IMPROVING THE SEVENTH GRADE STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ACHIEVEMENT BY USING INDIVIDUAL PICTURES AT SMPN 4 JEMBER IN THE 2013/2014 ACADEMIC YEAR

THESIS

Composed to fulfill one of the requirements to obtain the S1 degree at the English Education Study Program, Language and Art Department, Faculty of Teacher Training and Education,The University of Jember

BY
NUR CHOIRUTAMI AMALIA
080210491035

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF THEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2014

i

LETTER OF STATEMENT AUTHENCITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in a part in the University/ Faculty Libraries in all forms of media, now or hereafter known.

Signature   :_____

Name   : NUR CHOIRUTAMI AMALIA

Date   : November 2014

CONSULTANT'S APPROVAL

IMPROVING THE SEVENTH GRADE STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ACHIEVEMENT BY USING INDIVIDUAL PICTURES AT SMPN 4 JEMBER IN THE 2013/2014 ACADEMIC YEAR

THESIS

Composed to Fulfill One of the Requirement to Obtain S1 Degree at the English Education Program of the Language and Arts Education Department Faculty of Teacher Training and Education Jember University

Name   : Nur Choirutami Amalia
Identfication Number   : 080210491035
Level   : 2008
Department   : Language and Arts Education
Program   : English Education
Place and Date of Birth   : 29 Mei 1990, Temanggung, JATENG

Approved by

The First Consultant,   The Second Consultant,

Dra. Siti Sundari, M.A   Drs. I Putu Sukmaantara, M. Ed
NIP. 19581216 198802 2 001   NIP. 19640424 199002 1 003

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University.

Day   : Friday
Date   : November 14th, 2014
Place : The Faculty of Teacher Training and Education.

The Examiner Team:
The Chairperson   The Secretary,

Drs. Bambang Suharjito, M. Ed   Drs. I Putu Sukmaantara, M.Ed
NIP. 19611025 198902 1 004   NIP. 19640424 199002 1 003

The Members:

Dra. Siti Sundari, M.A   1.
 NIP. 1958121 6198802 2 001

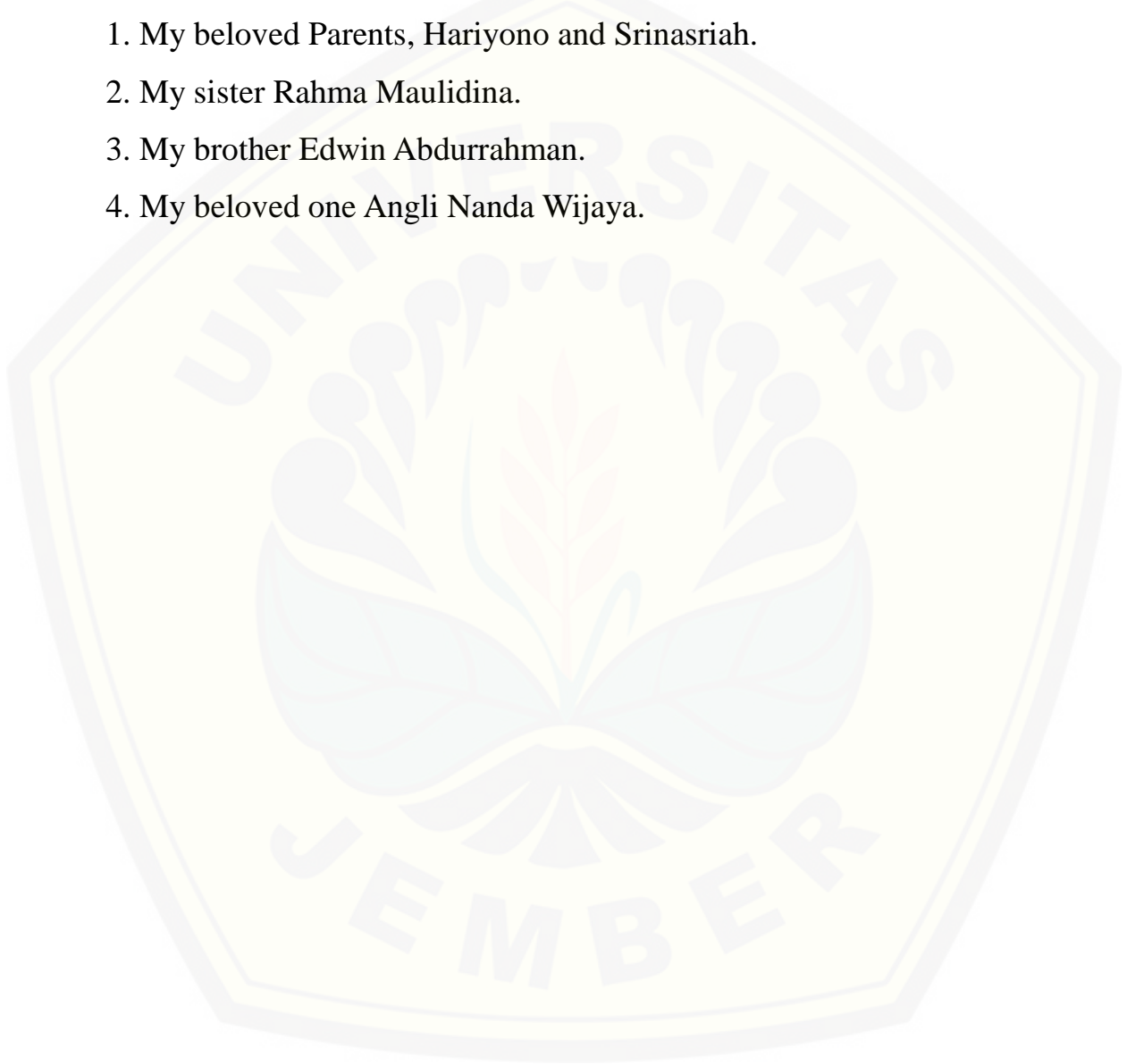Drs. Sugeng Ariyanto, M.A.   2.
NIP. 19590412 198702 1 001

The Dean,
Faculty of Teacher Training and Education

Prof. Dr. Sunardi, M.Pd
NIP.19540501 198303 1 005

DEDICATION

This thesis is honorably dedicated to:

1. My beloved Parents, Hariyono and Srinasriah.

2. My sister Rahma Maulidina.

3. My brother Edwin Abdurrahman.

4. My beloved one Angli Nanda Wijaya.

MOTTO

'*Let me to write our strength, we can catch the world*'

(**Benjamin Franklin**)

ACKNOWLEDGMENT

First and foremost, I would like to express my gratitude to God, the most Gracious and the most Merciful. Because of his countless blessing, Mercy and Grace, I can accomplish the writing of this thesis.

