



**IMPROVING THE SEVENTH GRADE STUDENTS' ACHIEVEMENT
IN WRITING A DESCRIPTIVE PARAGRAPH BY USING
INDIVIDUAL PICTURES AT SMPN 2 DRINGU**

THESIS

By

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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the Faculty of Teacher Training and Education,
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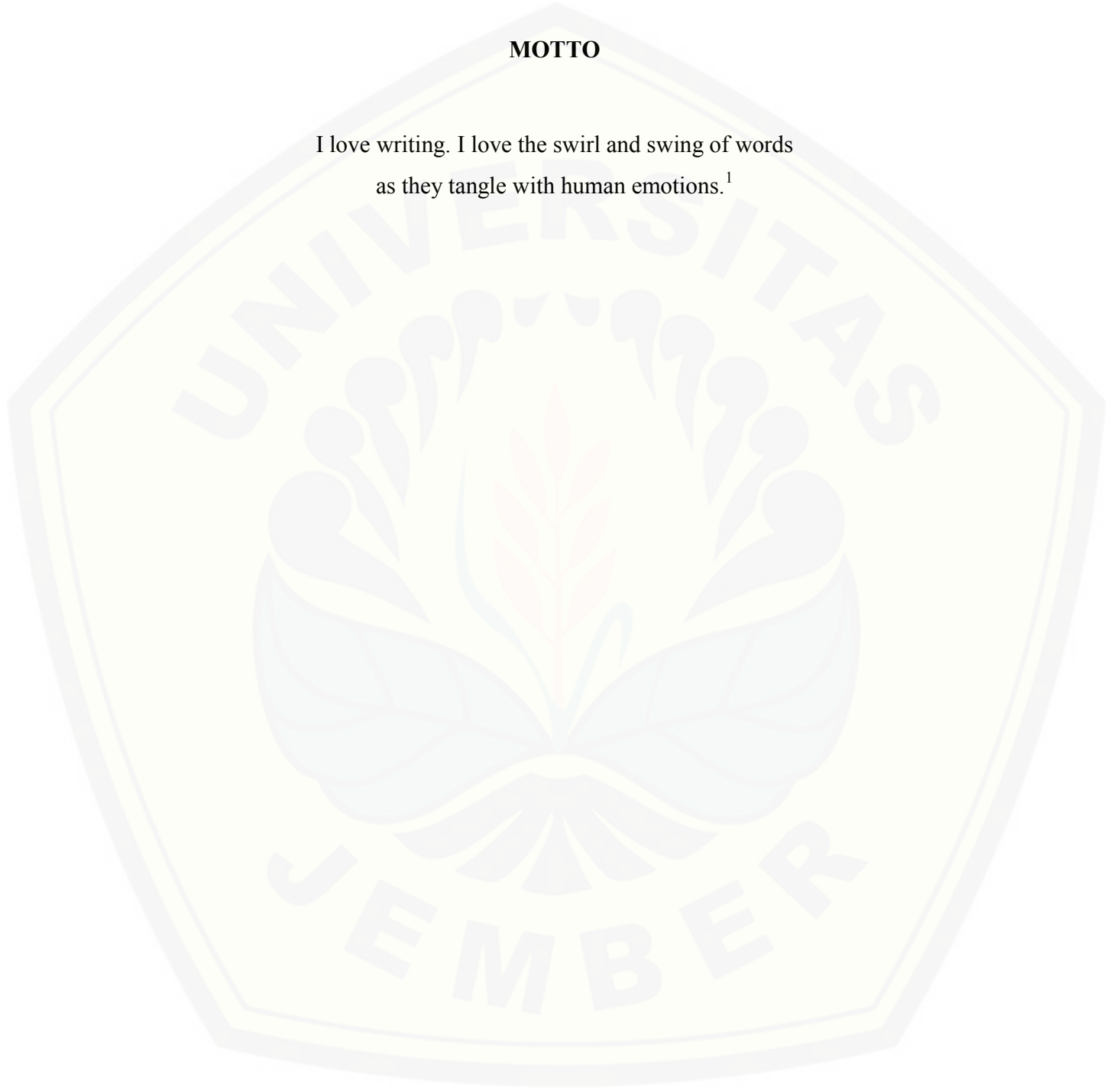
DEDICATION

This thesis is proudly dedicated to:

1. My beloved father, Sunaryo. Thank you so much for your love, prayer, support and suggestions. You always be in my heart.
2. My lovely mother, Supinah. Thank you so much for the sweetest memories, your love, prayer, support and suggestions. You always be in my heart.

MOTTO

I love writing. I love the swirl and swing of words
as they tangle with human emotions.¹



¹James A. Michener in Goodreads Inc. 2015 *Quotes About Writing*. [Online]. Available at: <http://www.goodreads.com/quotes/tag/writing>. [Retrieved on May, 1st, 2015].

STATEMENT OF THESIS AUTHENTICITY

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**IMPROVING THE SEVENTH GRADE STUDENTS' ACHIEVEMENT
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THESIS

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Jember, 9 October 2015

The writer

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SUMMARY

Improving the Seventh Grade Students' Achievement in Writing a Descriptive Paragraph by Using Individual Pictures at SMPN 2 Dringu; Eka Suptiyowati, 100210401092; 2015; 67 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

The preliminary study conducted in the forms of observation and interview with the English teacher of the seventh grade students of SMPN 2 Dringu revealed that most of the seventh grade students of SMPN 2 Dringu, especially class VII A, faced some difficulties in writing a paragraph in terms of finding and generating the ideas, putting them into right words, phrase, and constructing sentences in the grammatically correct. This was proven by their previous writing scores which showed that 18 students (58.06%) of 31 students in Class VII A got ≥ 70 . There were only 50% of the students who were active in teaching and learning process of writing. It means that the students were still passive in the classroom.

In this research, the researcher used individual pictures in teaching a descriptive paragraph writing to the students because the researcher believed that individual pictures could improve the seventh grade students' achievement in writing a descriptive paragraph and their participation in the teaching learning process of writing. This research was conducted in 2 cycles from February 4th until February 21st, 2015. Each cycle consist of two meetings and a writing achievement test. The reseacher and the English teacher of SMPN 2 Dringu taught writing a descriptive paragraph to the students and did the observation collaboratively.

The results of the classroom observation in the first cycle showed that 20 students (64.52%) in meeting 1 and 23 students (74.19%) in meeting 2 actively participated during the teaching learning process of writing descriptive paragraph by using individual pictures. The average result of the students' active participation in the first cycle was 69.36%. It showed that there was improvement of the students' active participation but it still had not achieved the successful criterion of the research

that was 75% of the students actively participated during the teaching learning process of writing by using individual pictures. Beside that, the result of writing test showed that the students who got score ≥ 70 in the writing test of the first cycle were only 21 students or 67.74% of 31 students. However, it had not achieved the standard score yet as the successful criterion of the research for writing at least 75% of the students got 70 or higher in the writing test.

Based on the results of the first cycle above, the second cycle was necessary to be conducted. Some revisions dealing with the activities in the classroom had been made to solve the problems found in the first cycle. The classroom observation and writing test in the second cycle showed the improvement. In the classroom observation, the students' participation showed that 77.42% in meeting 1 and 80.65% in meeting 2 of the students actively participated in the teaching learning process of writing descriptive paragraph by using individual pictures. The average result of the students' active participation in the second cycle was 79.03%. So, the result of the observation had achieved the objective of the research. In the second cycle, the result of the writing test showed that 80.64% of the students (25 of 31 students) got score ≥ 70 in the writing test of the second cycle. That number of percentage indicated that there was improvement in students' achievement in writing descriptive paragraph.

From the observation done during the teaching learning process of writing descriptive paragraph by using individual pictures, the average percentage result of the students' active participation showed the improvement from Cycle 1 that was 69.36% to 79.03% in Cycle 2. Further, the result of writing test in Cycle 1 indicated that only 21 students (67.74%) of 31 students achieved the standard minimum score that was ≥ 70 and it increased in Cycle 2 that 25 students (80.65%) of 31 students could achieve the standard minimum score that was ≥ 70 .

Finally, it could be summarized that the use of individual pictures could improve the seventh grade students' achievement in writing descriptive paragraph and their active participation in the teaching learning process of writing descriptive paragraph at SMPN 2 Dringu.

CHAPTER 1. INTRODUCTION

In this chapter, some aspects will be presented. These include background of the research, problems of the research, objectives of the research, and significances of the research. They will be presented in the following sections.

1.1 Background of the Research

English is placed in the highest priority among languages in the world that is used as a means of communication. It is also used in almost various aspects of human life such as science, politics, social life, technology and education. English is a global language that about a quarter of the world's population is already fluent and competent in English (Crystal, 2003:6). Therefore, English plays an important role for communication among people over the world and people cannot deny they need to master English to communicate well.

In educational institution system in Indonesia, English is important that must be taught from junior high school level to university level to face the globalization era. For junior high school students, English is taught as a compulsory subject. According to Brown (2000:232), in learning English the students are require to master four language skills, namely listening, speaking, reading, and writing. Besides those four language skills, students should acquire the language components, vocabulary, grammar and pronunciation. Therefore, teachers should implement teaching learning process of English that reflects the four language skills and the three language components.

Writing can be considered to be a very important skill among the other skills of English for the students to be mastered. Based on the Institutional Level Curriculum / KTSP 2006, students studying at the seventh grade of junior high school

especially in second semester are required to be able to write a paragraph or a text in the genre of descriptive.

However, writing is not easy. According to Heaton (1988:135), writing skill is complex and sometimes difficult to teach to the students. The students who learn English as the foreign language often find difficulties in writing. There are several component which need to be considered by the students while the process of writing. According to Brown (2000:244-245) those components are content, vocabulary, language use and punctuation that should be considered in order to write well. In writing process the students have to compose their writing by using their own choice of sentence structure and organize their own ideas in a good paragraph.

Based on the preliminary study that the researcher conducted at SMPN 2 Dringu in the form of interview the English teacher. It was intended to get the basic information about the students' active participation during the teaching learning process of English and to get the information about the previous score of writing test. The result of the students' previous writing score showed that only 18 students (58.06%) of 31 students who got score ≥ 70 . Only 50% of the students in class VII A were actively participated during the teaching learning process of English. Based on the result of the informal interview that I did with the students, I found all the students' problems were on starting to write, finding the ideas to write, and constructing sentences.

In addition, the teacher said that those following reasons were considered as the causes of that condition. First, the teacher thought that they still have difficulties in generating and organizing their ideas well in the written form. They could not find the ideas what to write and how to develop it. Second, the teacher found that many of the students did many errors in grammar. They used incorrect subject/verb agreement such as "*He is wear a tidy cloth*" instead of writing "*He wears tidy clothes*". The last problem was related to the vocabulary. The students had limited vocabulary and faced some difficulties in understanding the words meaning, so they used wrong words in writing.

Besides, from those problems above the researcher found that some of the students were not interested in learning writing. Furthermore, the English teacher did not use any media in teaching writing. The teacher taught writing by following materials in the textbook and for the students' writing task the teacher asked the students to translate the text from Indonesia to English. Thus, the students felt bored because the teacher just explained the material from the text book after that asked the students to write a paragraph based on the exercises provided in LKS. So, it made the students unmotivated in learning writing and only a few students were active in the teaching learning process of writing.

Based on the problems that happened in the classroom, the researcher and the English teacher discussed and agreed to conduct Classroom Action Research in class VII A to solve their writing problem. O'Brien (1998:1) states that one of the focuses in classroom action research is solving the real problem. So, the main purpose of conducting this classroom action research was to solve the real problem faced by the students of class VII A, especially about their problem in learning writing.

The individual pictures were believed to improve the students' descriptive paragraph achievement, to motivate the students, to attract the students' attention and to help the students' generate their ideas. According to Wright (1989: 22), pictures can motivate learners and to remind them what to say. Therefore, to solve the students lacked of vocabulary, by looking at the pictures that each picture contains of different objects and vocabularies, it would help the students understand directly about the meaning of the words and easier to remember new vocabulary that they got. Therefore, the students' problem in finding the ideas could be solved by using individual pictures because they only tell anything that they could see in the pictures and write it down meaningfully in the form of good paragraph writing.

