descriptive paragraph by using picture. This research was conducted in two cycles, each of them was done in four meetings. Before using the picture a pre-test was conducted while a post-test was administered after the treatments. The data were analyzed by comparing the result of pre-test and the result of post test. After doing some treatments, the data were analyzed. Based on the data finding there is an increasing score between the pre-test and the post-test. The pre-test is 28.84 while the post test in Cycle 1 is 49.84 and 61.11 in the Cycle 2 Post-Test. It can be concluded that using picture can increase the students' ability in writing descriptive paragraph.

Key Word: Using picture, students' writing ability

INTRODUCTION

Writing activity is an inseparable part from learning process, since students are often required to complete many of their assignment in written form. So, the activity of writing is very dominant in language learning and development. This meant that the students are expected to be able to enrich their view about the topic they want to write as well as to improve their strategies in writing development (Akhaidah, 1998:1-2).

Writing is one of the four language skills (listening, speaking, reading, and writing). It is very important to be mastered. In writing skills, we find many conventions of rules that have to be followed in order to achieve the standard of writing skills. Therefore, the students can provide themselves to practice in writing which is reinforcing the language that the students have learned.

Most people agree to say that writing is a difficult task to do because of its complexity. Such assumption appears to be true because it really requires many efforts, much time, and great attention of the writer towards the process of writing itself.

Even though the assumption above is commonly believed, Chaplen (1970:1) declares that good writing should be the goal of each student. While, in fact, good writings must not be in the same forms. It implies that students write have to develop their own strategies of writing so that they can write more easily for the sake of such goal, good writing, can be met.

Based on phenomena above, it is essential for the teacher to choose an appropriate strategy in teaching writing in order to help students in writing a paragraph. In the research, the writer considers that the use of picture is a suitable strategy in teaching writing, especially writing a descriptive

paragraph. It is easier for the students to express their ideas, thought and feeling by using picture. It is stated by Heaton (2000) that picture can be a great help for teachers and students for their composition.

In the same way, this problem happens to the students of SMP N 2 Tambang, most of the students learn English only at school. Based on the writer's experiences when teaching in SMP N 2 Tambang, most of the students faced difficulties when writing. They didn't know what they have to write although they have been given a topic from the teacher. For example : when the writer wrote the word "myself" and asked the students to describe it. The students could not do it, events about themselves. They spent much time to describe it and most of the students just kept silent for a few minutes. This problem can be happen because it is difficult for the students to produce ideas. It could be proven when the writer asked them to write about themselves using English, the students could not write to be a good paragraph.

Rubin (1975) says that the different success of second/foreign language learners suggest a need to examine in detail what strategies the successful learners employ. Based on this view, it is safe to state that learning the writing strategies of successful write might be valuable for the student writers in developing their writing ability.

Based on the fact, that in completing certain task of writing, writers should have their own strategies to make good writing. Therefore, picture can be a good to develop it. Pictures are a source of varied classroom activities in the areas of speaking, listening, vocabulary, grammar, and writing.

According to (Mellie. J, 1978) says that picture is symbol or sign to express ideas effectively without using words.

According to (Hornby, 1995; 871) says that picture is description of something or someone that enable one to form impression of it. Picture is a media that can help students develop their ideas writing.