I do realized that this thesis would not be finished without the people whom I owe the great deal of support, motivation, and suggestion. I would like to express the deepest and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Study Program;
4. My first consultant, Dra. Siti Sundari, M.A, for the guidance and valuable suggestions that led me compile and finish my thesis;
5. My second consultant, Drs. I Putu Sukmaantara, M.Ed, for the guidance and valuable suggestions;
6. My Academic Advisor, Dra. Made Adi Andayani T, M.Ed, for the guidance and valuable suggestion during programming subjects.
7. The lecturers of the English education program who taught and given me a lot of knowledge;
8. The Headmaster and the English teachers of SMPN 4 Jember for giving me an opportunity, help, and support to conduct this research;
9. The seventh grade students at SMPN 4 Jember in the 2013/2014 academic year especially class VII-F

Finally, I hope this thesis will become useful and provides valuable information to readers. Any constructive suggestions and criticisms will be respectfully welcomed and appreciated for better further.

Jember, November 14st , 2014

TABLE OF CONTENTS

THE LIST OF APPENDICES

Appendix-1   Research Matrix

Appendix-2   The Result of Preliminary Study

Appendix-3   Lesson Plan Cycle 1

Appendix-4   Lesson Plan Cycle 2

Appendix-5   Result of Students' Questionnaire

Appendix-6   The Table of Students' Names List at SMPN 4 Jember

Appendix-7   The Students' Scoring Criteria in Cycle 1

Appendix-8   The Students' Scoring Criteria in Cycle 2

Appendix-9   The Permission Letter from FKIP UNEJ

Appendix-10 The Permission Letter from SMPN 4 JEMBER

Appendix-11 The Students' Writing Products

SUMMARY

Improving The Seventh Grade Students' Descriptive Paragraph Writing Achievement by Using Individual Pictures at SMPN 4 Jember in the 2013/2014 Academic Year
Nur Choirutami Amalia, 080210491035; 2014; 130 Pages, English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

The purpose of this research was to improve the seventh grade students' descriptive writing achievement at SMPN 4 Jember in the 2013/2014 through individual pictures.

This research design was a classroom action research that was conducted collaboratively by the researcher with the English teacher. In this research, the use of individual picture was regarded as learning media to improve the seventh grade students' descriptive text writing achievement of SMPN 4 Jember. It was chosen by the researcher as the reason that the researcher found the students' difficulties in writing a text. Primarily, they had difficulties to generate and developing the ideas. Besides, it was proven by the result of diagnostic test which showed that they had difficulties in generating and developing ideas. Therefore, the researcher conducted this research, involving writing test, observation, and documentation to get the data of this research. The primary data were obtained by writing test, which was done in each Cycle consisting preparation of the action, the implementation of the action, classroom observation and evaluation, reflection of the action.

Based on the purpose of this research, it was important to determine the respondents of this research, that was 33 students of class VII- F. The respondents of this research were obtained by using purposive method. Dealing with the result of the data analysis and discussion, it was revealed that teaching writing through individual pictures could improve the seventh grade students' descriptive writing achievement at SMPN 4 Jember in the 2013/2014 Academic Year. The improvement of students' could be seen after they did writing test in each cycle. The percentage of the students

who got score   75 or more increased from 70% in the first cycle to 88% in the second cycle.

It was also shown that the use of individual pictures could facilitate the students in writing a descriptive text. It proved that the students' facilitate during the teaching learning process in observation by using students' active participation increase from 55% to 70% in the first cycle and 73% to 85% in the second cycle. Regarding the result of writing test by using individual pictures, it could be concluded that individual pictures were effective to overcome the students' problems in writing. Therefore, it is suggested to the English teachers to use individual pictures in teaching descriptive writing.

I. INTRODUCTION

This chapter discusses some aspects dealing with the topic of the research. They are research background, research problems, research objectives, the significance of the research and operational definition.

1.1 Background of the Research

In Indonesia, English is considered as the first foreign language that must be learnt by students beginning from elementary school to Universities. There are four language skills that must be mastered by the students who are learning English; *reading, listening, speaking* and *writing* skills. Related to those skills, writing is a language skill that is important for students because it is not a simple process. We need ability in using vocabularies, grammatical structure, mechanics, stylistic skill, and judgment skill. In the 2006 School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*) it is stated that one of the objectives of teaching English is to develop communication competency, both in spoken and written forms to reach the level of functional literacy.

Most students, especially in Indonesia, say that writing in a foreign language is very difficult. According to Richards (1990: 100), learning to write, in either the first or the second language, is one of the most difficult tasks a learner encounters and one that few people can be said to fully master. He also adds that learning to write well is a difficult and lengthy process. This is supported by Hughey *et. al.* (1983: 38) who say that writing is often found as the difficult skill of the four English skills, both as the first and the second language. From those statements, it can be concluded that most students have problems with writing and they still get confused how to develop and express the ideas in the written form.

Writing is not as easy as speaking because the standard language of speaking may even be mutually incomprehensible, while writing conveys on written language, which is universally understood (Ur, 1996:161). It needs integrated skills because

learners produce written product in writing, and it is different enough with speaking. Harmer (2004: 3) states that spoken language for a child is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned. It means that students can speak directly without getting any theories, but in writing, they need to learn certain theories. Writing is not a natural skill because it cannot acquire the ability automatically and easily, students must know and learn about the writing theories before starting to write.

Writing is a process of discovery that involves a series of steps (Langan, 2001: 13). This is supported by Wingersky *et.al.* (1999: 4) who say that writing is a process through which you discover, organize, and communicate your thoughts to a reader. Besides, writing also consists of several writing process, such as generating idea, revising, and so on. Langan, (2001: 10) says that writing is a skill that anyone can learn with practice. Therefore, writing must be taught to the students in order that they are able to express their ideas in meaningful and correct grammatical written form. In line with this idea, the students should think about the ideas that will be written, because ideas will not easily come to their head. Further, Wingersky, (1999: 4) states that writing is a process through which you discover, organize, and communicate your thoughts to a reader. In this case, it is important for the students to know how to make a process of good writing. However, a writer should consider some aspects, such as grammar, vocabulary, content, mechanics, and organization when they are writing (Harthfiel, 1985:89). If the writers do not consider writing aspects in their piece of writing, it is incomprehensible and makes the reader confused.