The individual pictures were believed to improve the students' writing and they could help them generate, elaborate and organize their ideas. It was proved by the classroom action research results done by Halim (2011) entitled Improving The Grade VIII-C Students' Writing Achievement Of Recount Paragraph By Using Single

Pictures at SMPN 2 Puger. The objectives of his study was to know the use of single pictures to improve students' writing achievement in teaching recount paragraph and investigated the students' participation during teaching writing a recount paragraph by using single pictures. The result showed that the students' motivation in writing recount paragraph improved. The similar action research done by Prakasa (2013) entitled the effect of using single pictures on the seventh grade students' descriptive paragraph writing achievement at MTs Negeri 2 Jember. The objective of his study was to find out the use of single pictures could improve the students' writing achievement in teaching descriptive paragraph. This technique could improve the students' writing in experimental class which the results of experimental class were higher than the control class.

Based on the explanation above, the results of the research above showed that single pictures or individual pictures could improve the students' achievement in writing a paragraph. In this research, the researcher tried to apply individual pictures during the teaching learning process of writing. By using individual pictures as the media of learning, the researcher wanted to increase students' active participation during the teaching and learning process of writing and improve students' achievement in writing descriptive paragraph. Therefore, the researcher conducted a classroom action research entitled *“Improving the Seventh Grade Students' Achievement in Writing a Descriptive Paragraph by Using Individual Pictures at SMP Negeri 2 Dringu”*.

1.1. Problems of the Research

Based on the background of the research, the problems of the research were stated as follows:

- a. How can the use of individual pictures improve the seventh grade students' active participation in the teaching learning process of writing a descriptive paragraph at SMP Negeri 2 Dringu?

- b. How can the use of individual pictures improve the seventh grade students' achievement in writing a descriptive paragraph at SMP Negeri 2 Dringu?

1.2. Objectives of the Research

Based on the problem formulations of the research above, the objectives of the research were as follows:

- a. To improve the seventh grade students' active participation in the teaching learning process of writing a descriptive paragraph by using individual pictures at SMP Negeri 2 Dringu.
- b. To improve the seventh grade students' achievement in writing a descriptive paragraph by using individual pictures at SMP Negeri 2 Dringu.

1.3. Significance of the Research

The results of this research are expected to give some contributions and to be useful for the following people.

- a. The Students

The results of this research hopefully can be useful to give the students a new learning experience. By implementing the individual pictures in teaching writing to the students, they will learn many new words and it will be easier for them to memorize words and to understand the words meaning while looking at the pictures. It is also expected to improve the students' achievement in writing a descriptive paragraph and also the students' active participation during the teaching learning process of vocabulary especially by using individual pictures.

b. The English Teachers

The results of this research hopefully can be useful for the English teachers to consider the use of individual pictures as an instructional medium to teach writing a descriptive paragraph to the students. The English teachers can take information and input from this research to improve their teaching performance. Besides, the result of this research is also expected to help the English teachers to find a solution about how to encourage the students' active participation and their achievement in the teaching learning process of writing.

c. The Future Researchers

The results of this research hopefully can be useful for other researchers as information and input to conduct further research dealing with a similar problem. It can also become additional references to other researchers who want to conduct a further research of writing a descriptive paragraph by using individual pictures with different research design such as an experimental research or the same research design that is a classroom action research but with different levels of the students of different schools.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the theories related to the research problems. They cover the definitions of writing, the aspects of writing, descriptive paragraph, definition of pictures, the types of picture used in writing, the advantages and disadvantages of using pictures as media in writing, the procedures of using individual pictures in writing, and research hypothesis. They will be explained respectively in the following sections.

2.1 Definitions of Writing

Writing is one of the important language skills that should be learnt by the students in many levels from junior high school, senior high school and university levels. In this case, the students should be able to express everything in their mind as an idea and feeling in the written form. They may share their knowledge and their own experience through writing.

There are many different definitions about writing stated by some experts in language teaching. According to Harmer (2004:79) writing is a form of communication to deliver through or to express feeling through written form. In addition, Chaffee (1999:5) say that writing is an active, purposeful, process that uses system of written symbol for thinking and communicating. It means that through writing, the studennts can express ideas, feeling, and experiences to convey a specific purpose.

The other experts also have different definionts about what writing is. According to Oshima and Hogue (2007:15) writing is a process of creating the ideas,

organizing the ideas, writing a rough draft and polishing rough draft by editing it and making revisions. It is supported by Langan (2008a:12) that writing is a process of continuing discovery that involves series of steps, not an automatic process. In other words, writing is a thinking process which involves some processes and considerable period of time to express everything in their mind in the written form.

2.2 Aspects of Writing

There are five aspects of writing that will be assessed in this research. They are content, organization, grammar, vocabulary and mechanics. Each aspect of writing will be reviewed in the following parts.

2.2.1 Content

Content is one of the aspects that important to be considered to make the reader understand the ideas and the message deliver clearly through written form. According to Langan (2008a:8), the first concern in good writing should be content. It leads to the central idea in the topic sentence. Because of that, it is important for the students to make a good topic sentence that has a clear central idea to control the contents of the paragraph. Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion, Leo et al. (2007:1). In other words, it is called as the body of writing. Therefore, the content of paragraph can be called good if it has a clear main idea that can control the supporting sentences of the paragraph.

2.2.2 Organization

Organization in a paragraph is one aspect of writing that has intention to make a paragraph easier to read. According to Brannan (2003:87), all writing that is easy to read follows an organizational strategy. In writing a good paragraph, the students should consider and concern with this organizational skill of paragraph that covers

unity and coherence. Those unity and coherence play an important role in writing a good paragraph. The unity and coherence will be reviewed in detail in the following parts.

a. Unity

In organizing a good paragraph, unity is an important element while writing. Every good paragraph has unity. It means that in each paragraph, only one main idea is discussed. If the writers start to discuss a new idea, begin a new paragraph (Oshima and Hogue, 2007:67). One topic in a paragraph becomes the characteristic of unity and supported by the supporting sentences that are related with the main idea in the paragraph. Savage and Shafiei (2007:12) confirm that the supporting sentences must support or explain the controlling idea with examples, details, steps or definition and it can make your writing rich and interesting.

b. Coherence

Beside unity, another of good paragraph is should be coherent. Coherence means that the ideas and the sentences should flow smoothly allowing the readers to follow its progression with ease (Mc Whorter, 2010:149). Beside that, Savage and Shafiei (2007:16), the supporting details are organized so that information that goes together and appears together. Therefore, a paragraph has coherence when all of the sentences in that paragraph are well organize that the evidence seems to flow smoothly how well an idea can be expressed through a sentence that leads to another idea and sticks together to support the main idea.

According to McWhorter (2010:149), transitional words and phrases help the reader follow a spatial arrangement and see how details relate to each other. It is supported by Bram (1995:22) who confirms that to achieve coherence, the writer needs to use the transitions, such as, however, although, finally, and nevertheless. It means that a paragraph can make coherence by using transitional words to connect the sentences in the paragraph. In this research, the students' paragraph writing were evaluated from the aspects of writing organization (coherence and unity).

2.2.3 Vocabulary

Words are the basic tool that is very important to use in writing a good paragraph. According to Richards and Rodgers (2001:37) say that vocabulary is one of the most important aspects for foreign language. That is why everybody who learns English or a certain foreign language should know the words. The mastery of vocabulary can support them when they are communicating to people in the form of writing and translating the meaning of words. Elder (2007:73) states that having more vocabulary will help the writers to state their ideas more precisely in writing. In other words, if the wrong words are used in their writing, the readers will not get the writers' messages. Therefore, by mastering more vocabulary it could make the students choose the appropriate words for their writing and it would be interpreted by the reader easily.

Vocabulary is divided into some classes. According to Hatch and Brown (1995:218) the terms used to classify words based on their functional categories are called parts of speech which include nouns, verbs, adverbs, prepositions, pronouns, conjunctions, articles and interjections. Furthermore, being able to recognize these parts of speech can help the students write effectively and become a critical evaluator of their own work.

2.2.4 Grammar

Grammar is important while writing. It is because grammar is set of the rules that need to construct the sentences in a good sense to make it understandable for the readers. Fairbrain & Winch (1996:108) state that grammar is a set of rules to help you to construct sentences that make sense and acceptable in English. According to Thornbury (1999:1), grammar is the study of the forms (or structures) in language. Further, he says that grammar is descriptions of the rules sentences are formed. Therefore, grammar concerns to the structure of sentence. Bram (1995:25) says that the lack of grammar makes the writing hard to be interpreted. Thus, the students should write correct and appropriate words to make good sentences with

grammatically ordered to make the reader does not get difficulties to understand what the writer's mean.

2.2.5 Mechanics

According to Heaton (1988:135), mechanic skill is the ability to use correctly the convention of written language. Moreover, Langan (2008:86) says that a paper that contains a number of errors in mechanics will not make a favorable impression on readers. Appropriate in chosen use punctuations will help the reader easier to understand what will be communicated by the writer (Fairbrain & Winch 1996:81). It means, if there are many mistakes done by the writer in mechanics the reader might not understand the message that the writer wants to deliver in a sentence and make the meaning ambiguous.

According to Harmer (2004:44), there are some mechanical components in writing. These include spellings, punctuations, and capitalizations. There are many kind of punctuation marks. Accoding to Mc Whorter (2010:781-797) explains punctuation are as follows.

a. Period (.)

Use to mark the end of the sentence that makes a statement, gives an instruction, or includes indirect question.

Example: Statement → Jack Collin is the amazing person I have ever met.

Instruction → Use that sun block as possible during the summer.

Indirect Question → The old woman want to know where the wallet was found.

b. Question mark (?)

Use a question mark to end a sentence that asks a direct question.

Example: How are you today?

c. Exclamation point (!)

Example: I scored three goals at the soccer game!

d. Commas (,)

A comma (,) is used to separate parts of sentence from one another. There are several functions of comma in sentences:

1. Use comma before coordinating word (and, but, for, nor, or, so, yet) that joins two independent clauses.

Example: My mother's kitchen is not big, but it is warm and comfortable.

2. Use comma to separate three or more items in a series.

Example: Hiking, travelling, and reading a novel are just a few of his hobbies.

3. Use a comma to separate two or more adjectives that modify the same noun when they are not joined by coordinating noun.

Example: Imam buys a big, beautiful, luxurious house for his parent.

4. Use a comma to separate introductory words, phrases, and clauses from the rest of a sentence.

Example: Introductory word → above, the sky was a mass of clouds

Introductory phrases → at the start of the research, the researcher were optimistic success.

Introductory clause → If you are ill, you should see a doctor.

5. Use comma to set off a nonrestrictive word group from the rest of sentence.

Example: Most people either love or hate fruitcake, *which is a traditional holiday desert*.

6. Use comma to set off parenthetical expressions.

Example: Furthermore, he says that writing is one of important skill that student should be mastered.

7. Use comma with date, addresses, title and numbers.

Example: Imam graduated on November 9, 2013.

e. Colon (:)

Use a colon to introduce a list or a series.

Example: In my pencil case, I put several items: two pencils, a sharpener, a ruler, an eraser and three pens.

f. Quotation marks (“ ”)

Quotation mark is used to mark words used as words in your sentence.

Example: She said, “Stand up.”

No, thank you,” she replied.

(In dialogue, place quotation marks around each speaker’s utterance.

g. Apostrophes (’)

Apostrophe is used to indicate ownership.

Example: That silver pajero is Imam’s car.

Capitalization is one of the aspects of mechanics and the students also should concern about this. To make writing effective and meaningful, one has to know the rules of English capitalization. The meaning of the sentence might change as well without appropriate capitalization. According to McWhorter (2010: 803-804), the words that the first letter should be capitalized in working a piece of writing for examples,

a. The pronoun I

Example: He went to school while **I** was working.

b. The first word of a sentence

Example: **W**riting is important skill to be learned

c. Names of specific places

Example: **M**ount Bromo, **P**robolinggo

d. Names of days, month, and specific days

Example: **W**ednesday, **O**ctober, **C**hristmas

e. Names of specific group of people (nationalities, races, and ethnic group), languages, and religions

Examples: British, Japanese, French, Christ

f. Names of subjects with course numbers

Example: **L**istening II

g. Names of specific organization (business, clubs, schools)

Example: **J**ember **U**niversity

h. Title of compositions, books, stories, magazine, newspaper, plays, poems, and movies

Examples: Pictures for Language Learning, Writing English Language Tests.

The other mechanic skill is spelling. In writing, spelling plays an important mechanic skill should be concerned by the students because the wrong spelling can confuse the readers. It is supported by Farbrain and Winch (1996:100), poor of spelling can make meaning ambiguous and nonsense sentences. In this research, mechanics dealing with the use of punctuation, capitalization, and spelling were evaluated for the students' paragraph writing.