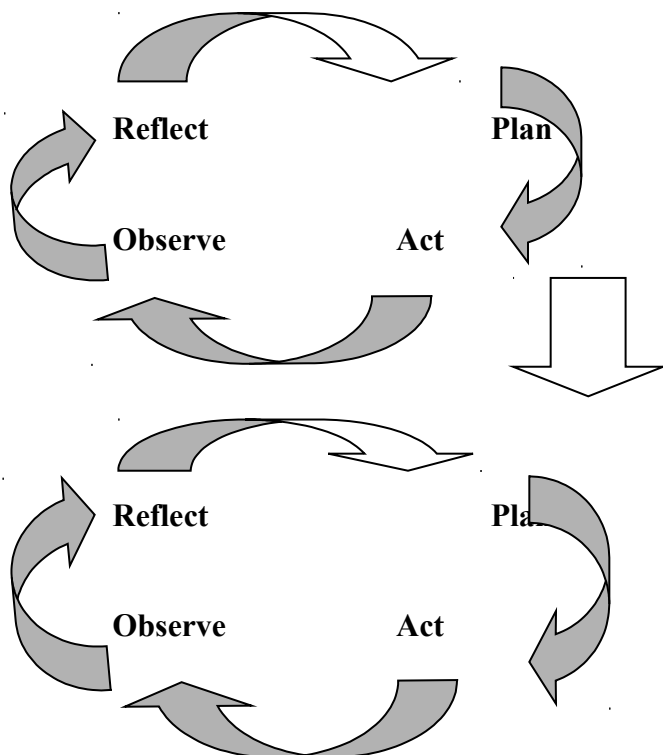
METHODOLOGY

This research is an action research. Action research is done to acquire information in order to solve the problems that are faced in certain condition or situation. Action research is a form of self reflective inquire undertaken by participants (Teachers, Students, or Principals, for example) in social (including educational) situations in order to improve the rationally and justice of (a) Their own social or educational practice; (b) Their understanding of these practice: and (c) the situation (and institution) in which these practices are carried out" (Mc Niff, 1998) in (Fadli,2006)

Besides, stringer (2008:13) also states that the purpose of action research is to provide educational practice or resolve significant problems in classroom and school.

In conducting action research, people need to have good understanding about it in order to help them in conducting this study well. Kemmis and Mc Taggart (1998:10) state that there are four fundamental aspects of the action research, they are planning, acting, observing, and reflecting

Here is the form of the action research.



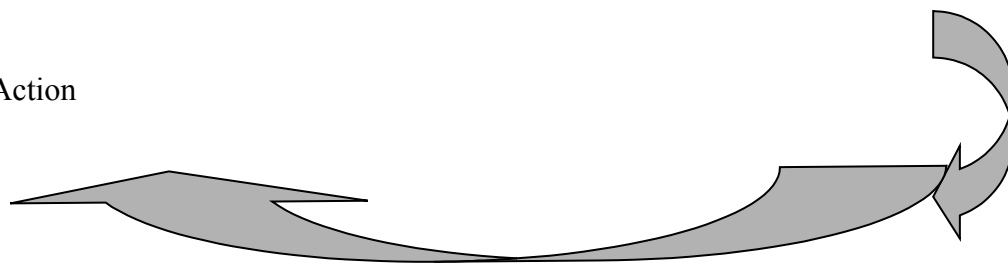
(Mc Niff, 1998:27)

1. Cycle 1

a. Plan

The writer is planning to use picture in order to increase student's ability in writing descriptive paragraph. Before applying the method, she prepared several things in order to help order in conducting this study. Firstly, the researchers prepared lesson plans. Secondly, she prepared some pictures. The last she also prepared the test, the observation sheet and field notes. Then, she asked the collaborator's help to observe and make notes her action and students while she teaches writing descriptive paragraph trough pictures. The researchers planned to use picture to increase their ability in writing descriptive paragraph; she made steps that done in this research. For the first time, the writer asked to write a descriptive paragraph without picture in order to analyze their ability. It was useful to consider appropriate treatments. Then, the writer gave a treatment using picture in teaching writing descriptive paragraph. At last, the writer gave post test.

b. Action



The duration of each meeting in the research was 80 minutes. This duration spent to teach the material based on the semester program on the school and continue the application of writing. There were steps in doing the treatment.

Table 1
Research Activities

No	Activities	Teacher	Students
1	Pre-teaching	<ul style="list-style-type: none"> - Greeting to the students - Checks the attendance list - Introduce the strategy 	<ul style="list-style-type: none"> - Greeting to the teacher - Pay attention - Give the respond
2	While-teaching	<ul style="list-style-type: none"> - Teacher shows the pictures to the students - Brainstorm the pictures (ask them what they know from the picture) - Students, by the help of the teachers, try to answer the question based the pictures - The teacher discuss the description written by their students - The teacher distribute the photograph the someone like: Shireen sungkar and the man, to each students - The teacher ask the students to describe the topic with their partner - The student perform their description in front of the class 	<ul style="list-style-type: none"> - Give the respond - Give the respond - Answer the question - Give the ideas/describe the picture - Write down their ideas
3	Post-activities	<ul style="list-style-type: none"> - Ask whether the students understood to describe picture - Give exercise or homework 	<ul style="list-style-type: none"> - Give the respond - Do the exercise or homework

c. Observation/Instrument

The collaborator observe the teacher's and the students activities in class following the lesson in observation sheet. She also made a field notes about something that she found while teaching and

learning process. The observation sheet and field notes were qualitative data.

d. Reflect

The researcher analyzed, interpreted, and concluded about action that she does to know the strength and weakness of the action.