The students often had some problems when they were joining the language learning. There were many factors cause the problems. This case happened to the students of the 7-F of SMPN 4 Jember. Based on the preliminary study that the researcher conducted at SMPN 4 Jember by interviewing the English teacher and observing the students in the teaching learning process directly, the students had problem when they were asked to write a good text, especially descriptive text or

descriptive genre. It was difficult for them to produce a simple descriptive text based on the ideas they have or the topic given by the teacher. Based on the preliminary study, the researcher also got the information that the English teacher at SMPN 4 Jember never used some pictures in teaching learning process. Then the students would be asked to compose a descriptive text directly without being given instructions by the teacher. In this process, the students got the problem. It was a bit difficult for them to compose a simple descriptive text.

They got stuck and then they talked with their friends until the time for English subject was over. In another case, the students even copied the descriptive text from the worksheet they had.

Based on the result of the preliminary study it was known that the students' scores of writing achievement were still low. The previous result of writing scores of the 7-F class showed that 60% or 19 students of 33 students got scores $\leq$ 75 in the writing test with average score 65. In other words, there were many students who didn't reach the minimum score ($\geq$ 75). Besides, the researcher observed the class directly to know the students' participation. The result was there was about 50% students who were active in the class. The students who were sitting on the first and the second row paid attention to the lesson. They could not answer the teacher's oral questions. This information was taken directly from the classroom. It seemed that they were not interested in the teaching of writing done by the teacher because the teacher never used media such as pictures in teaching writing to the students.

Therefore, the researcher and the teacher made an agreement to use individual pictures as media in teaching writing. We had an idea that using individual pictures as media would be interesting and an interactive medium in teaching writing. According to Wright (1989: 22), pictures can be used to motivate learners and to remind them what to say. He adds the picture gives extra information which allows the students to infer what is intended but not clearly stated in the text.

Many researchers did a classroom action research by using pictures. Yulianto (2011: 53) found that the use of individual pictures could improve the seventh grade

students' sentence writing achievement at SMPN 1 Sukowono in the 2010/2011 academic year. Then, Surayasari (2013:52) found that teaching writing by using individual pictures could improve the seventh grade students' achievement in writing a descriptive paragraph at SMP Negeri 1 Sempu in the academic year of 2012/2013.

In this research, the researcher conducted a classroom action research by using individual pictures to improve the student's active participation and their descriptive paragraph writing achievement. The reason of choosing individual pictures was based on the fact that the use of individual pictures can improve students' writing skill. Wright (1990:17) states that there are some roles of individual pictures in writing development as (a) Individual pictures can motivate the students and make them eager to take part, (b) Individual pictures contribute to the context in which language is being used, (c) Individual pictures bring the world into the classroom; and (d) Individual pictures can be described in an objective way or interrupted or responded to subjectively.

Based on the background above, the researcher was interested in conducting a classroom action research entitled *"Improving the Seventh Grade Students' Descriptive Paragraph Writing Achievement By Using Individual Pictures At SMPN 4 Jember in the 2013/2014 Academic Year"*.

1.2 The Research Problems

The research problems of this research were formulated as follows:

1. Can the use of individual pictures improve the seventh grade students' active participation in the teaching learning process of writing at SMPN 4 Jember in the 2013/2014 academic year?

2. Can the use of individual pictures improve the seventh grade students' descriptive paragraph writing achievement at SMPN 4 Jember in the 2013/2014 academic year?

1.3 The Research Objectives

The objectives of the research were as follows:

1. To improve the seventh grade students' active participation at SMPN 4 Jember in the teaching learning process of writing by using individual pictures.

2. To improve the seventh grade students' descriptive paragraph writing achievement at SMPN 4 Jember in the 2013/2014 academic year.

1.4 The Significance of the Research

The results of the research are expected to be beneficial for the following people:

a. The English Teacher

The result of this research can give an input about one of the ways to make students interested in instructional media in the writing teaching learning process with individual pictures. Hopefully, this action research will give the teacher an experience in the teaching of writing by using individual pictures

b. The Students

The actions given to the students can motivate and improve their writing skill because they are able to express their ideas in the paragraph writing by using individual pictures and provide a better way to students in writing meaningful and grammatical correct sentences in the form of descriptive paragraph writing.

c. The Future Researchers

The result of this research can be used by future researchers as a reference for conducting a further research. particularly on a similar problem with a different or the same research design by using individual pictures in teaching writing to improve the students' writing achievement at different levels and different schools.

II. RELATED LITERATURE REVIEW

This chapter reviews the theories related to the research problems covering the definitions of writing, the writing process, writing achievement, descriptive paragraph writing, types of pictures, procedures of using individual pictures in writing, the advantages of individual pictures, and action hypothesis.

2.1 Definitions of Writing

The theoretical aspects of the writing skill vary. The most important things are grammar and organization that should be integrated in writing. Further, Oshima and Hogue (1991:xiii) state that good writing in English requires both good grammar and good organization. Therefore, selected grammatical structures should be given in teaching and learning writing process to get the proper grammar and improve the writing style. Organization in writing has a function as organizing ideas quickly and makes the learners able to write by using sophisticated words in academic courses. Besides organization and grammar, the principle of English rhetoric is also important to be learned.

Wingersky (1994:4) states that writing is a process, through which the writer discovers, organizes and communicates his or her thought to the readers. In sum, writing is a process in which the writer discovers, organizes and communicates his or her thought to the readers by using words and symbols, which are put together in the written form. Furthermore, Fairbairn and Winch (1996:32) define that writing is about conveying meaning by selecting words and putting them together in a written or printed form.

Moreover, Mcwhorter (2001:9) adds that writing is a process of developing and explaining ideas. This means that writing is a process of thought. Accordingly, it involves a series of steps the writer works through in order to produce an effective piece of writing. In this research, writing means the ability to link words and thoughts

which involved a series of steps to produce written messages in the form of descriptive paragraph writing.

2.2 The Writing Process

White and Arndt (1986: 4) confirm that writing is a form of problem solving involving such processes as generating ideas, planning, goal setting, monitoring, and evaluating whether what is going to be written or what has been written, and searching for language with which to express exact meaning. In sum, a good writer should follow the process of writing in order to produce a good composition. In addition, Stanley *et al.* (1998: 20) state that writing is a form of thinking process that begins with an idea and ends with a completed piece of writing. In producing a piece of writing, a writer usually moves through a series of stage. Wingersky *et al.* (1999: 4) say that writing is a process through which you discover, organize, and communicate your thoughts to a reader.