2.3 Descriptive Paragraph

A paragraph is a group of sentences about one topic (Zemach and Islam 2005:9). Further they state that every sentence in a strong paragraph is about the same topic which explains the writer's main idea. In line with this idea, McWhorter (2010:140) confirms that, a paragraph is a group of connected sentences that develop an idea about a topic. In writing a good paragraph there are three structural parts that are very important and should be considered by the students to help tie the paragraph to the idea in the topic sentence.

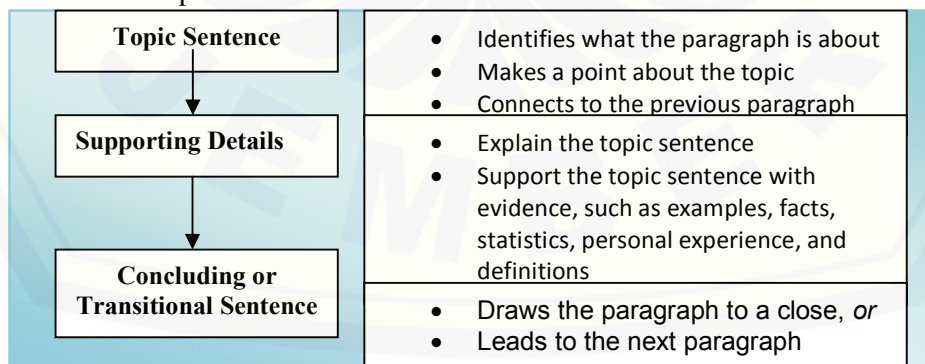


Figure 2.1 The Structure of Paragraph
(Adapted from McWhorter, 2010:140)

According to Oshima and Hogue (2007:38), a paragraph has three parts; a topic sentence, supporting sentences and conclusion. Thus, a combination of several sentences can be called as a paragraph if they have three things. A topic sentence to tell the readers what topic the paragraph is going to discuss, supporting sentences that give details about the topic sentence, and concluding sentence which has function to summarize the main idea or restates the topic sentence.

There were many kinds of text or paragraph in English that have been learned by the students in junior high school. In this research, the researcher focussed on descriptive. According to Mc Whorter (2010:12), a descriptive paragraph is used to describe a person, a place or a thing precisely so that the reader “sees” the items clearly in his or her imagination. Then, he also state that descriptive presents detailed information about people, places and things by appealing to one or more of the five sense – sight, sound, smell, taste and touch, it usually also creating an overall impression or feeling. It means that, a descriptive paragraph is a paragraph that visualizes a place, objects, or a person by describing the pictures through the words by telling what or how something looks like in details. The purpose of description is to convey the reader what something looks like by creating a picture with words.

In writing a descriptive paragraph, the students should use the sensory imagery, the word sensory imagery is related to the sense of sight, sound, touch, smell and taste that which to be describing, Fabien (2014). Therefore, by using this sensory imagery the students will imagine easily what they want to describe about physical characteristics such as height, weight, and hair color. The students can feel and think their writing description easily by imagining and using their five sensory to make good descriptive paragraph writing.

According to Oshima and Hogue (2007:72), there are two keys to make a good descriptive writing. The first key is using space order. In the space order, the writer can describe something from left to right. For example, when describing a person, the writer can start by the person’s head and end with the person’s feet. The second key is using specific details. While describing something, the writer likes

painting a picture using words. The purpose is to make the readers imagine or see what the writer has described. The writer in this way should use a lot of specific details.

2.3.1 Generic Structure of a Descriptive Paragraph

A descriptive paragraph focuses on the characteristic features of particular things like a person, an animal, a thing and a place. In writing descriptive paragraph, there are two main points that must be obeyed. They are generic structure and language features or grammatical pattern of descriptive paragraph. A descriptive paragraph focuses on the characteristic features of particular things for example a person, an animal, a thing and or a place. According to Zaida (2013: 56), the generic structure of descriptive paragraph is explained as follows:

1. Identification

This part of the paragraph introduces in general information the person/things described (for example the name of the object)

2. Description

This paragraph gives the details of the person/things described in details. It may describe parts, qualities, and or characteristics.

2.3.2 Language Features of Descriptive Paragraph

Beside the generic structures of descriptive paragraph, the students should know what the language feature is or the grammatical pattern of descriptive paragraph. By understanding the language features of descriptive paragraph, the students can identify or arrange a descriptive paragraph easily. The language features also as a part of characteristic to distinguish descriptive paragraph with other genres. The grammatical pattern or the language features of descriptive paragraph were as follows:

- a. Use of particular noun (for example *an actor*)

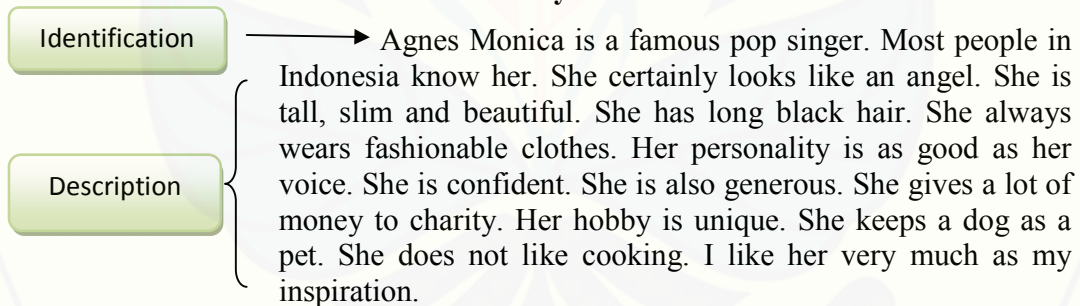
- b. Use of detailed noun groups to provide information about the subject (for example *She has big round eyes and black curly hair*)
- c. Use adjectives (for example *beautiful, old, young, big*)
- d. Use of relating verbs to provide information about the subject (for example *He stands about 175 cm*)
- e. Use of action verbs to describes the subject’s behavior (for example *Moreover, she is friendly that makes her loveable*)

(Priyana et al, 2008:31)

2.3.3 Example of Descriptive Paragraph

Here is an example of descriptive paragraph about a famous person entitled “My Diva” taken from Contextual Teaching and Learning for SMP/MTs (Kumalarini *et al.*, 2008:140).

My Diva



2.4 Definitions of Pictures

Pictures are one instructional media that can be used to motivate the students in learning writing. According to Wright (1989:3), pictures are the most suitable tool for the revision of known language and more recombination of manipulation words

and also picture are not just an aspect of method but through their representation of places, objects and people, they are an essential part of the overall experiences we must help our students to solve it.

Pictures are drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps can be valuable resource for teaching writing (Raimes, 1983:27). She further states by looking at the pictures the teacher can find valuable resource in the pictures. Pictures provide a shared experience for the students in the classroom that leads to a variety of language activities. Furthermore, she states because everybody likes to look at picture, it can provide a stimulating focus for the students' attention. A picture brings the outside world into classroom in vividly concrete way. Moreover, not all pictures can be used in the teaching learning process. It means that, the teacher should be selective in choosing the pictures that appropriate with the topics discussed in the class. Based on the statement above, the use of pictures in teaching writing could make the students interested and helped them to express the ideas easily to write a descriptive paragraph.

2.5 Types of Pictures Used in Writing

There are some kinds of picture that can be used as media in teaching writing in the classroom. The picture can be taken from drawings and paintings. It also can be taken from newspapers, magazines, textbooks or photographs. Yunus (1981:49-53) classifies three kinds of pictures that can be used as media in teaching writing namely, individual pictures or single pictures, composite pictures, and picture in series. Those three types of pictures will be explained in detail in these following parts.

2.5.1 Individual Pictures

Pictures as media used in the teaching and learning process of writing play an important role to help the students to express the ideas. Individual pictures are pictures of single objects, people, or activities. According to Wright (1989:193), the individual pictures such as pictures of single people, objects and actions can help the students to think about the pictures and get their ideas and easy to interpret. In this research, individual pictures were used as the instructional media in teaching writing and appropriate for the beginners to practice their descriptive paragraph writing.

The individual pictures were chosen as the media to make good descriptive paragraph writing because pictures were easier to describe by the students for seventh grade of junior high school than composite pictures and picture in series. It was because there was only one activity, object, animal or person. Individual pictures were one of media that could help the students to memorize and understand about the material quickly.

According to White and Arndt (1992:31), although individual pictures may be used as a prompt, each student will bring a different perception and interpretation. Thus, individual pictures also helped students to produce different vocabulary depending on the students fancy. There are many sources to get individual pictures easily. It can take from magazines, catalogues, greeting cards, advertisement, and etc (Wright, 1989:182). The pictures must be suitable and appropriate with the level of students and the topic that would be discussed in the classroom. Because of that, it should be giving more attention and selective in choosing good pictures, not all pictures can be applied in teaching learning process. The students would be interested in writing if they looked at the individual pictures which were provided by the teacher and the students could imagine what they should write about. It was mentioned clearly that individual pictures were good for the students to begin their writing. Finally, it was assumed that the students would be able to produce a short simple descriptive paragraph writing based on the individual pictures. Below is the example of individual pictures.

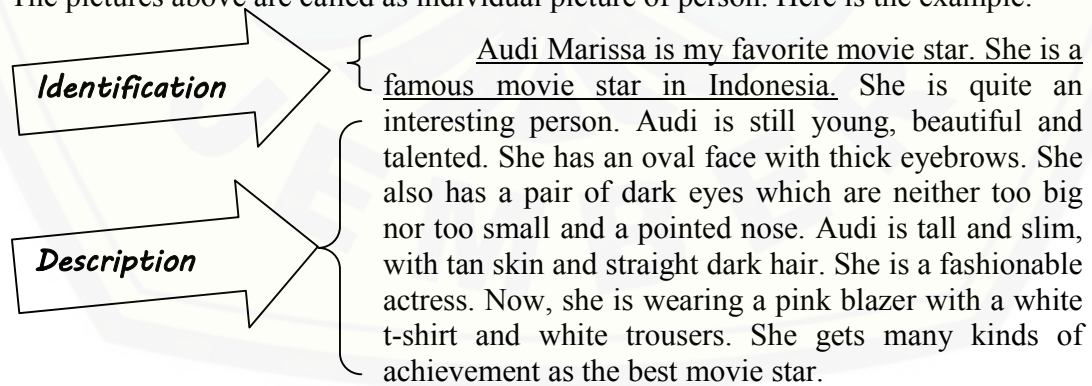
a. Picture of person:



Figure 2.2 The example of individual picture

Retrieved from, <http://www.google.com/> [February 17,2014]

The pictures above are called as individual picture of person. Here is the example:



b. Picture of animal:



Retrieved from, <http://www.google.com/> [January 18,2015]

That picture above is called as individual picture of animal. Here is the example:

Lion

Identification

Description

Lion is my favorite animal. Lion is a kind of wild animal. It belongs to carnivore. Lion has big eyes. The jaws are short and strong that are used to kill the prey quickly. The tongue's upper surface has small bumps on it which enables the lion to hold on the meat while eating. Its legs are short with very powerful muscles that are used to sprint and bring down large prey. We can find it in the jungle or zoo. The lion can eat zebras, buffaloes, and deer. The male lion has a mane. Lion is known as the "King of the Jungle."
(Source: Zaida, 2013:50)

In this research, individual pictures were used as the instructional media in teaching writing a descriptive paragraph. These pictures were chosen because it was simple and appropriate applied in teaching writing a descriptive paragraph for the beginners in seventh grade students.

2.5.2 Composite Picture

According to Yunus (1981:49), a composite picture is a picture that shows a sense of people, place, or thing in which a number of people can be seen doing things. In line with that statement, Wright (1989:98) confirms that a composite picture is a picture which gives detail information. Thus, a composite picture is a picture that provides many different activities or information in it. The students can see places, people and events in one picture with detail information.



Figure 2.3 The example of composite picture

(Source: Kumalarini et al., 2008:41)

The picture above tells us about some activities of the people in the supermarket.