2. Cycle 2

At the second cycle of an action research, the research still focused her activities which are not reached well in cycle 1. Here, there researcher wanted to make an improvement.

The location of this research is at SMPN 2 Tambang. It was conducted from December to June, in the academic year 2010/2011. The level of achievement of each student in this research is 60%. It is based on the minimum of achievement (SKBM) of English subject in SLTP Negeri 2 Tambang. In order to get data on the student score of their ability in writing descriptive paragraph, the writer collects the data by giving tests (pre-test and post-test) and observation.

To collect the data, the writer gave a pre-test to the student. The pre-test gave before teaching by using pictures. In the pre-test, the students asked to write a descriptive paragraph about the topic given. Then, after giving the pre-test, the writer applied a strategy by giving pictures to the sample students.

From the first until the second cycle, the writer taught how to write a descriptive paragraph by using pictures. The finally, the writer gave post-test in the last meeting in each the cycle. The purpose of this test was to know how good the students ability in writing descriptive paragraph through pictures.

In observation, there were five steps aspects of the student activities during teaching and learning process observed;

- a) Writing a descriptive paragraph
- b) Pay attention / ask question
- c) Take a note
- d) Commenting
- e) Answering

FINDINGS AND DISCUSSION

This is classroom action research. The main purpose of this research was to find out whether

the use of pictures in the classroom can increase the students of the research ability in writing descriptive paragraph at SMP N 2 Tambang. The subject was class VII 1, there were 28 students who did pre-test and post-test. The result of the student's test was scored by using hatch and Farhady formula.

The writer gave a picture to the students and after that asked them to write a descriptive paragraph at least some paragraph based on the picture. The student's writing was scored by three raters. The aspects of writing evaluated were grammar, vocabulary, mechanic, form (organization) and fluency.

Pre-test was given the students before the writer did the action. Pre-test was done to know the students ability in writing descriptive paragraph. The writer asked three raters to grade the students writing. After each score from the raters were collected, the writer calculated the score in order to know their ability level in writing.

The result of the pre-test is presented in appendix II. The result of each under was combined and then divided by three. The student's score in pre-test based on the three raters are presented in appendix III, IV, V and VI of the students writing ability in appendix VII.

Table 2
The Students Pre-Test Score and Their Ability Level.

No	Score	Ability Level	Frequency	Percentage
1	80-100	Good to Excellent	0	0.00%
2	60-79	Average to Good	0	0.00%
3	50-59	Poor to Average	2	7.14%
4	0-49	Poor	26	92.86%
Total			28	100.00%

Based on the table above, the writer could point out that none of students got good to excellent and average to good, 2 students or 7.14% got poor to average and 26 students or 92.86% got poor. The mean score of pre-test is 28.48, so it is did not fulfill the minimal mastery criteria 60.

The writer got the quantitative data from the test. The result of the post-test in the first cycle is presented in appendix XI. The result of each rater was combined and then divided by three. The student's score in post-test in the first cycle based on the three raters are presented in appendix XII, XIII, and XIV, the students writing ability in appendix XV. Then, the students writing ability can be

seen in this table.

Table 3
The Ability Level of Student's Post-Test Score in The First Cycle.

No	Score	Ability Level	Frequency	Percentage
1	80-100	Good to Excellent	0	0.00%
2	60-79	Average to Good	4	14.29%
3	50-59	Poor to Average	11	39.29%
4	0-49	Poor	13	46.43%
Total			28	100.00%

The table above, explain that none of students got good to excellent, 4 students or 14.29% got average to good, 11 students or 39.29% got poor to average, and 13 students or 46.43% got poor. The mean score of the first cycle is 49.84, the researcher reflected that the student's score did not fulfill the minimal mastery of criteria 60. So, the research continued about the second cycle.

Besides, the writer got quantitative data from teachers and students observation sheet. The student's activities during teaching and learning processes were observed by the English teacher's SMP Negeri 2 Tambang by using picture the observation sheet in appendix XXIX. The description of the student's activities can be seen in the below table 4.

Table 4
The Description of The Student's Activities in The First Cycle.