This research used the general steps of writing process that was stated by Wingersky *et al.* (1999:4) that include prewriting, organizing idea, drafting, revising, editing and making a final draft.

2.2.1 Prewriting

The first step in writing process is prewriting. prewriting is a way to generate ideas, narrow a topic, or find a direction. The main purpose of prewriting is to produce as many ideas as possible. Before the writer writes something, he/she needs to think about everything that he/she knows or wants to write. He/she makes a plan or an outline to be written.

2.2.2 Organizing Ideas

Organizing ideas is the second major step in the writing process. Organizing involves sorting ideas in logical manner to prepare to write a draft. In this process, the writer needs to decide which details support the main ideas and the order

of the ideas that need to be present. In other words, organizing ideas is sorting or arranging ideas in a logical manner and preparing to write a draft to make the writing clear and understandable for the readers.

2.2.3 Drafting

After the writer has generated and organized their ideas, he/she prepares to write a draft. Wingersky *et al.* (1999:14) asserts that writing or drafting involves taking the information that the writer has generated and organized, and writing a paragraph in which he consciously starts with the main idea and supporting ideas that flow smoothly. In short, writing is a way of generating the ideas in the form of words or phrases.

2.2.4 Revising

Revising means rewriting a paper, building on what has already been done, in order to make it stronger. Wingersky *et al.* (1999:4), explains that revising involves smoothing out the words, adding more detail, and making other changes that will help the writer say what he wants to say in the best way. This step should be done until the writer feels satiesfied with his/her writing.

2.2.5 Editing

In the editing step, the writer is checking for mechanical problems in his/her writing. Some items that the writer checks in the editing step are spellings, punctuations, capitalizations, grammar usage, errors in sentence structure, the consistency of the verb tense.

2.2.6 Writing the Final Draft

Writing the final draft is the last step to decide whether it is the best form or not. It is also the step of deciding the paper ready for the intended reader.

In this research, the researcher only used some steps in teaching writing a descriptive paragraph by using individual pictures. Those steps were prewriting, organizing ideas, and drafting. The steps of revising, editing and writing the final draft was not used in this research because it needed much time to apply for the students of junior high school level and the junior high school students were not be able to revise and edit their own work.

2.3 Aspects of Writing

To produce a good writing, the writer should consider some aspects of writing in order to make a good and readable writing. Those aspects are grammar, vocabulary, mechanic, content, and organization (Hartfiel, 1985:90). Thus, to be a good writer, one should consider the above aspects of writing because all of them are related to each other. Therefore, in this research the students' writings were evaluated from the aspects of writing, namely grammar, vocabulary, mechanic, and organization. Each aspects will be explained in detail in the following parts.

2.3.1 Grammar

Grammar is a set of rules that helps the students construct sentences which make sense and are acceptable in English (Farbrain and Winch 1996:108). By using grammar, it is expected that what the students write will have meaning and are able to be read by the readers. In addition, for most students whose native language is not English, grammar might be a problem for them in writing a descriptive paragraph because of grammar. As Bram (1995:54) notes, that grammar enables students to become careful, discipline and responsible writers. In short, grammar is considered to be very important in writing because the lack of grammar knowledge made the writing results difficult for the reader to understand.

In this case, the students' writings were evaluated from the grammatical skill (the use of simple present tense). The students were asked to write a descriptive paragraph by using simple present tense based on the individual pictures provided. In

this research, the grammar errors investigated, in this research, covered the following categories: 1) simple present tense errors, 2) the misuse of using articles, and 3) the misuse of prepotitions and the misuse of singular/plural nuns. These categories were chosen based on the reason that these categories were usually used in writing a descriptive paragraph. The explanations of those errors are as follows:

a. The Misuse of Simple Present Tense

In general, Simple Present Tense is used to expres genereal truths, the present period and habitual action (Kon, 1993:65). Thomson and Marinet (1986:159) say that the simple present tense has the same from as the infinitive, but it is added by "-s" for the third person singular.

Many students often add the auxiliary be (is, a, are) in the simple present tense with the main verbs. The examples are:

1) Gases <u>are expand</u> when heated
2) The sun <u>is rises</u> in the east

From the examples above, the student makes errors of using simple present tense. The addition error happens when the student adds elements that should not be in the right sentence. The pattern of simple present tense with the main verb is Subject+Verb+Object+Adverb of manner/place/time. Based on the pattern, the correct sentences should be:

1) Gases <u>expand </u>when heated
2) The sun <u>rises</u> in the east

b. The Misuse of Articles (a, an, the)

Richard (1990:174) says that the failure to observe restriction in the use of articles may also be derived from the analogy in which, the learner applies a deviant structure from his previous experience of learning English. This may happen when the mother tounge is closely related with the ignorance of rule restriction in the articles usage. For examples:

1) I have <u>cat</u>

2) She spends <u>a hour</u> for shopping

3) <u>Book</u> you borrowed last night is mine

The articles are the members of group of words called determines that are used before nouns (Kon, 1993:87). There are two kinds of articles; they aredefinite article (the) and indefinite article (a and an). The definite article "the" is used with singular or plural and refers to definite things, while the article "a/an" is used generally with the singular countable nouns. The article "a" is used before words beginning with vowel consonants, while "an" is used before words beginning with vowel sounds (Khron, 1990:54). From the examples above, the student misuses the articles in the sentence. In the first sentence, the student should use the article "an" rather than "a" because the noun "hour" has the vowel sound. Then in the second sentence, the student omits the article "the" for the noun (book). Thus, the right sentences should be:

1) I have <u>a cat.</u>

2) She spends <u>an hour</u> for shopping.

3) <u>The book</u> you borrowed last night is mine.

c. The Uses of Prepositions (in, on, at)

Preposition are words normally placed before nouns or pronouns. Hadey *et al*., in Mualimah (2006:19) mention the functions of prepositions in, on and at in denoting time and places as follows:

1) Prepositions in, on and at are used to denote time.

a) "At" is used to denote exact time. For example:

I have an appoinment <u>at 9 o'clock tonight.</u>

Then the students wrote :

I have a ballydance class <u>in 9 o'clock tonight</u>.(wrong)

b) "On" is used to denote date, day, and its part. For example:

I was at home on Sunday.