On Sunday morning, my grandpa and I go to supermarket. This is my first experience to go to supermarket. There are so many people in the supermarket. The old woman who wears glasses is buying a kilogram of carrots. A woman who has short blond hair is paying the bill in the cashier. A couple of husband and wife are choosing a pack of beef for their dinner. The officer of supermarket arranges many

tins of coke in the refrigerator. A boy who wears a cap is playing code machine. A girl wearing a blouse is angry because of her friend who hiding behind her. A young man is buying a cup of instant noodle for his lunch. My grandpa buys a kilogram of carrots, some fruits and some vegetables in his trolley. I really enjoy shopping in the supermarket. (Kumalarini et al., 2008:41)

2.5.3 Picture Series

Picture series is a picture which shows the activities related or connected each other that has a function to tell a sequence of events in a story. In line with this idea, Wright (1989:201) confirms that picture in series shows sequences of pictures. This statement is supported by Yunus (1981:50) who states that picture in series are a number of related composite pictures link to form a sequence.



Figure 2.4 The example of picture in series

(Source: Zaida, 2013:36)

Based on the picture series above, it can be written a story of a monkey and a turtle based on the series of pictures as follows.

Once upon a time, there was lived a naughty monkey, Zippo that lived in the jungle with his best friend, who is a kind hearted turtle, Nico. One day, Zippo was

very hungry. Then, he saw Nico walking alone on the seashore. He asked Nico to help him cross the river. The naughty monkey and his best friend crossed the river. Zippo saw there was a banana tree behind that house. He told his best friend that he would take that banana for them. Finally, the naughty monkey climbed the banana tree. He ate the banana by himself on the tree. He forgot about his friend. Unluckily, there was Mr. David who had a banana tree and saw Zippo on the tree eating his banana. He was angry. He brought a stick and poked it into the naughty monkey. The naughty monkey fell down and he forgave to Mr. David. (Zaida, 2013:36-37).

2.6 The Advantages and Disadvantages of Using Individual Pictures as Media in Teaching Writing

Media are considered as one of the important learning instruments used by the English teachers in teaching writing. It could help the English teacher to attract the attention of the students. In this research, pictures were used as instructional media in teaching writing. It was because there had been many researchers conducting a research by using pictures as the instructional media to improve students' writing ability and as a result, the research was successful. Therefore, they believe that pictures could solve students' problem in writing. As instructional media, individual pictures were chosen because it could raise interest and motivation a sense of context of the language and a specific reference point or stimulus (Wright, 1989:2).

There were some advantages of using pictures as media in the teaching learning process of writing as follows. According to Wright (1989:17), there are five advantages of using individual pictures in language teaching and learning process as follows.

1. Pictures can motivate the students and make them pay attention and take a part in the teaching leaning process of writing.
2. Pictures contribute to the context in which the language is being used. They bring the world to the classroom.
3. Pictures can be described in an objective way or interpreted or responded to subjectively.

4. Pictures can cue responses to questions and cue substitution through controlled practice.
5. Pictures can stimulate and provide information referred to convince discussion and story telling.

Furthermore, Yunus (1981:53-54) give some reasons about the advantages of using pictures as the instructional media. They are as follows.

1. Pictures are very useful for presenting new grammatical and vocabulary items.
2. Pictorial material allows meaningful practice of vocabulary and structures presented by the teacher.
3. Pictorial material can provide a stimulus for using the language of the reproduction and manipulation stages to speak, to read, to write.
4. Pictures can be revised from one lesson to another as well as for long term revision of vocabulary and structures.
5. Pictorial material can be used to supplement whatever textbook the teacher is using / whatever course he is following.
6. Pictorial material is easy to collect, to make, and to transport.

There are some disadvantages of using pictures as media in the teaching learning process of writing as follows.

1. Sizes and distances are often distorted.
2. Lack of color in some pictures limits proper interpretation.
3. Students do not always know how to read pictures.

(Gerlach and Ely, 1980:227)

To overcome the disadvantages about the use of individual pictures stated above, the researcher may consider the following solutions:

1. In this research, the researcher provides the medium size of individual pictures (42.0 x 59.4 cm) so, the students can see the pictures clearly.
2. The researcher must prepare the pictures that interesting for the students; the pictures as the material given to students are not only beautiful with full of colour

but also visible for the students and they can increase their interest in learning writing by using the pictures.

3. The researcher ask the students to identify the pictures, provide some vocabularies related with the pictures, step by step guide them how to make a sentence based on the pictures provided, and combine all the sentences they have made in a paragraph.

2.7 Criteria of Selecting Good Pictures

The teacher should be creative in using the media of pictures in teaching writing. It means the pictures should be appropriate with the topic of writing being taught. According to Wright (1989:3) there are five criteria for selecting good pictures for the students as follows:

- a) The pictures must be easy to prepare; teachers can find pictures easily which do not spend much money and time to prepare in many of printed media which have several pictures, such as; newspapers, magazines, brochures, advertisements that are appropriate in teaching writing.
- b) The pictures must be easy to organize; the teachers have to consider whether the efforts to organize the pictures are complicated or not if they are applied in the classroom until the end of the teaching learning process.
- c) The pictures must be interesting; the pictures as the material given to students are not only beautiful but also visible for the students and they can increase their interest in learning.
- d) The pictures must be meaningful and authentic; the pictures must fit with the best principles of education.
- e) The pictures must be excellent point of view and sufficient amount of languages; pictures give rise to a sufficient amount of language in the language lesson.

Based on the statement above, the criteria of good pictures should be easy to prepare and organize, interesting for the students, and it also should be relevant with the best principles of education.

2.8 The Procedures of Using Individual Pictures in Teaching Writing

The teaching and learning English writing was not easy not only for the students but also for the teacher. Moreover, the teacher should use appropriate media for teaching writing. In learning writing by using the media, it is important how to apply the media acceptable and appropriate with the material in the classroom. Moreover, the use of instructional media can help the teacher provide information and make the students understand clearly the concept of language and to motivate the students to be more creative in writing. According to Heinich et al. (2002:12), the effectiveness still depends on the teacher. To make the students enthusiastic and interested in their first impression while writing activities, the teacher has to use various ways in how to use the pictures creatively.

In this research, the procedures of teaching writing by using individual pictures were as follows;

1. The individual pictures were shown to the students.
2. The teacher gave some leading questions related to the individual pictures to the students.
3. A list of useful vocabularies was given to the students.
4. The teacher gave the example of writing a descriptive paragraph based on the individual picture.
5. The teacher explained about a descriptive paragraph.
6. The teacher asked the students to identify the generic structure of a descriptive paragraph.

7. The teacher asked the students to make groups of three students.
8. The teacher distributed the worksheet to the students.
9. The students generated the ideas in the sentences based on the pictures given in groups.
10. The students were asked to write a descriptive paragraph based on the individual picture.
11. The teacher asked the students to submit their writing work.
12. The teacher checked one of the students' work in front of the class.
13. The teacher reviewed the material by question and answer to conclude the lesson.

(Wright, 1989:70)

2.9 Action Hypothesis

Based on the literature review and the research problem, the hypothesis of this action research was formulated as follows:

1. The use of individual pictures can improve the seventh grade students' active participation in the teaching and learning process of descriptive paragraph writing at SMPN 2 Dringu.
2. The use of individual pictures can improve the seventh grade students' descriptive paragraph writing achievement at SMPN 2 Dringu.

CHAPTER 3. RESEARCH METHODS

This chapter presents the research methods that will be applied in the research. The methods cover research design, area determination method, subject determination method, data collection methods, and research procedures that will be presented respectively in the following parts.

3.1 Research Design

This research was intended to improve the VII- A descriptive paragraph writing achievement and their active participation in the teaching learning process of writing a descriptive paragraph by using individual pictures at SMPN 2 Dringu. According to McMillan (1992:44), a classroom action research is a type of action research with the purpose of solving a specific classroom problem or making a decision at a single local side. In line with this, Elliot (1991:69) states that the classroom action research is the study of a social situation with a view to improve the quality of action within it. In conclusion, the classroom action research was intended to solve a specific problem that happened in the classroom and to improve of the seventh grade students' achievement in writing a descriptive paragraph at SMPN 2 Dringu.

This classroom action research was conducted at SMPN 2 Dringu. In this research, the researcher collaborated with the English teacher of the seventh grade students of SMPN 2 Dringu. In order to achieve this objective, the classroom action research was done with the cycle model. Each cycle consisted of four stages activity: the planning of the action, the implementation of the action, observing the teaching learning process, analyzing the data and doing reflection of the action (Elliot,

1991:70). Since the results of the writing test in the first cycle had not achieved the objectives, the action was continued to the second cycle.

The design of this classroom action research is illustrated in the diagram 3.1:

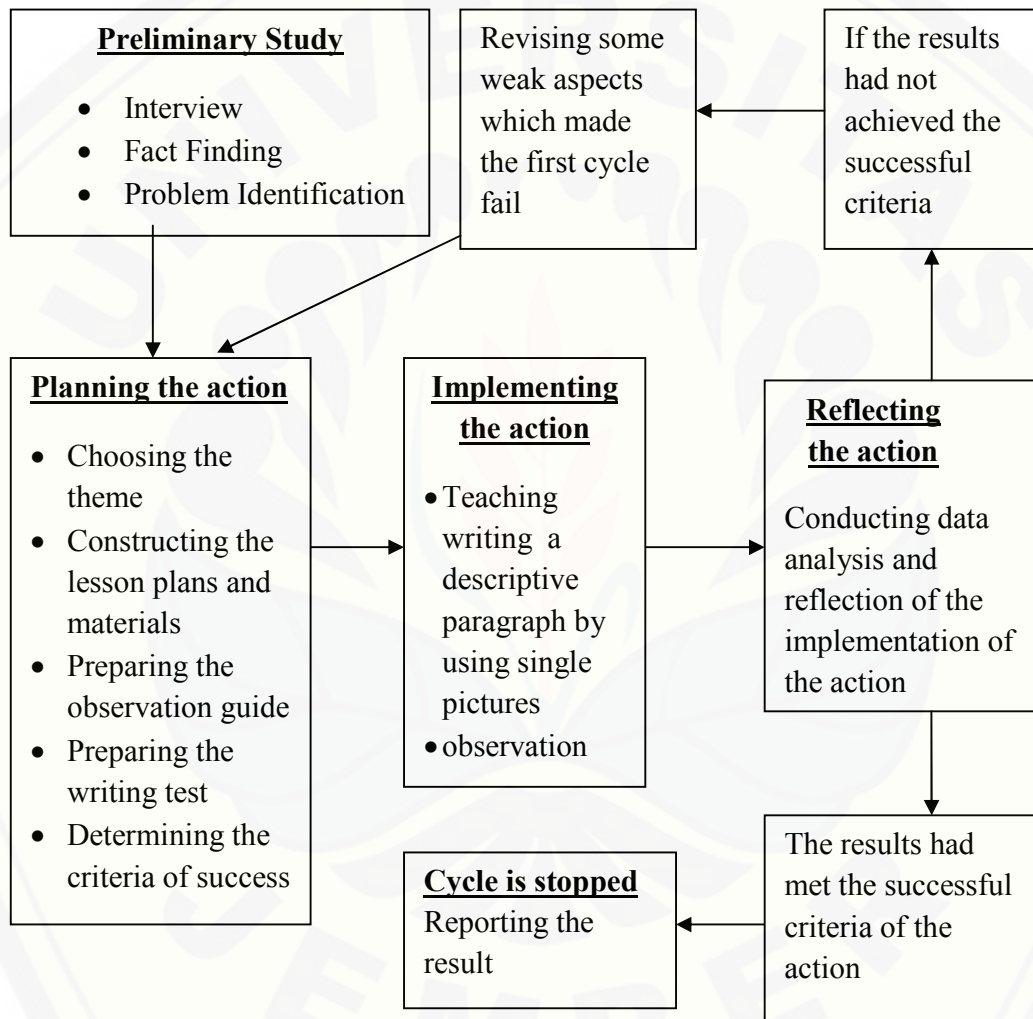


Diagram 3.1 The Design of the Classroom Action Research

(Adopted from Lewin, in Elliot, 1991 : 70)

Based on the research design above, the detail activities of the research designs were as follows:

1. Interviewing the English teacher to identify the problem that happened in the class, the technique used by the English teacher in teaching writing.
2. Finding the teacher's documents about the names of the subjects and the students' previous writing scores.
3. Planning the action in the first cycle (constructing the lesson plans for meeting 1, meeting 2 and preparing the pictures).
4. Implementing the actions in the first cycle by using individual pictures in teaching a descriptive paragraph by the researcher.
5. Observing the classroom done by the English teacher, while the researcher is implementing the first action.
6. Giving the descriptive paragraph writing achievement test to the students after the action in third meeting to know whether the target score can be achieved or not by the students.
7. Analyzing the results of the descriptive paragraph writing achievement test quantitatively by using the percentage formula.
8. Reflecting the results of writing test and class observation descriptively.