Activities	Cycle 1 (%)		The Average
	First Meeting	Second Meeting	
Pay Attention/Ask Question	39.28	42.85	41.06
Answering	53.57	82.14	67.85
Describing Picture	46.42	60.71	53.56
Take a Note	89.28	85.71	87.49
Write a Descriptive Paragraph	92.85	100	96.42
The Average	64.28	74.28	69.27
Category	Fairly Active	Fairly Active	Fairly Active

From the table above, it can be seen that form in the first cycle, there were 41.06 student's pay attention/ask question, 67.85 student's answering, 53.56 describing picture, 87.49 take a note, and

then 96.42 student's write a descriptive paragraph. The student's activities in two meeting in the first cycle were fairly active.

Table 5
The Description of The Teacher's Activities in The First Cycle.

No	Teacher's Activities	Category	
		The First Meeting	The Second Meeting
1	Greeting.		Very good
2	Check the attendance list.	Very good	Very good
3	Shows the picture.	Good	Good
4	Explain a little about the picture.	Fairly good	Fairly good
5	Ask to the students to describe the picture.	Good	Good
6	Ask to the students to write down their ideas about the picture.	Good	Good
7	Control the student's activities.	Fairly good	Fairly good
8	Ask to the students whether they have already understood or not.	Good	Good
9	Ask to the students to make a descriptive paragraph based on the picture like the example.	Good	Good

The table above shows that any teacher's activities were unsatisfied, they are in explaining material and controlling the students. See the teacher's observation sheet in appendix XXIX and XXX.

The result of the action, the researcher reflected that the student's score did not fulfill the minimal mastery of criteria 60, it can be seen in appendix X, and the average score was 49.84. Besides, in teaching activities the researcher found that not all of the students were active like in pay attention, answering, and give respond in describing picture, can be seen in table 6.

Then, in teacher's activities were also found that the teachers explaining and controlling the students were not optimal, can be seen in table 7. Based on the weakness above, the researcher had to rearrange the planning in taking action, so that an improvement could be achieved by students.

The write got the quantitative data from the test. The result of the post-test in the second cycle is presented in appendix XVII. The result of each rater was combined and then divided by three. The student's score in post-test based on three raters in the second cycle are presented in appendix XIX, XX, XI, and XII the students writing ability in appendix XIII. The students writing ability can be seen

in this table.

Table 6
The Ability Level of Student's Post-Test Score in the Second Cycle.

No	Score	Ability Level	Frequency	Percentage
1	80-100	Good to excellent	0	0.00%
2	60-79	Average to good	22	78.57%
3	50-59	Poor to average	6	21.43%
4	0-49	Poor	0	0.00%
Total			28	100.00%

Based on the table above, the writer could point out that were none of students got good to excellent, 22 students or 78.57% got average to good, 6 students or 21.34% got poor to average and none of students got poor level. In the post-test second cycle, the mean score is 61.11, it was fulfill mastery criteria 60.

Besides, the writer only got quantitative data from teacher and students observation sheet. The students activities during teaching and learning process were observed by the English teacher of SMP Negeri 2 Tambang in appendix XXVII and XXVIII. The description of the student's activities can be seen in table 7.

Table 7. The Description of The Student's Activities in the Second Cycle.

Activities	Cycle 2 (%)		The Average
	First Meeting	Second Meeting	
Pay attention/ask question	50	53.57	76.78
Answering	64.28	96.42	80.35
Describing a picture	53.57	89.28	71.42
Take a note	71.42	85.71	78.56
Write a descriptive paragraph	100	100	100
The average	67.85	84.99	81.42
Category	Fairly active	Active	Active

From the table above, it can be seen that were 76.78% student's pay attention/ask question, 80.35% student's answering, 71.42% describing picture, 78.56% take a note, and then 100% student's writing a descriptive paragraph. The student's activities at two meeting in the second cycle were active.

Table 8
The Description of The Teacher's Activities in the Second Cycle.

No	Teacher's Activities	Category	
		The First Meeting	The Second

			Meeting
1	Greeting	Very good	Very good
2	Checks the attendance list	Very good	Very good
3	Shows a picture	Very good	Very good
4	Explain a title about the picture	Good	Good
5	Asks to the student to describe the picture	Very good	Very good
6	Asks to the student to write down their ideas about the picture	Very good	Very good
7	Control the student's activities	Good	Good
8	Asks to the student whether they have already understood or not	Very good	Very good
9	Asks to the students to make a descriptive paragraph based on picture like the example	Very good	Very good

The table above showed that any the teacher's activities were unsatisfied. Her explaining material and control the student were better than in first cycle. See the teacher's observation sheet in appendix XXXI and XXXII.