Then the students wrote :

I will see you in Monday. (wrong)

c) "In' is used to denote the name of month, year and part of day, for example:

Indonesian's independence Day is celebrated in August.

Then, the students wrote:

Kartini's Day is celebated on April. (wrong)

2) Prepositions in, on and at are used to denote place.

a) "At" is used in an address with the number and the name of the street. Ordinary, "at" indicates a specific location. For example:

This book can be found at the second floor of library.

Then the students wrote :

I usually wake up early at the morning. (wrong)

b) "On" indicates something touching the surface. It is also used in an address with the name of street. The example:

Most of the students of Jember University live on Jawa street.

Then the students wrote:

They live on 27 Gajah Mada street. (wrong)

c) "In" indicates something beneath the surface a location within a building, city, and so forth. For example

Her hometown is in Banyuwangi.

Then, the students wrote:

I have a meeting at 9 am on Banyuwangi.

2.3.2 Vocabulary

In communicating ideas, a writer needs enough vocabulary. Vocabulary is very important in supporting English skills, because ideas and feelings can be expressed through vocabulary or words. Dealing with this, Bram (1995:48) states that words are the basic tool for writing, because words carry meanings where the writer's conveyed the message. According to Hornby (1995:1331), vocabulary means a total number of words with rules combining them to make up a language. Thus, vocabulary is very important to support the writing skill.

Then, the use of appropriate words in writing makes the reader understand what the writer expressed. Wingersky *et al.* (1999:55) classify English vocabulary into eight;

a. Nouns

A noun is any word that names a person, place, or thing (Wingersky *et al.*, 1999:59). For example: *Ryan, beauty, table*, and *tree*.

b. Pronouns

Pronoun is used in place of noun or noun phrase, for example: *he, she, her, them, and so on*.

c. Verbs

A verb is a word to express an action, such as *go, learn, eat,* and *work*. It can a form of "be", such as *is, am, are, was, etc*. (Wingersky *et al.*, 1999:61).

d. Prepositions

Prepositions indicate a place, direction, or method (Hornby, 1995:658), such as *in, from, to, on, etc*. Pronoun is used in place of noun or noun phrase, for example: *he, she, her, his, them, and so on*.

e. Conjunctions

Conjunctions join other words, clauses, and sentences, such as *and, but, or, then, and so on*.

f. Articles

Article has a function to modify nouns such as *a, an*, and *the* (Hornby, 1995:43) adjective.

g. Adverbs

Adverbs modifies verb, adjective, and other adverbs (Hornby, 1995:14), such as *well, happily, today, here, etc.*

h. Adjectives

Adjectives describes nouns or pronouns, such as many, clear, and your (Wingersky *et al.*, 1999:61).

In this research the uses of those words in the students' paragraph writing were evaluated.

2.3.3 Mechanics

Lindner (2005:181) states that mechanical skill is not simply a rule that we must memorize and follow. It is a specific signal to the reader. Mechanical skill is very essential in writing. According to Langan (1997:86), a paper that contains a number of errors in mechanics will not make a favorable impression for readers. Heaton (1991:135) says that a mechanical skill is the ability to use correctly those conventions peculiar to the written language.

Mechanics deal with the skill of using punctuation, capitalization, and spellings. (Hughes, 1989:93). Lindner (2005:181-188) states that capitalization can turn a common noun into a proper noun. This can be a clue to the reader whether he or she is reading about a specific person or something in general. Furthermore, she adds some basic rules that make capitalization clearer. They are:

a. the first word of a sentence, example: *The car is green*;

b. the pronoun I, example: *He asked if **I**'ve been well; Awake*, ***O** north-wind*;

c. proper noun, example: ***M**ary **K**ate and **A**nne live in **P**ennsylvania*;

d. proper adjective, examples: *My favorite genre of poetry is Victorian poetry*;

e. titles before a name and abbreviation titles, example: *Father Anderson, Dr. Emily Thompson*;

f. days of the week, months of the year, and holidays, example: *Labor Day is the first Monday in September* ;

g. historical events, eras, and documents, example : *World War I, The Renaissance, Our Constitution*;

h. major words in the titles of books, movies, paintings, musical compositions, magazines and articles, example: *Vincent van Gogh's Story Night was recently on display at the New National Gallery in Berlin*; and

i. geographic regions, example: *Photographers travel to the Himalayas to capture the panoramic images.*

The punctuations help the reader understand written texts. On this point, Farbrain and Winch (1996:81) say that punctuation is a variety of devices that a writer uses in order to help readers understand the meaning of a piece of writing. Therefore, the appropriate use of punctuations helps the readers to understand what will be communicated by the writer. There are many kinds of punctuation marks. According to Farbrain and Winch (1996:81), they are full stop (.), question marks (?), exclamation mark (!), comma (,), semi colon (;), colon (:), quotation mark ("…"), parentheses (( )), brackets ([ ]), dash (-), apostrophe (') and hyphen   (-).

The other mechanical skill is spelling. In writing, spelling is important because poor spelling can make ambiguous meaning and non-sense sentences (Farbrain and Winch, 1996:100). The use of wrong spelling can make the readers confused with the message expressed by the writer.

Based on the components described above, the components of mechanics that were used as writing indicators in this research were the use of punctuation marks consisting of full stop (.), comma (,), apostrophe ('), and spelling. These are chosen

because they were used by the students in writing a descriptive paragrpah by using individual pictures.

2.3.4 Organization

Organization is the student's ability to arrange their ideas into logical coherence and cohesion to make a unified paragraph. According to Bram (1995:21) unity and coherence play a crucial role in making a paragraph well.

a. Unity

A paragraph should have a unity. It means that in each sentence of the paragraph shows clear connection to the main idea which is stated in the topic sentence. In this point, Bram (1995:20) states that a paragraph is said to be unified if it is unified by mutually supported sentences that express one main idea of the topic sentence only. In other words, each sentence in a paragraph should relate and develop the controlling main idea. For example, in explaining the animals, the writer discusses it on its characteristics such as size, colour, physical, not anything else. The example is:

> "Elephants are the largest land animals on earth. They have the largest brains of any mammal. Elephants talk to each other. Researchers have discovered more than 50 different types of calls that they use to communicate with each other. Their trunks are strong enough to pick up trees but sensitive enough to pick up a flower. They use them as tools to sweep paths, to scratch themselves, to swat flies, and to draw in the dirt. They are good swimmers and use their trunks like snorkels. They live together in family groups. They help each other when in trouble. They join together to care for and rescue their young."