Since the result of the action in the first cycle could not achieve the successful criteria, the action was continued to the second cycle with the following steps:

1. Planning the action by constructing the lesson plans and materials for the second cycle by revising the weak aspects that made the first cycle fail.
2. Implementing the second action cycle by using individual pictures in teaching descriptive paragraph writing based on the revised lesson plan.
3. Observing the students' participation during the action in the second cycle by the researcher and the English teacher in turn.
4. Giving the descriptive paragraph writing achievement test to the students after the actions given in the third meeting to know whether the target successful criteria could be achieved or not by the students.

5. Reflecting the results of the descriptive paragraph writing achievement test and observation in the second cycle descriptively.
6. Drawing a conclusion to answer the research problems.

3.2 Research Area Determination Method

The area of this action research determined purposively. According to Fraenkel and Wallen (2000:112), a purposive method is a method in choosing a research based on a certain purpose or reason. There were some considerations of choosing SMPN 2 Dringu as the research area. First, based on the interview with the seventh grade English teacher of SMPN 2 Dringu, the English teacher informed that the seventh grade students of SMPN 2 Dringu still had difficulties in writing a descriptive paragraph. Second, the English teacher in that school had never used individual pictures in teaching writing a descriptive paragraph in her class. Third, the headmaster and the English teacher gave permission to the researcher to conduct a classroom action research in that school. In addition, the English teacher agreed to collaborate with the researcher to conduct this action research.

3.3 Research Subjects Determination Method

The subjects of this research were the seventh grade students of SMPN 2 Dringu, especially VII A class in the 2014/2015 academic year. There were four classes of the seventh grade in SMP Negeri 2 Dringu in the 2014/2015 academic year. The researcher only chose one class as the research subjects who had the lowest mean score in writing among the four classes and it was VII – A class. The number of the students in this class was 31 students which consisted of 19 boys and 12 girls. Based on the information from the English teacher in the preliminary study, the VII-

A class students still had difficulties in writing. Moreover, the minimum standard requirement score of English at this school was 70, but the students who could reach the target score of 70 were only 18 (58.06%) students of 31 students. In addition, according to the teacher's information that the students' participation in this teaching learning process of English was still passive.

3.4 Data Collection Methods

The data collection method was the method that be used to collect the data in a research. The methods that were used in collecting the data were writing test, observation checklist, interview guide, and documentation.

3.4.1 Primary Data

a. Writing Test

In this classroom action research, writing test was used to measure the students' achievement in writing a descriptive paragraph through individual pictures after the students were given the action. The scores of writing test result were the primary data to know their ability in writing a descriptive paragraph through individual pictures. It was intended to measure the seventh grade students' achievement in writing a descriptive paragraph by using individual pictures. Dealing with test, Hughes (2003:11) classifies test into four kinds of test based on the types of information provided. They are proficiency test, achievement test, diagnostic test, and placement test.

In addition, a good test must fulfill two requirements are valid and reliable (Fraenkel and Wallen, 2006:150), Validity refers to appropriateness, meaningfulness, and usefulness of the inferences a researcher makes. Then, Hughes (2003:29) points out that test is said to be reliable whenever it can give consistent results wherever it is done. Dealing with the reliability of the writing test, the researcher applied inter-rater reliability (the score will be given by two scorers). Therefore, the researcher

collaborated with the English teacher in scoring the writing test results. Both the researcher and the teacher got the same students and worked at the same time but, they scored the students' work in different places. They used the scoring criteria of writing to score the students' work. If there was a different score given by the researcher and the teacher, they discussed together and decided the appropriate score that was given. In this research, the instructions of scoring the students' worksheet were as follows.

1. Discussing the writing aspects that covered vocabulary, grammar, mechanic, content and organization to score their work.
2. The researcher and the English teacher got the same students' worksheets by copying the students' worksheets.
3. Discussing the scores of the students. If the researcher and the English teacher had different scores more than 10, the researcher and the English teacher discussed, and revised it to get the final score. But, if the different score given by the researcher and the English teacher was less than 10, the scores were added and divided by two to get the final score.

The time allocation for the writing test was 60 minutes. The students were asked to write a descriptive paragraph based on the individual pictures that consisted of 8 - 10 sentences. The indicators measured in writing a descriptive paragraph by using individual pictures covered the aspects of writing, namely: content, organization, vocabulary, grammar, and mechanics. Therefore, analytic scoring method was used in this research to evaluate the students' achievement in writing a descriptive paragraph. According to Hughes (2003:100), an analytic scoring method is a method of scoring which requires a separate score for each number as the aspect of task. The following is the table of the analytical scoring method to score the students' descriptive paragraph writing.

Table 4.1 The scoring criteria of the students' writing a descriptive paragraph

SCORING RUBRIC FOR THE WRITING TEST			
Aspects	Criteria		Score
Content	Knowledgeable • substantive • thorough development of thesis • relevant to assigned topic. (1 sentence is not relevant to the topic)	Excellent	30 – 27
	Some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail. (2-3 sentences are not relevant to the topic)	Good	26 – 22
	Limited knowledge of subject • little substance • inadequate development of topic (4-6 sentences are not relevant to the topic)	Fair	21 – 17
	Does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate. (≥ 7 sentences are not relevant to the topic)	Poor	16 – 13
Organization	Fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive. (1-2 sentences are out of order)	Excellent	20 – 18
	Somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing. (3-4 sentences are out of order)	Good	17 – 14
	Non-fluent • ideas confused or disconnected • lacks logical sequencing and development. (5-6 sentences are out of order)	Fair	13 – 10
	Does not communicate • no organization • OR not enough to evaluate. (the ideas is unclear and confusing)	Poor	9 – 7
Vocabulary	Sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register. (≤ 3 errors of using appropriate words)	Excellent	20 – 18
	Adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> . (4-10 errors of using appropriate words)	Good	17 – 14
	Limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i> . (11-15 errors of using appropriate words)	Fair	13 – 10
	Essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate. (≥ 16 errors of using appropriate words)	Poor	9 – 7

Grammar	Effective complex constructions • few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions. (≤ 5 errors)	Excellent	25 – 22
	Effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions <i>but meaning seldom obscured</i> (6-10 errors)	Good	21 – 18
	Major problems in simple /complex constructions • frequent errors agreement , tense, number, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured.</i> (11-15 errors)	Fair	17 – 11
	Virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate. (≥ 16 errors)	Poor	10 – 5
Mechanics	Demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing. (≤ 5 errors of using punctuation, spelling, and capitalization)	Excellent	5
	Occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured.</i> (6-10 errors of using punctuation, spelling, and capitalization)	Good	4
	Frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured.</i> (11-15 errors of using punctuation, spelling, and capitalization)	Fair	3
	No mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate. (≥ 16 errors of using punctuation, spelling, and capitalization)	Poor	2

(Adapted from Jacobs et al., 1981 in Hughes, 2003:104)

b. Observation

In this research, observation was conducted in each meeting to get the primary data of the students' participation in the teaching learning process of writing a

descriptive paragraph by using individual pictures. The detailed information about the observation will be explained in the research procedures.

3.4.2 Supporting Data

a. Interview

According to Burns (2010:74), interview is a classic way in a research to conduct a conversation that can explore the focus area of the research. In this research, interview was used to get the data about the curriculum used in teaching writing, the students' problem in learning English writing, the technique and media applied by the English teacher in teaching writing and the percentage of students' active participation in the teaching learning process of writing. It was done with the English teacher who teaches the seventh grade students at SMPN 2 Dringu. Dealing with the type of interview, guided interview was used by the researcher in which lists of questions were prepared as a guide while interviewing the English teacher.

b. Document

A document was used to get the supporting data from the written documents such as books, report, daily notes (Arikunto, 2006:149). In this research, document was used to get the supporting data about the lesson plan of English teacher at SMPN 2 Dringu and the previous scores of the students' writing achievement from the English teacher.

3.5 Operational Definition of Key Terms

The operational definition was a guide to understand the concept or the terms used in the research. It was used to avoid misunderstanding that happened between the writer and the reader. The definitions of the terms which were necessary to be defined operationally were as follows:

3.5.1 Writing Achievement

Writing achievement in this research refers to the results of the students' writing test after the students were taught descriptive paragraph writing by using individual pictures. It was indicated by the students' scores of descriptive paragraph writing test results in each cycle.

3.5.2 A Descriptive Paragraph

A descriptive paragraph in this research means a very simple short essay written by the students that visualizes a person by describing or picturing image through the words by telling what or how something looks like in details based on the individual pictures followed by the generic structures and language features. There were four pictures provided in the writing test. The students were asked to choose one of the pictures that they like to describe it into a descriptive paragraph. In writing a descriptive paragraph the students, were asked to write 8-10 sentences based on the picture chosen.

3.5.3 The Students' Active Participation

The students' active participation here means their active or passive participants in teaching learning process of descriptive paragraph writing by using individual pictures in the classroom. The indicators were used to observe the students' participation during teaching learning process were as follows:

- (1)Paying attention to the teacher's explanation by taking a note during the teaching learning process of writing by using individual pictures.
- (2)Asking and answering questions from the teacher during the teaching learning process of writing by using individual pictures.
- (3)Generating the ideas in the sentences to describe the individual picture chosen
- (4)Writing a descriptive paragraph based on the individual picture chosen,

The students were considered active students if at least 75% of the students fulfilled at least three or four indicators of observation and the students were

considered as passive participants if they fulfilled one or two indicators of four indicators stated in the observation checklist.

3.5.4 Individual Pictures

Individual pictures that were used in this research means pictures of single objects, persons, or activities. The individual pictures were used as media in teaching descriptive paragraph writing. These individual pictures were chosen because they could help the students to express their ideas in writing a descriptive paragraph.

3.6 Research Procedures

As stated in the research design, a cycle model was used in this classroom action research. The action was implemented in two cycles which each cycle consisted of four stages. The details activities for each stage were as follows.

1. The planning of the action
2. The implementation of the action
3. Class observation and evaluation
4. Data analysis and reflection of the action

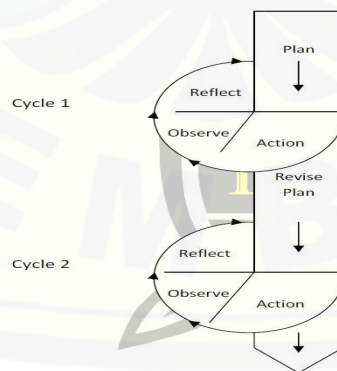


Diagram 3.2 The 'action research spiral'

Adapted from Hopkins (2008:51)

3.6.1 The Planning of the Action

The planning of the action was the first stage that was done before the implementation of the action. There were several activities that were done before the implementation of the action done by the researcher and the English teacher as follows.

1. Choosing the appropriate topic based on the curriculum for the seventh grade students of junior high school
2. Constructing the lesson plan for the first cycle (lesson plan 1 and lesson plan 2).
3. Discussing the lesson plans with the English teacher
4. Preparing the individual pictures as the media in teaching descriptive paragraph writing for the first cycle.
5. Preparing the observation guide for each meeting in the form of a checklist containing the indicators that were observed.
6. Preparing the students' writing tasks dealing with the descriptive paragraph writing exercises.
7. Constructing the writing test by using individual pictures for the first cycle to measure the students' descriptive paragraph writing achievement.
8. Constructing the lesson plans for the second cycle by revising some weak aspects, since the results of the action in the first cycle had not achieved the research objectives.
9. Constructing the writing test for the second cycle.

3.6.2 Implementation of the Action

In this research, after planning the action, the researcher did the action during the school hours based on the schedule of the English lesson in that school (2x40 minutes in each meeting). The action was teaching writing a descriptive paragraph by using individual pictures. The implementation of the actions should be appropriate with the lesson plans made by the researcher and the English teacher. The actions in each cycle were set in two meetings and it was followed by administering the writing test by individual pictures that was given to the subjects after the action in each cycle in the third meeting. The second cycle was done since the results of the first cycle had not achieved the research objectives.