At the end of this cycle, the student's achievement in writing descriptive paragraph using picture was better than before. In this case, the researcher assumed that she was success in applying pictures in writing descriptive paragraph to the first year students at SMP Negeri 2 tambang. Besides, the students and teacher's activities were active better than in the first cycle. The researcher found that the student's activities were active, can be compared in the table 4 and 7. Then the researcher also found that the teacher's activities were active, can be compared in the table 5 and 8.

Discussion

In this study, the researcher found that there were improvement to the student's ability in writing descriptive paragraph through pictures. It could be seen from the student's ability level in writing descriptive paragraph from the first test (pre-test), the second test (at the end of cycle 1), and the third test (at the end cycle 2). Below is the student's level in writing descriptive paragraph by using pictures.

Table 9
Student's Ability Level in Writing Descriptive Paragraph Through Pictures

No	Test	Good to Excellent	Average to Good	Poor to Average	Poor
1	Pre-test	0%	0%	7.14%	92.86%
2	Post-test in the first cycle	0%	14.29%	39.29%	46.43%
3	Post-test in the second cycle	0%	78.57%	21.43%	0%

Based on the table, the writer conclude that the student's ability in writing descriptive paragraph through pictures was improve, we can see that in pre-test there were none of students got excellent and average to good, 7.14% got poor to average, and 92.86% got poor. But at the second test (at the end of cycle 1) the percentage of the poor reduce, it became none of got to excellent, 14.29% got average to good, 39.29% got poor to average, and 46.43% got poor. And then at the third test (at the end of cycle 2), none of the students got to excellent and 78.57% students got average to good, there were 21.43% students got to poor to average and none of the students got to poor. It means that this strategy was success.

To know the students pre-test and post-test writing ability, data were analyzed. The average score were analyzed by using formula in chapter II.

Table 10

The Average Score of Pre-Test in The First Cycle, and Post-test in the Second Cycle.

Pre-Test Average Score	Post-Test Average Score in the First Cycle	Post-Test Average Score in the Second Cycle
28.84	49.84	61.11

The table above explained that the average of pre-test is 28.84, the average of post-test in the first cycle is 49.84, and the average of post-test in the second cycle is 61.11. so, the different mean between the pre-test and post-test in the first cycle is -20.39 and the different mean between the post-test in first cycle and post-test in the second cycle is 11.88.

Then, the writer calculated the individual deviation and the individual deviation square of 28 students to find the standard deviation in pre-test, post-test in the first cycle, and post-test in the second cycle.

Table 11

The Standard Deviation of Pre-test, Post-test in the First Cycle, and Post-test in the Second Cycle.

Standard Deviation Pre-test	Standard Deviation of Post-test in the First Cycle	Standard Deviation of Post-test in the Second Cycle
12.31	8.58	6.29

Here, the standard deviation of pre-test is 12.31, post-test in the first cycle is 8.58, and post-test in the second cycle is 6.29 and then different standard deviation between pre-test and post-test in the first cycle 3.73 and the different standard deviation of post-test in the first cycle and post-test in second cycle is 2.29.

$$d.f=N-1$$

$$d.f=28-1$$

$$d.f=27$$

After the standard deviation was good, the writer found the t-test in order to know improvement of the students writing ability here, t-test is 5.13. the comparison between t-test and t-table. T-test is 5.13 and t-table is 2.052. so, the increase of t-test is significant. The improve of students score can be seen in the following table.

Table 12
The Improvement of The Students Score

	N	Mean	Increase	d.f	t-test
Pre-test	27	28.48		27	8.78
Post-test I	27	49.84	21.36		
Post-test II	27	61.11	11.27		
Total			32.63		

The table above show that the average score of pre-test is 28.48, the average of post-test in the first cycle is 49.84, and average of post-test in the second cycle is 61.11. It means that there is an increase of the student's writing ability after they were taught by using pictures.

The progress above, explain that pictures can increase the students writing ability for 32.63. It means that the student's writing ability improved after they had been taught by using pictures.