(Susilohadi, 2008:63)

The paragraph above has fulfilled the need of unity of a paragraph. The supporting sentences explain that "elephant" is the largest animal. Then, all the

sentences are relevant to the topic sentence which is stated in the first sentence that is "Elephants are the largest land animals on earth"

b. Coherence

Coherence means how well ideas held together. The sentences of a part must follow smoothly and logically related. According to Fardhani (2005:98) it is gained if each sentence in a paragraph is closely related to the next sentence to stick the ideas from the beginning to the end by using connecting words, phrase or sentence. It can be said that a paragraph is coherent when the sentences are clearly connected to each other. Then, the movement between sentences in paragraph is clear and related to each other. For example:

> "Elephants are the largest land animals on earth. They have the largest brains of any mammal. Elephants talk to each other. Researchers have discovered more than 50 different types of calls that they use to communicate with each other. Their trunks are strong enough to pick up trees but sensitive enough to pick up a flower. They use them as tools to sweep paths, to scratch themselves, to swat flies, and to draw in the dirt. They are good swimmers and use their trunks like snorkels. They live together in family groups. They help each other when in trouble. They join together to care for and rescue their young."

(Susilohadi, 2008:63)

2.3.5 Content

Content is the ability to use knowledge and understandable subject and information, development thesis, relationship of many details relevance of material and topic (Hughes, 1989:93). Furthermore, content deals with the depth of the knowledge owned by the writer (Hughey *et al.,* 1983: 153). It also deals with the writer's ability in evolving the main idea based on the topic chosen (it is relevant or not). Moreover, content also has a relationship with compeletness, since it means that there are sufficient details or information in it to give the reader a clear picture or a full discussion of its main idea (Wingersky *et al.,*1999: 36). Therefore, the writers

should have enough knowledge about a certain topic to give the reader information about the ideas expressed in their writing. In this research, the students' descriptive paragraph writings were evaluated based on the aspect of content.

2.4 Writing Achievement

The students' writing achievement dealt with the students' ability or knowledge as the result of writing test. It is supported by McMillan (1992:117) who states that students' achievement is the students' knowledge, understanding, and skill acquired as a result of specific educational experience. In this research, writing achievement meant the students' ability in writing a descriptive paragraph after being taught writing by using individual pictures. Their writing achievement was indicated by the scores of writing test evaluated from some aspects of writing, namely grammar,vocabulary, mechanics, organization, content. Therefore, an assessment or evaluation was required to measure the students' writing achievement.

2.5 The Scoring Method of Writing

In this case, to know the students' achievement in writing, an evaluation was needed. Related to this case, the aspects of writing were used as the indicators to measure the students' writing achievement. In this classroom action research, there were two methods of scoring, namely analytic scoring method and holistic scoring method.

a.   Analytic scoring method

Hughes (2003:100) defines an analytic scoring method as a method of scoring, which requires a separate score for each aspect of writing skill. It means that analytic scoring method is a method which gives score for each number of aspects of task. There are five writing aspects as the indicators to evaluate the students' writings, namely: vocabulary, grammar, content, mechanic and organization. Hughes (2003:102) proposes three advantages of this scoring method. First, it deposes of the

problem of uneven development of sub skills in individuals. Second, the fact that the scorer has to give a number of scores which tend to make the scoring more reliable. Third, the scorers are compelled to consider aspects of performance which they might otherwise ignore. This scoring method also has a disadvantage. The main disadvantage of this scoring method is the time that it takes (Hughes, 2003:103). The scoring will take a long time because it evaluates each aspect of writing.

b.   Holistic scoring method

A holistic scoring method is a method of scoring which involves the assignment at a single score to a piece of writing on the basis of an overall impression on it (Hughes, 2003:94). This kind of scoring has the advantage of being very rapid (Hughes, 2003:95). Experienced scorers can judge a one-page piece of writing in a short time. This means that it is possible for each piece of work to be scored more than once since it is necessary. However, the disadvantage of this scoring method is the scorer cannot identify which aspects of writing that the students have the strengths and weaknesses.

From the above explanations, there are two methods of scoring that can be applied to evaluate the students' writing, namely analytic scoring method and holistic scoring method. However, this research applied the analytic scoring method to assess the students' writings in the aspects of content, organization, grammar, vocabulary and mechanics. There were two people scoring the students' writing test result, they were the researcher and the English teacher. This was intended to reduce subjectivity in judging the students' writings.

2.6 Descriptive Paragraph Writing

Based on English syllabus for Junior High School (2009:12), there are five written text types that the students need to learn in Junior High School. They are descriptive, narrative, spoof/recount, procedure, and report. Kanar (1998:17-18)

points out that there are seven organizational patterns of writing, namely narration, description, process, classification, definition, cause-effect, and comparison-contrast. However, this research investigated the students' achievement in writing a descriptive paragraph because it was taught to the first grade of junior high school.

A descriptive is a way of visualizing objects, people, or places using descriptive details which enable the reader to paint his mental picture of it. Furthermore, Wong (1993:373) states that a descriptive paragraph is used to describe a person, a place, or an object precisely, so that the reader "sees" the item clearly in his or her imagination. So, to make the word picture as vivid and real as possible, the writer must observe and record specific details that appeal to the readers' sense (sight, hearing, taste, smell, and touch). In addition, Ur (1996:160) defines description is a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical associational pattern.

Carino (1996: 145) states that a paragraph is a short piece of writing on a very limited topic, and although some paragraphs can stand alone, most are parts of a larger piece of writing, such as an essay. Bram (1995:13) defines a paragraph is a good one, as a group of sentences which contains relevant information about one main or central idea. Recognizing the parts of a paragraph is important for comprehending a paragraph. The students must have ability to identify the topic or find main idea and recognize the supporting detail to comprehend the paragraph. Therefore, a descriptive paragraph referred to a group of sentences dealing with one main idea that gave a picture of something or someone clearly through the words in a logical pattern, sharp, and colorful details.

The purpose of descriptive paragraph is to share with the reader some objects, places, scenes, or people that the writer experienced. Through description, the writer tries to give sense impression about what she has seen, heard, felt, smelled, tasted to person, place or things, etc. Stanley *et al.* (1992:152) say that the aim of description is to convey the readers what something looks like, it attempts to paint a picture with

words. In line with this, Boiarsky (1993:243) states that a description can serve as a definition; it provides a "picture" of a physical entity, process, or event for readers to see in their mind's eye. In other words, when one describes something, it can be about objects, places, scenes or people through this description, the reader would have a picture of the whole entity or process.