3.6.3 Observation and Evaluation

a. Observation

In this stage of the research, the observation was done during the implementation of the action. It was used to observe the students' participation in the classroom during the teaching learning process of writing by using individual pictures. In this research, the researcher and the teacher worked collaboratively to do the observation during the teaching learning process. According to McMillan (1992:81), Observation in the classroom action research was used to describe the activities, responses, and involvement of the students in the teaching learning process. The observation instrument that was used in this research was observation checklist to know the students' participation in the classroom during teaching and learning process of descriptive writing by using individual pictures. Arikunto (2006:159) confirms that checklist is a list of the aspects or the indicators that will be observed. According to Burns (2010:62) the observation checklist is prepared before the lesson begins and the observation. The indicators of the students' participation during the

teaching learning process of writing a descriptive paragraph by using single pictures were as follows:

- 1) Paying attention to the teacher’s explanation by taking a note during the teaching learning process of writing by using individual pictures.
- 2) Asking and answering questions from the teacher during the teaching learning process of writing by using individual pictures.
- 3) Generating the ideas in the sentences to describe the individual picture chosen.
- 4) Writing a descriptive paragraph based on the individual picture chosen.

The students were categorized as the active students if they fulfilled three of four indicators of the observation checklist. It was the following form of the observation checklist for the students’ participation.

Table 3.2 Observation Checklist of the Students’ Participation

No	The Students’ Name	Indicators				Total	Result	
		1	2	3	4		Active	Passive

b. Evaluation

Evaluation in this research was intended to know whether the use of individual pictures could improve the students’ writing achievement and the students’ participation in each meeting of each cycle. There were two kinds of evaluations that were used in this research, namely process evaluation and product evaluation. The process evaluation was done by conducting observation in every meeting in each cycle during the teaching learning process of descriptive paragraph writing by using individual pictures in the classroom. Another observation was product evaluation was done in the teaching learning process of writing a descriptive paragraph by using

individual pictures. A criterion was used to determine whether the action was success or not. This research was considered successful based on the criteria below:

- a. The result of observation showed that the students' active participation was at least 75% of the students (at least fulfilled three or four indicators stated in the observation checklist).
- b. The use of the individual pictures in writing a descriptive paragraph could improve the student's writing achievement if the result of the writing test showed that at least 75% of the students could get score ≥ 70 in the writing test in each cycle

3.6.4 Data Analysis and Reflection of the Action

3.6.4.1 Data Analysis Method

In this research, there were two kinds of data were analyzed. The data were collected from descriptive writing test in the form of scores. The results of writing test were analyzed quantitatively by using the percentage formula below:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E : the percentage of the students who get score ≥ 70 in the writing test.

n : the number of the students who get score ≥ 70 in the writing test

N : the number of the students (the research subjects)

(Adapted from Ali, 1998:186)

Then, the data collected from the observation of the students' active participation in each cycle were analyzed quantitatively in the percentage by using the formula

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E : the percentage of the students who were actively participate in the teaching learning process of writing a descriptive paragraph by using single pictures.
- n : the number of the students who were categorized as active students.
- N : the number of the students (the research subjects)

(Adapted from Ali, 1998:186)

3.6.4.2 Reflection of the action

In this research, reflection was conducted to evaluate the result of the actions of each meeting gain from the class observation and the writing achievement test in each cycle. The reseacher and the English teacher did the reflectio to find the weaknesses and the strenghts dealing with the implementation of the actions that had been implemented the participants of the research. Then, the first result in Cycle 1 was used as a guide to revise the implementation of the actions in the second cycle. Both the reseacher and the English teacher discussed the problems to find the solution of the problems concerning with the implementation of the actions in the first cycle. The result of the reflection in the first cycle was used to produce the lesson plans in the second cycle in order to achieve the objectives this action research successfully.

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter discusses the results of the actions in the first and the second cycle. Each cycle consists of the implementation of the actions, the results of observation, the results of writing test, and the reflection of the action.

4.1. The Results of the Actions in the First Cycle

The action was done in the VII A class. The actions of the first cycle were conducted in two meetings and writing test was done in the third meeting. The first meeting of the first cycle was on February, 4th 2015 and the second meeting was on February, 7th 2015. The writing test was administered on February, 11th 2015. The activities in the first cycle covered the planning of the action, the implementation of the action, the observation and evaluation, and the reflection of the action.

4.1.1. The Implementation of the Action in the First Cycle

The implementation of the action was the application of lesson plan 1 and 2 that had been made by the reseacher then consulted to the English teacher. The time allocation for each lesson plan was 2 x 40 minutes. The lesson plans are enclosed in Appendix C and D.

The action in the first meeting was done by the researcher collaboratively with the English teacher. The time allocation was 2 x 40 minutes for each meeting. The topic was describing a person (famous movie star). The researcher was the doer of the action, while the English teacher was the observer. The research subjects consisted of 31 students.

The first session of the teaching and learning process was set induction. After greeting the students, the researcher introduced herself to the students. In this session, the researcher had to make sure that the students were ready to study. Then, the researcher showed the individual picture of Aliando Syarief and gave some leading questions to the students dealing with the material that would be delivered. After that, the teacher stated the objective of the teaching and learning process of writing a descriptive paragraph by using individual pictures.

The second session in the teaching and learning process was main activities. Firstly, the researcher explained a descriptive paragraph covering the social function, the generic structures, and the language features. Therefore, when all the students had already understood the materials about a descriptive paragraph, the teacher showed an example of a descriptive paragraph that was written based on the individual picture. While the researcher was explaining about the material, it could be seen that a half students paid attention to the researcher's explanation by taking a note and there were 9 students who sat in the back rows of the class did not paid attention. They preferred doing non-academic activities to paying attention to the lesson. The researcher had already reminded them to paid attention to the lesson repeatedly. After explaining about the material of a descriptive paragraph, the researcher gave several minutes to the students who wanted to ask some questions about the material that they had not understood yet. There were 8 students who asked questions about a descriptive paragraph. One student asked about the differences about identification and description, while the others students asked about some vocabularies related to the picture, They also asked about how to make sentences from the vocabularies that they got from the picture, how to make a good descriptive paragraph based on the picture. From this activity, it was known that some of the students still did not understand about how to write a descriptive paragraph. Afterwards, the teacher explained it again.

Next, the researcher asked the students to make ten groups consisting of three students and only one group had four members. They chose their group members by

themselves. Then, After the students sat together with the group members the researcher distributed the worksheets to them. There were two kinds of exercises given by the reseacher to check the students' understanding about the lesson. In exercise 1, that was making some sentences (6 sentences) by identifying a picture chosen by them. Each student in that group should write sentences. Then, the reseacher asked the students to continue doing exercise 2 that was writing a short descriptive paragraph by using sentences that they had made based on picture chosen by them. The exercises were supposed to deepen their knowledge about a descriptive paragraph and how to use the individual picture in writing a descriptive paragraph. During this activities, the English teacher observed the students whether they did the exercises or not. Almost all of the students did the exercises and only 3 students did not finish their paragraph. Then, the reseacher asked one of the students from each group to write down his/her writing result on the blackboard.

The result from exercises 1 showed the students made some mistakes in using the simple present tense in constructing the sentences. For examples, they wrote: She wearing blue t-shirt, she have beautiful dark eyes, she has a long hairs etc. At that time, they still used write a lot of incorect spellings. For examples: gray, whate, bron, hensome, etc. The students also made some mistakes in mechanics (spellings, puctuations, and capitalizations) while writing a descriptive paragraph in exercises 2. The last session of the teaching and learning process in the first meeting of the first cycle was closure activities. In this session, the teachers' role was to guide the students to make a conclusion about the material that had been learned.

The second meeting was done on February, 7th 2015, in which all the students of VII A class attended the class at that time. The English teacher took turn to teach writing a descriptive paragraph by using individual pictures. The first session in the second meeting was set induction by giving some leading questions to the students by showing an individual picture of Ariel (Noah) to the students.

In the main activities, the English teacher reviewed the previous materials for several minutes. She discussed the students' difficulty for their previous

assignment. It was intended to make the students understand better about a descriptive paragraph and to check whether or not they remembered the material. Then, the researcher continued the activity by asking the students to work in groups as they had done in the first meeting and gave the exercises which were different pictures and the topic from the first meeting to the students. Then, the students did exercise 1 and exercise 2 in groups. After the students had finished doing the exercises, they discussed their writing results together with the whole class. As the result, there were improvement from the previous meeting. They had enriched their vocabularies and their grammar. The results were also better than before. They could write sentences better than in meeting 1 and only a few students still found difficulties while constructing the sentences. Moreover, the students still did incorectness in the aspect of grammatical, for examples: he have pointed nose, she has a black curly hair, etc. The students also started to concern their mistakes in using appropriate puctuations, spellings, and capitalizations. In the last session of the teaching and learning process, the teacher guided to the students to concluded the material by giving oral questions about the main points. Before parting the students, the teacher gave chance to the students to ask some questions about the lesson. It was to prepare the students' readiness before they had the writing test for the first cycle in the next meeting.

4.1.2. The Result of Observation in the First Cycle

The classroom observation in the first cycle was done during the teaching and learning process of writing a descriptive paragraph by using individual pictures. The purpose of observation was to know the students' participation during the teaching learning process of writing a descriptive paragraph by using individual pictures in cycle 1. The classroom observation in the first meeting was on February, 4th 2015 and the second meeting was done on February, 7th 2015. The observation was done collaboratively by the reseacher and the English teacher. In the first meeting, the

English teacher was the observer, while the reseacher taught writing by using individual pictures. The students were categorized as active students if they fulfilled at least three of four indicators being observed. The research was considered successful if 75% of the students were active.

The instrument of observation was in the form of checklist, it consisted of four indicators. The indicators covered 1) The student pays attention to the teachers' explanation by taking a note during the teaching learning process of writing by using individual pictures, 2) The student asks and answers questions from the teacher during the teaching learning process of writing by using individual pictures, 3) Generating the ideas in the sentences to describe the individual picture chosen, 4) Writing a descriptive paragraph based on the individual picture chosen in group,

The result of the students' observation checklist in the First Cycle (see Appendix I and J) indicated in the first meeting that almost of the students made a descriptive paragraph (indicator 4) and only 3 students did not do it. In the second meeting, there were still students did not continue their paragraph. They only did the third indicators and did not continue made a descriptive paragraph. In the third indicator, in the first meeting it seemed three students did not do their exercises. It is based on their group's information those two students did not do the exercises and only asked their friends to finish it. In the second meeting, all the students did the exercise. From the first indicator, it could be seen that a half students paid attention to the reseacher's explanation by taking a note and there were 9 students in the first meeting and 7 students in the second meeting who sat in the back rows of the class were not paid attention. Furthermore, there were eight students who did all indicators in the first meeting and ten students in the second meeting.

In the first meeting of first cycle, the result of observation (see Appendix I) showed that there were 20 students who were categorized as active students and 12 students were categorized as passive students. All of the students attended the class at that time. Then, in the second meeting of cycle 1, the result of observation (see Appendix J) indicated that 23 students were categorized as active students while

8 students were categorized as passive ones. All of the students attended the class at that time. The percentage calculation of the students' participation in the first cycle is as follows:

$$\text{Meeting 1} : \text{Active students} = \frac{20}{31} \times 100 \% = 64.52 \%$$

$$\text{Passive students} = \frac{11}{31} \times 100 \% = 35.48\%$$

$$\text{Meeting 2} : \text{Active students} = \frac{23}{31} \times 100 \% = 74.19\%$$

$$\text{Passive students} = \frac{8}{31} \times 100 \% = 25.81\%$$

Table 4.1 The average result of the students' participation in the first cycle.

No.	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	64.52 %	35.48%
2	Meeting 2	74.19%	25.81%
	Average	69.36%	30.64%

Based on Table 4.1 above, the result showed that there were 64.52% or 20 students of 31 students who actively participated in the teaching learning process of writing a descriptive paragraph by using individual pictures in the first meeting of Cycle 1. In the second meeting, there were 23 students or 74.19% of 31 students who were active in the teaching learning process of writing a descriptive paragraph by using individual pictures. So, the average percentage of the students' active participation in the first cycle was 69.36%. From those result, it could be concluded that the result had not achieved the target of the research yet that was 75% of the students were actively participated in the teaching learning process of writing by using individual pictures.

4.1.3. The Results of Writing Test in the First Cycle

The writing test was conducted to measure the students' achievement in writing after they were taught a descriptive paragraph by using individual pictures. The writing test given to the students in the third meeting that was on February, 11th 2015. The students were asked to write a descriptive paragraph based on the individual pictures given. They should write at least 8-10 sentences based on the individual pictures given. The time allocation for the writing test was 60 minutes. The form of the writing test in the first cycle is enclosed in Appendix E.