Table 13
The Increase of Each Aspects Writing

	Grammar	Vocabulary	Mechanics	Form (F1)	Fluency (F2)
Pre-test	28.57	29.94	23.39	21.42	20.83

Post-test 1	57.33	60.89	48.61	42.66	39.68
Post-test 2	69.04	72.02	60.11	54.34	49.82

The table above, explain that the increase of each aspects writing in the pre-test, that they are: grammar is 28.57, vocabulary is 29.94 and mechanics is 23.39, form is 21.42 and fluency is 20.83. when the post-test in the first cycle, the increase of grammar is 57.33, vocabulary is 60.89, mechanics is 48.61 and form is 42.66 and then fluency is 39.68. after that, the post-test in the second cycle, the increase of grammar is 69.04, vocabulary is 72.02, mechanics is 60.11, and form is 54.34 and then the fluency is 49.82. so, the increase of each aspects writing in the SMP Negeri 2 Tambang is about the vocabulary.

In conducting this study, the writer found some strengths and weakness during the process of applying picture to increase the student's ability in writing descriptive paragraph.

After doing all the steps in this research, the writer found some strengths during the treatments, the strengths are :

1. The students were very interested in learning writing descriptive paragraph through pictures. Because, it can be seen from the data in observation sheet. The data showed 84.99% participated actively, they did exercise actively, asked question, answer the question. So, the students can develop their knowledge in writing descriptive paragraph after being taught using pictures.
2. The students enjoyed the teaching and learning process and the class climate was alive.
3. The pictures were easy and simple to be prepared as a teaching media.

However, the writer also found a weakness, the class became a noisy. So, the teacher faced difficulty in controlling the class.

CONCLUSION AND SUGGESTION

This research describes the student's writing ability by using pictures technique increase the ability in writing descriptive paragraph of the first year students of SMP Negeri 2 Tambang. After analyzing the data in Chapter III, the writer found that her student's score in pre-test lower than post-test the first cycle and the second cycle. After using pictures, the writer found a significant improvement. Based on the description above, the writer drew the following conclusion.

- a. The average score of student's in pre-test is 28.84.
- b. The average score of the students post-test in the first cycle and the post-test in the second cycle after teaching descriptive by using picture is 49.84 the result of the post-test is higher than the

successful criterion of this research that is 61.11 (60).

- c. The increase of pre-test to post-test is 32.63 by the increase score of post-test, it can be conclude that teaching descriptive paragraph by using pictures in the classroom can increase the student's ability in writing descriptive paragraph.

Based on the conclusion above, the writer would like to give some suggestions :

- a. It is important to the teacher to make a spirit teaching activity in the classroom. It will make the students feel interested in learning English, especially in writing descriptive.
- b. Teacher should be able to select technique in teaching writing a descriptive paragraph in order to increase the student's ability in writing.
- c. There are many sources in internet that provide a lot of online pictures that can be used in teaching. The teacher can use these pictures.
- d. Finally, the writer realizes that this research is not perfect and hope that other researches want to carry about this research perfectly.

REFERENCES

- Astuti, Dwi.2005. *The Effectiveness of Semi Guided Writing Technique Using Picture Series in Developing Writing Ability*. Riau University.
- Azhar, Fadly et.el. 2006. *Pedoman Penyusunan dan Penyelenggaraan Ujian Ujian Skripsi* Pekanbaru, Unpublished
- Hatch, Evelyn and Farhady, Hussein. 1982. *Research Design and Statistics for Applied Linguistics*. Los Angeles: Newbury House Publishers, Inc
- Heaton, J.B. 2000. *Beginning Composition Through Pictures*. Malaysia (Printed): Longman
- Hughes, Arthur. 1993. *Testing for Language Teachers*. Great Britain Cambridge University Press.
- John, Mellie. 1917. *Basic Language, Message and Meaning IV*. New York: Harper and Row Publisher, Inc.
- Kemmis, Stephen and Mc.Taggart. 1982. *The Action Research Planner*. Victor: Deakin University.
- Mukarto, Sujatmiko, Josephine. S.M. 2006. *EDS English On Sky 1*. Jakarta: Erlangga
- Mauclan, 2005. *Using Genres and Genre Analysis as an Effective EFL Teaching Tool*.
- Webster, Merriam. 1991. *Webster's Ninth New Collegiate*. US: Merriam Webster Inc.
- Werff. 2003. *A Validity Investigation of Writing Assessments Using Pictures Prompts*. MAR.