In this research, the type of writing that was taught to the research subjects was a paragraph writing that contained the element of paragraph, namely a topic sentence, supporting sentence and a concluding sentence (optional).

2.7 Type of Pictures

The kinds of pictures may be in the form of drawing, painting or something else. They can describe a human being, an animal, a plant, and any other objects. They can be taken from newspaper, photographing, magazines, brochures, textbooks, advertisements, etc.

There are three kinds of Pictures, namely individual pictures, composite pictures, and pictures in series (Yunus, 1981:7-49).

a. Individual Pictures

Pictures as teaching media play an important role in the teaching and learning process. Wright (1989: 193) notes that individual pictures are pictures of single objects. It means that it contains only one single picture of objects, persons, or activities. The size of individual pictures is small and it can assist students to understand and retain the meaning of words. According to Yunus (1981: 50), individual pictures are individual pictures of objects, persons or activities, such pictures vary in size from small newspaper pictures and full page magazine pictures to poster-sized pictures. In this case, individual pictures is one of media used in teaching writing which consist of objects, person, or activities. Individual pictures

also helps students produce different vocabulary depending on the students' fancy. Here, individual pictures were used for generating ideas for writing enrichment.

Individual pictures were simple and appropriate for the beginners to practice writing descriptive paragraph. They could be taken from newspapers, magazines, textbook, and internet. Individual pictures were used in this research because of their appropriateness with the classroom condition which was lack of exercises in writing activities. The use of individual pictures could motivate the students to make them eager to take part in writing activities. Individual pictures were clear enough for the students, so the students focused on the picture. It was clear that individual pictures were good lead for the students to begin their writing. Finally it was assumed that the students was able to produce a short simple essay in the form of descriptive paragraph based on individual pictures.

The example of individual picture is as follows:
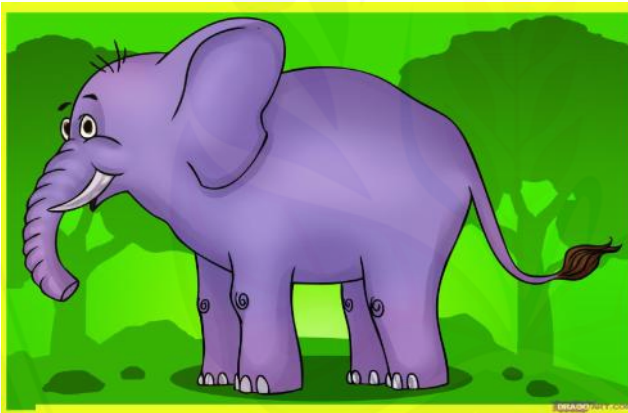
(taken from www.google/picture.com)

That is an elephant. It lives in the jungle. It is a big animal on the earth. It is one of the wild animals. Its color is grey. It has two eyes and two big ears. It also has one long nose or trunk. It has one mouth and four big feet. Its tail is short. In the top of its tail, there is a fur. It is wearing red hat and a green sheath in its back. Its likes eating grass very much.

b. Composite Pictures

A composite picture is a picture that shows many activities inside. According to Wright (1989: 98), a composite picture is a picture which gives detailed information. There are many general things that can be described with the composite picture. This picture can give different activities because it shows a number of people doing something. According to Yunus (1981: 49), a composite picture is large individual picture which show a scene (hospital, beach, canteen, railway station and street) in which a number of people can be seen doing things. Composite pictures enable students to see places, people and events. This means that the composite pictures may facilitate the students to see everything as it is a real life.

Composite pictures can be used as a complement of the text. It is supported by Wright (1989: 161) that picture can be complement to the text, a picture might adds extra information which allows the learner to infer what is intended but not clearly stated in the text. The composite pictures may be copied from textbooks, newspapers, calendars, tourist posters, or internet. The teacher should present pictures and other materials that relevant to the interest and the age of the students (Wright, 1989: 23). The example of composite picture is as follows:

(taken from www.google/picture.com)

It is a play yard. It is located in front of post office and triple seven markets. There are some people are doing their activities. In the corner of the yard, there is a woman enjoying her holiday while reading a magazine. Besides that, there is a little girl

playing her bicycle around the yard. In other sides, a fat boy is jogging in that yard. Then, there is also an old man trying to take the book on the grass. On that day, they are enjoying a holiday very much.

c. Picture in Series

Wright (1989: 201) states that picture in series show sequences of pictures. It means that a number of pictures which shows the activities related to one another. The function of this media is to tell a story or sequences of events. Picture in series is available in textbooks, comics, cartoon strips, or in magazines. According to Yunus (1981: 50), picture in series are a number of related composite pictures linked to form a series or sequence.

The example of picture series is as follows:

(from www.google/picture.com)

When I and my girl friend went to the market, something happened. We waited for the bus in the bus stop, but the bus was late and she was very angry. Then, I tried to collect my money to buy a new car for us, so that we did not need to wait for the bus. One month later, I got a new car which was cheaper than other cars. On the weekend, I invited her to go to the market. In the middle our trip, suddenly the car stopped. There were some troubles in the engine. She looked very disappointed. After that, I brought it to the mechanic. Then, I had to pay the cost which was very expensive. On another day, I saw her going shopping with another boy with a luxurious car. From that day, I decided to leave her.

Based on the types of the pictures, the research used the individual pictures because the pictures were simple and appropriate to apply in teaching a descriptive paragraph writing.

2.8 The Use of Pictures in Teaching Learning Process

The use of pictures media is useful in teaching learning process, especially for languages learning. By using pictures, learners indirectly are encouraged to the process of developing their thoughts into ideas. Therefore, it is important to use individual pictures as media with the reasons that they have some advantages, pictures can be used as media in writing. Further, the advantages of pictures and picture as media in writing are explained in the following part.

2.8.1 The Advantages of Pictures

Wright (1989: 17-18) states that pictures can motivate the students and make them want to pay attention and to take a part in the lesson. He adds that pictures contribute to the context in which the language is being used. Pictures also provide motivation and give non verbal stimulus for what is said or written.

Gerlach *et al.* (1980: 277) say that pictures, as media in the teaching learning process, have the advantages as follows:

1. Pictures are inexpensive and widely available,
2. They provide common experiences for an entire group,
3. The visual detail makes them possible to study the subject which would otherwise be impossible,
4. Pictures help to prevent and correct misconceptions,
5. Pictures offer a stimulus for further study, reading, and research. Visual evidence is a powerful tool,
6. Pictures help to focus on attention and to develop critical judgment, and
7. They are easily manipulated.