The students' writing test results were scored analytically. Analytical scoring is a way of scoring based on several aspects of writing namely: content, organization, vocabulary, grammar, and mechanics. There were two scorers in scoring the students' writings. The minimal score needed to pass the writing test was ≥ 70 and this research was considered successful if at least 75% the students got score ≥ 70 in the writing test.

Based on the result of the students' writing test in cycle 1 (see Appendix M), there were 31 students who attended the writing test. The result proved that 21 students achieved the standard minimum score that was ≥ 70 while the rest 10 students could not achieve the standard minimum score that was ≥ 70 in the writing test. The following was the percentage calculation of the students' writing test in the First Cycle .

The percentage of students' writing test who got score ≥ 70

$$E = \frac{n}{N} \times 100 \% = \frac{21}{31} \times 100 \% = 67.74\%$$

The percentage of students' writing test who got score < 70

$$E = \frac{n}{N} \times 100 \% = \frac{10}{31} \times 100 \% = 32.26\%$$

In conclusion, the action in the first cycle had not been successful yet because the percentage of the students who got score ≥ 70 in the writing test was 67.74% or 21 of 31 students .

4.1.4. The Result of Reflection in the First Cycle

The reflection of the result in cycle 1 was carried out after the results of observations and writing achievement test were known. It was done to know whether the action implemented had already been successful or not. In addition, it was also to know the strengths and the weaknesses of teaching and learning process of writing a descriptive paragraph by using individual pictures. Based on the process of evaluation, the result of the classroom observation in the first meeting showed that there were only 20 students (64.52%) of 31 students were categorized as active students during the teaching and learning process of writing a descriptive paragraph by using individual pictures. In the second meeting, there were 23 students (74.19%) of 31 students who were categorized as active students during the teaching learning process of writing a descriptive paragraph by using individual pictures. Therefore, the average percentage of the classroom observation result was 69.36% of the students were actively participated during the teaching and learning process of writing a descriptive paragraph by using individual pictures in the first cycle. It means that the percentage of the students' active participation during the teaching learning process of writing a descriptive paragraph by using individual pictures in cycle 1 had not achieved the successful criteria of the research that was 75%.

The result of the students' writing achievement test in the first cycle showed that there were 21 students (67.74%) of 31 students who got score ≤ 70 in the writing test of the first cycle. This mean that, it was still lower than the percentage the criteria of the success in this research that was 75%. Therefore, the reseacher needed to continue the actions in the second cycle in order to increase their active participation and their writing achievement in the first cycle by revising some weaknesses found in the first cycle.

Based on the reflection done by the reseacher and the English teacher, there were some factors that influenced the results of the observation and their writing test were as follows:

- a. In the teaching learning process of writing, it indicated that the students still lacked of vocabulary. There were many students who did not bring a dictionary and it made them difficult to find the meanings of the words.
- b. The groups formed by themselves were not balance in terms of the students' ability. Some clever and active students were gathered in the same group, it made some weak students face difficulties in doing the exercises of writing a descriptive paragraph by using individual pictures.
- c. The students also had difficulties in writing the sentences in the grammatically correct sentences dealing with the mechanics (spelling, punctuation, and capitalization).
- d. The students still had problems to write sentences.
- e. The reseacher used English more often than Indonesian during the teaching learning process of writing by using individual pictures. It made some students confused and did not really understand the teachers' explanation and instructions of the exercises.

Based on the explanations above about some problems that happened in First Cycle, it was important to solve the problems in order to reach a better result and the successful criteria of the research could be achieved in cycle 2. The reseacher had discussed it with the English teacher and decided to conduct cycle 2 by revising some weaknesses in cycle 1. They were as follows:

- a. The reseacher and the English teacher asked all the students to bring a dictionary.
- b. The reseacher and the English teacher formed the students into groups with balanced member.
- c. The reseacher and the English teacher gave more detail explanation about the students' problem and discussed with all the students.
- d. The reseacher and the English teacher guided the students more intensively, gave a different theme (describing animal) and added some simple questions in the exercise to guide the students to make sentences based on the pictures before

asking them to arrange their sentences into a descriptive paragraph. The teacher also moved around to check and monitor the students' activities.

- e. The researcher used English and Indonesian while explaining the lesson and giving the instruction so that they could understand about the teachers' explanation and the instructions of the exercises.

4.2. The Results of the Actions in the Second Cycle

The actions in the second cycle were the same as the first cycle; they were conducted in two meetings and the writing test was given to the students in the third meeting. The first meeting was conducted on February, 14th 2015. The second meeting of the second cycle was done on February, 18th 2015. To measure the students' achievement in writing a descriptive paragraph by using individual pictures in the second cycle, the researcher administered the writing test on February, 21st 2015. Further, the activities in the second cycle were the same as in the first cycle that covered the planning of the action, the implementation of the action, the classroom observation and evaluation, and the reflection of the action. Those activities will be explained in the following sections.

4.2.1. The Implementation of the Action in the Second Cycle

The implementation of the action was the same as in the first cycle, there were two meetings to implement the action in the second cycle. It was conducted based on Lesson Plans 3 and 4 that were made by the researcher and consulted them to the English teacher. The time allocation for every meeting was 2 x 40 minutes. Further information will be presented in these following sections.

The first meeting of the second cycle was done on February, 14th 2015. The researcher was the doer of the action and the English teacher was the observer who observed the students' participation during the teaching and learning process of

writing by using individual pictures. The action in the first meeting was implemented based on the third lesson plan (enclosed in Appendix F). In implementing the action in this second Cycle, the researcher taught writing a descriptive paragraph by using individual pictures with the different theme that was used in Cycle 1. The researcher taught that the theme in Cycle 2 that was about animal was easier than the theme in Cycle 1. The theme was “*Describing animal*” and the sub theme was “*Describing wild animal*”. The texts used as the material in Cycle 2 were different from the texts used in previous Cycle. The materials, the individual pictures, and the exercises were discussed and consulted to the English teacher as the collaborator in this classroom action research.

The first session was set induction activity. The English teacher greeted the students and the teacher checked the students’ attendance list. Before showed the individual picture the researcher giving a riddle “*What am I*” about crocodile to the students. The students guessed what it is. a riddle was addressed to the students in order to attract them to the topic to be discussed. After the students could guess what it is, the English teacher showed the individual picture about crocodile asked some leading questions to the students. Most of the students could answer the teachers’ oral questions related to the picture very well. Then, the researcher stated the objective of the teaching and learning process of that day.

The second session was main activities. Firstly, the researcher explained material about descriptive paragraph about animal to the students. The researcher used a bilingual method (English and Indonesian) instead of using English only while explaining the material so the students could understand well about the material. Then, the researcher asked the students to work in group consisting of three students or four students by putting the high achiever students with low achiever students. The group members were formed by the researcher and the English teacher. Then, the researcher asked the students to sit together with their group members. The researcher had asked the students to bring dictionary in previous meeting, some of the students had brought dictionary but some of them were not because they did not own

dictionary. The researcher initiatively lent some dictionaries from the school library for the students to make them easier to find some difficult words.

Before continuing to the exercises, the teacher gave chance to the students to ask questions that they still did not understand about the material. The exercises were given when the students had no more questions to discuss with the class. The form of the exercises in second cycle was not different with the exercises in the first cycle. The researcher added some simple questions in the exercise to guide the students to make sentences based on the picture before asking them to arrange their sentences into a descriptive paragraph. The teacher also moved around to check and monitor the students' activities. Before giving the exercise to the students, the researcher explained the instructions using English and Indonesian so that they could understand about the teachers' explanation and the instructions of the exercises.

Finally, the researcher distributed the individual pictures and the list of provided vocabularies to the students. The teacher asked the students to do exercise 1 in groups, that was making some sentences (9 sentences) by identifying the picture chosen by them. Each student in that group should write sentences. Then, the researcher asked the students to continue doing exercise 2 that was writing a short descriptive paragraph by using sentences that they had made based on the picture chosen by them. Then, the students should identify the generic structures of the descriptive paragraph given. Here, the researcher and the English teacher monitored the students' activities to help them if they had difficulties while writing the descriptive paragraph. From this activity, some students who were still passive in the previous meeting seemed to be more active. Almost of the students did their exercises and only four students did not finish their paragraph.

The last session of the teaching and learning process in the second cycle was closure. The students made conclusion about the material guided by the teacher. The teacher did it by giving some questions related to the materials to the students. Finally, before parting the students the researcher provided pictures to the students. Each group got one picture and they should hide the picture from other group. They

had to make a riddle “*What am I*”. In the next meeting, the researcher asked one of the groups to present it in front of the class and the others group would guess it. The teacher and the reseacher reminded the students to study hard at home.

The second meeting of the second cycle was done on February, 18th 2015. The doer of the action was English teacher while the observer was the researcher as the collaborator who observed the students’ participation during the teaching and learning process. In the set induction activity, the English teacher checked the students’ attendance after greeting the students. All the students attended the class at that time. Then, the reseacher asked their riddle and only one group did it. Before the researcher asked that group to present it in front of the class, the researcher gave them rewards. That group gave a riddle about “Kangaroo” and the others group should guessed it. After knowing the answer, the group who could answer it correctly also got the reward from the researcher. Afterwards, the English teacher continued to give some questions to review the materials that had been learned.

In the main activities of the teaching and learning process, the English teacher reviewed about a descriptive paragraph at a glance. Then, the English teacher gave exercises to the students and they did them individually. It aimed to deepen the students’ understanding of the lesson. From this activity, it was found that the students’ work was better than that in the previous meeting. They could write a descriptive paragraph based on the individual pictures given on time. Then, the reseacher asked some of them to write their writing results on the blackboard. The results showed that they could write their sentences with grammatically correct and it seemed only a few of student still had mistakes in using simple present tense. They also could write better the right spelling of the words than before. Then, the reseacher discussed them and gave feedback about the students’ writing problem.

Closure was the last stage of the teaching and learning process. It was the time for the students to conclude the materials that had been learned in that day. The teacher guided the students to make a conclusion. Some questions could be answered together by the students. After concluding the materials, the reseacher parted the

students and reminded them to study hard again about a descriptive paragraph writing to prepare the writing test for the second cycle in the next meeting.

4.2.2. The Result of Observation in the Second Cycle

The classroom observation of the students' participation in the second cycle was the same as the observations done in the first cycle, it was also done in two meetings. The aim of observation in the second cycle was to record the students' participation during the teaching learning process of writing a descriptive paragraph by using individual pictures in cycle 2 because the average result of the students' participation in the first cycle had not achieved the required target percentage that was 75%.

The observation in the first meeting of the second cycle was conducted on February, 14th 2015 and the observation in the second meeting of the second cycle was on February, 18th 2015. The observer was the reseacher and the English teacher was the doer of the action. The indicators were the same as the indicators observed in the first cycle that was consisted of four indicators as follows1) The student pays attention to the teachers' explanation by taking a note during the teaching learning process of writing by using individual pictures, 2) The student asks and answers questions from the teacher during the teaching learning process of writing by using individual pictures, 3) Generating the ideas in the sentences to describe the individual picture chosen, 4) Writing a descriptive paragraph based on the individual picture chosen in group,

In the first meeting of the second cycle, the result of observation (see Appendix K) showed that there were 24 students who were categorized as active students and 7 students were categorized as passive observation (see Appendix L) in the second meeting of the second cycle proved that 26 students were categorized as active students while 5 students were categorized as passive students. Furthermore, the following was the analysis of the percentage calculation of the students' participation in the second cycle.

$$\begin{aligned} \text{Meeting 1} : \text{Active students} &= \frac{24}{31} \times 100 \% = 77.42\% \\ \text{Passive students} &= \frac{7}{31} \times 100 \% = 22.58\% \end{aligned}$$

$$\begin{aligned} \text{Meeting 2} : \text{Active students} &= \frac{25}{31} \times 100 \% = 80.65\% \\ \text{Passive students} &= \frac{6}{31} \times 100 \% = 19.35\% \end{aligned}$$

The percentage calculation of the students' active participation above informed that in the first meeting, there were 24 students (77.42%) who were categorized as active students and only 7 students (22.58%) who were categorized as passive students in the teaching learning process of writing a descriptive paragraph by using individual pictures. In the second meeting, the result of the students' participation increased. It was found that there were 25 students (80.65%) who were categorized as active students and 6 students (19.35%) who were categorized as passive students in the teaching learning process of writing a descriptive paragraph by using individual pictures. Furthermore, there were thirteen students who did all indicators in the first meeting and twenty students in the second meeting. The following table 4.2 presented the calculation of the average result of the students' participation.

Table 4.2 The average percentage of the students' participation in the second cycle.

No.	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	77.42 %	22.58%
2	Meeting 2	80.65%	19.35%
The Average		79.03%	20.96%

Based on the table above, it could be concluded that the percentage of the students' active participation in the second cycle had achieved the require target percentage of the students' participation that was at least 75% . Beside that, from the average result of the students' active participation in the first cycle that was 69.36% and the average result of the students' participation in the second cycle that was

79.03%. So, there was the improvement of the students' active participation from cycle 1 to cycle 2 as many as 9.67%.

4.2.3. The Results of Writing Test in the Second Cycle

The writing test given to the students in the third meeting of second cycle on February, 21st 2015. The students were asked to write a descriptive paragraph based on the individual pictures given. They should write at least 8 sentences based on the individual pictures given. The time allocation for the writing test was 60 minutes. The students must get score ≥ 70 to pass the test. The form of the writing test in the first cycle is enclosed in Appendix H. This research was considered successful if at least 75% the students got score ≥ 70 in the writing test.

The result of the students' writing test in cycle 2 (see Appendix N). The result proved that 25 students achieved the standard minimum score that was ≥ 70 and only 6 students could not achieve the standard minimum score that was ≥ 70 . The percentage calculation of the students' writing test in the second cycle was as follows.

The percentage of students' writing test who got score ≥ 70 in the second cycle

$$E = \frac{n}{N} \times 100 \% = \frac{25}{31} \times 100 \% = 80.65\%$$

The percentage of students' writing test who got score < 70 in the second cycle

$$E = \frac{n}{N} \times 100 \% = \frac{6}{31} \times 100 \% = 19.35\%$$

The result of writing test above showed that there were 25 students (80.65%) who could achieve the standard minimum score that was ≥ 70 and 6 students (19.35%) who could not achieve the standard minimum score. The percentage of the students who got score ≥ 70 in the writing test proved that the action in second cycle had already fulfilled the required target percentage in this research that was at least 75%. In the First Cycle, the percentage of the students' who got score ≥ 70 in the writing test showed that 21 students (67.74%) who could achieve the standard

minimum score that was 70. By comparing the students' writing results in the first and second cycle. It could be concluded that, the percentage of the students increased from the first cycle to the second cycle as many as 12.9%. In conclusion, the percentage of the students who got score ≥ 70 in the writing test in the second cycle had already fulfilled the required target percentage that was at least 75%. Therefore, the action in this classroom action research was stopped.

4.2.4. The Result of Reflection in the Second Cycle

The reflection of the action in the second cycle was conducted after the actions were implemented and the writing test was administered. The classroom observation result showed that the students' active participation increased from 77.42% in the first meeting to 80.65% in the second meeting. So, the average result of the students' active participation improved from 69.36% in the first cycle to 79.03% in the second cycle.

Then, the results of the writing test showed that there were 25 students or 80.65% of 31 students got score ≥ 70 in the writing test. It showed that the result of the writing test in the second cycle had achieved the objective of the research. So, the percentage of the student score who got score ≥ 70 in the writing improved from 67.74% in the first cycle to 80.65% in the second cycle. There were some factors that influenced the improvement of the result of the students' writing achievement and their active participation in the second cycle, such as the English teacher and the researcher had learned and evaluated the actions in the first cycle. Having known the weaknesses, the researcher and the English teacher revised the aspects that caused the failure and maintained the strengths that appeared in the previous cycle. Based on the results of process and product evaluation in the second cycle which had achieved the target of the research, the action was stopped. The improvement of the students' writing achievement and their active participation before the actions given, in the first cycle, and in the second cycle will be presented in the following Chart 4.1 and Chart 4.2.

Chart 4.1 The Improvement of the Students' Active Participation in the Teaching Learning Process of Writing a Descriptive Paragraph by Using Individual Pictures (before the action, the first cycle, the second cycle)

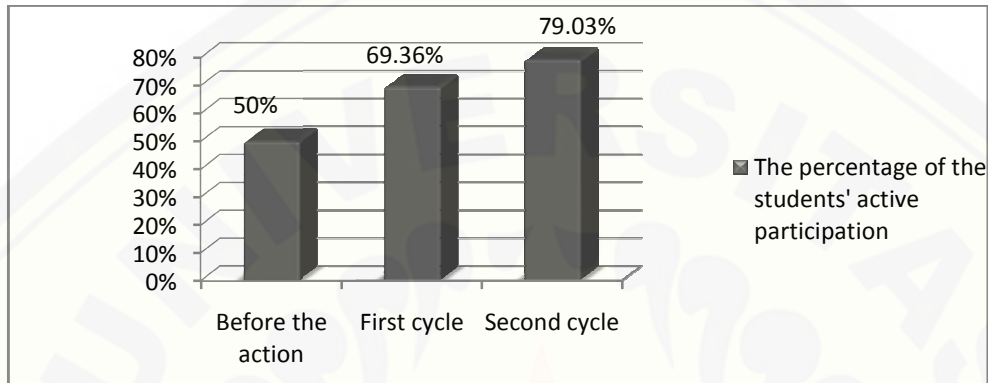
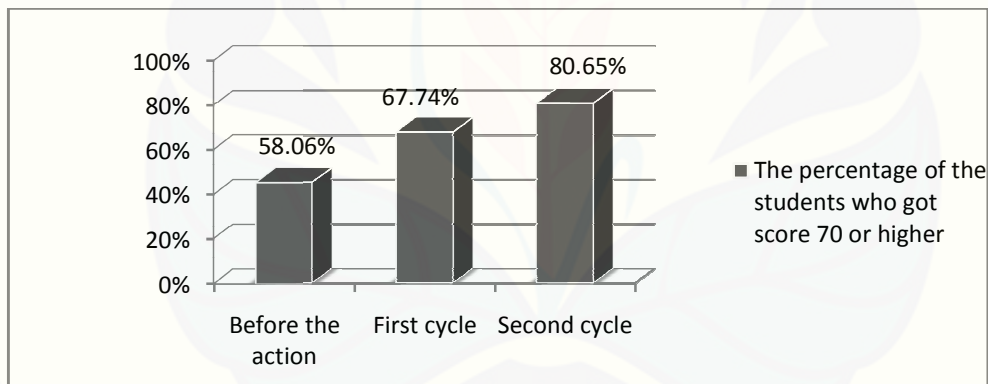


Chart 4.2 The Improvement of the Students' Writing Achievement in the Teaching Learning Process of Writing a Descriptive Paragraph by Using Individual Pictures



4.3. Discussion

Based on the results of the reflection done in each cycle of the research, it can be concluded that the result of observation of the students' participation showed the improvement. It can be seen from the percentage of students who were actively participated in the teaching learning process of writing by using individual pictures (chart 4.1). That was 69.36% in First Cycle and improved up to 79.03% in Second

Cycle. It can be summarized that the use of individual pictures could improve the students' participation during the teaching learning process of writing a descriptive paragraph. In second Cycle, the students were more active in paying attention to the teacher by taking a note to the teacher's explanation, asking to the teacher and answering the teachers' questions, and also doing the exercises than in First Cycle. As stated by Wright (1989:2), pictures can contribute to interest and motivation. Therefore, the use of individual pictures as the instructional media in teaching and learning process of writing a descriptive paragraph made the VII A students interested and motivated to participate actively in the class.

Based on the results of the students' writing test, it could be seen that the result of the students writing achievement test in the First Cycle did not achieve the target score required of this research was 75% of the students who got the score ≥ 70 in the writing test was only 67.74%. There were some factors that influenced the results. They were: the students did not really understand about the generic structure of descriptive paragraph, it made them difficult to compose a correctly descriptive paragraph. Next, the students still had difficulties in writing the sentences in the grammatically correct dealing with the mechanics. It made their sentences difficult to understand. Besides, the researcher also found a disadvantage of using individual pictures as media to teach students' writing, the students do not always know how to read pictures. To overcome these problems, the teacher explained more about the generic structures of descriptive paragraph by explaining it again and giving a simple example of descriptive paragraph, explained more about simple present tense, explained more about how to write a descriptive paragraph by using individual pictures by adding some simple questions not only orally but also written in their exercises to make them easily read the picture and to guide the students constructing the sentences based on the picture before asking them to combine all the sentences that they have made into a descriptive paragraph.

After revising some factors that made the actions in the First Cycle unsuccessful, the students could improve their writing achievement test in Second

Cycle. The percentage of the students who got score ≥ 70 in the writing test in Second Cycle (80.64%) was higher than in First Cycle (67.74%). It can be summarized that it achieved the target required that was 75%. It proved that revising some factors for the students' problems could be overcome in Second Cycle and helped the students improve their writing achievement. In conclusion, it showed that the use of individual pictures could improve the students' achievement in writing a descriptive paragraph as well as their participation in the teaching learning process.

The results above also proved the theories of the effectiveness of using individual pictures in teaching writing a descriptive paragraph. As stated by Wright (1989:4-6), pictures can improve some aspects of language such as vocabulary, function, situation and four language skills. From the vocabulary aspect, individual pictures could enrich their vocabulary by presenting all the things that could use to describe person in the picture. In grammar aspect, students could see the picture to determine what the subject is, the activity to decide a verb, and might be the object to form a sentence. Meanwhile, in the mechanics aspect, the students might put punctuation, such as: period and comma by considering the picture.

In addition, Yunus (1981:50) states that individual pictures are pictures of single objects, people or activities. It means that individual pictures were easier to be understood by the students because they are simple and it is appropriate for the beginners to practice their descriptive paragraph writing. It was because was only one person, activity or object. Therefore, it could help the process of meaning assimilation of the students because they could direct the students to think about the pictures, had their ideas and interpret it into a paragraph.

Based on the result of the students' scoring, there were five aspects that had been scored. The aspect of content always got the high score than the others aspects of writing. It was because the students were not need to imagine what they had to write. The individual pictures were provided to visualize all the things that they should write about. Therefore, the score of content was always higher than the others.

Another research was done by some previous reseachers. One of them was conducted by Halim (2010) who reported that teaching writing a recount paragraph by using single pictures could improve the writing achievement of the VIII-C students at SMPN 2 Puger. Another reseacher Prakasa (2013) who was conducted experimental research entitled “The Effect of using single pictures on the seventh grade students’ descriptive paragraph writing achievement at MTs. Negeri 2 Jember” reported that the students of the experimental group got better writing achievement than the control group.

By considering those results, it could be interpreted that teaching writing by using individual pictures could improve the seventh grade students’ active participation during the teaching and learning process and their descriptive paragraph writing achievement. Therefore, the results of the research proved the action hypothesis which says as follows:

1. The use of individual pictures can improve the seventh grade students’ active participation during the teaching learning process of writing a descriptive paragraph at SMPN 2 Dringu.
2. The use of individual pictures can improve the seventh grade students’ achievement in writing a descriptive paragraph at at SMPN 2 Dringu.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research and some suggestions. Each point is presented respectively in the following sections.

5.1. Conclusion

Based on the results of the data analysis and discussion above, it could be concluded as follows:

1. The use of individual pictures could improve the seventh grade students' active participation in the teaching learning process of writing at SMPN 2 Dringu. It was showed by the improvement of the students' active participation from Cycle 1 (69.36%) to Cycle 2 (79.03%).
2. The use of individual pictures could improve the seventh grade students' achievement in writing a descriptive paragraph at SMPN 2 Dringu. It was showed by the improvement of the percentage of the students who got score ≥ 70 in the writing test from Cycle 1 (67.74%) to Cycle 2 (80.65%).

5.2. Suggestions

As the result of this research showed that the use of individual pictures could improve the students' achievement in writing a descriptive paragraph and their active participation, the researcher proposes some suggestions to the following people:

a. The Students

It is suggested to the students as the research subjects to use individual pictures as the media in practicing their writing because it can help them to find ideas while writing and organize it in a good paragraph and it can also make them easier to

memorize words and to understand the word meaning while looking at the pictures.

b. The English Teacher

Based on the result of this research, the English teacher is suggested to consider the use of individual pictures as instructional media to teach writing in the classroom. The use of individual pictures as a instructional media to teach writing can improve the students' writing skill and their active participation. It can also decrease the teacher's difficulty in teaching the students new words. Besides that, the English teacher can try to teach some other English skills and language components by using individual pictures as the media.

c. The Future Researchers

It is suggested to the future researchers to use these research results as information and input to conduct a further research dealing with the improvement of the students' writing achievement in other genres of the paragraph or text by using different research design such as an experimental research or the same research design but with other levels of students at different schools.

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