In addition, Yunus (1981:53-54) states that there are six advantages of using pictures in language teaching process, as follows:

1. Pictures are very useful for presenting new grammatical and vocabulary items.
2. Picture materials allow meaningful practice of vocabulary and structures presented by the teacher.
3. Picture materials can also provide a stimulus for using the language of the reproduction and manipulation stages to speak, to read, and to write.
4. Pictures can be used for revision 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.

Based on the above explanation, it is clear that pictures have many advantages since they give contribution to the students and the teacher in the teaching learning process. In this case, they were expected to be very useful to help the students in writing a descriptive paragraph to improve their writing ability.

2.8.2 Pictures as Media in Writing

Pictures are not only an aspect of method but also representation of places, objects, and people, they are an essential part of the overall experiences (Wright, 1989: 2). In addition, Gerlach (1980: 273) states that through pictures, learners can be shown people, places, and things from areas outside their own experiences. Moreover, Arsyad (1997: 89) states that visual media have an important role in teaching learning process. Further, he also says that media can be in the form of pictures, maps, and graphics. Pictures are useful teaching aids to express the facts or actions, and provides near real type of experiences.

In this research, in teaching writing, pictures were helpful for the students to write a descriptive paragraph as many as they could. With pictures, the students could explore their ideas, and they knew what they should want to write. By using individual pictures, the students were asked to describe the pictures in the form of a descriptive paragraph.

2.9 The Procedures of Teaching Writing by Using Individual Pictures

The procedures that were used by the teacher in teaching writing by using individual pictures were as follows:

1. The teacher gave an explanation about a descriptive paragraph.
2. The teacher showed the individual picture and gave the example of how to write a descriptive paragraph based on the picture.
3. The teacher let the students generate the ideas based on the picture given.
4. The teacher let students organize their ideas generated.
5. Then, the teacher asked students to list their own sentences.
6. The students began to write the description into a good descriptive paragraph based on their own sentences listed.

2.10 Action Hypothesis

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

1. The use of individual pictures could improve the seventh grade students' active participation in the teaching learning process of writing a descriptive paragraph by using individual pictures at SMPN 4 Jember in the 2013/2014 academic year.

2. The use of individual pictures could improve the seventh grade students' achievement in writing a descriptive paragraph at SMPN 4 Jember in the 2013/2014 academic year.
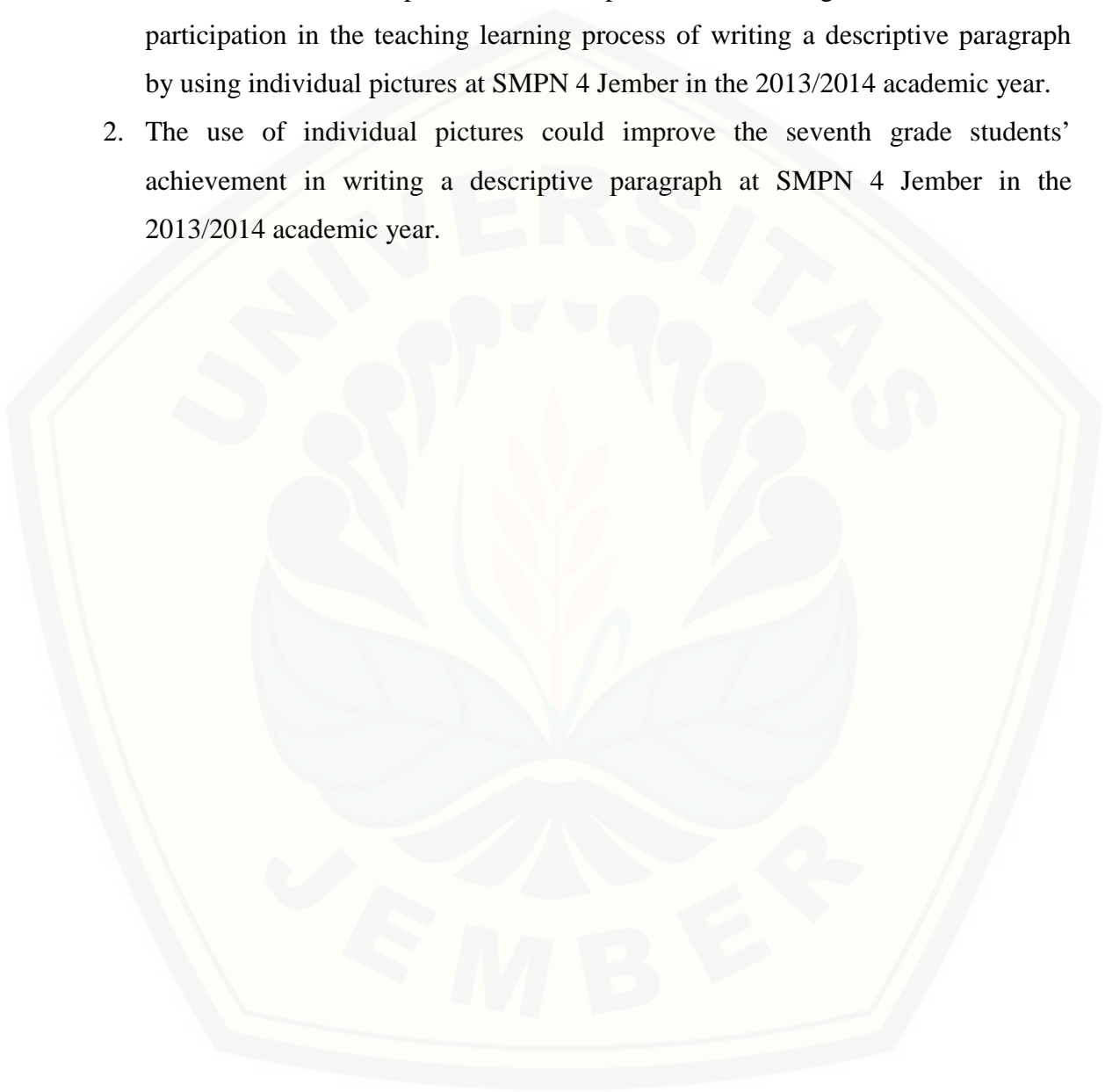
III. RESEARCH METHODS

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, research procedures, and data analysis methods.
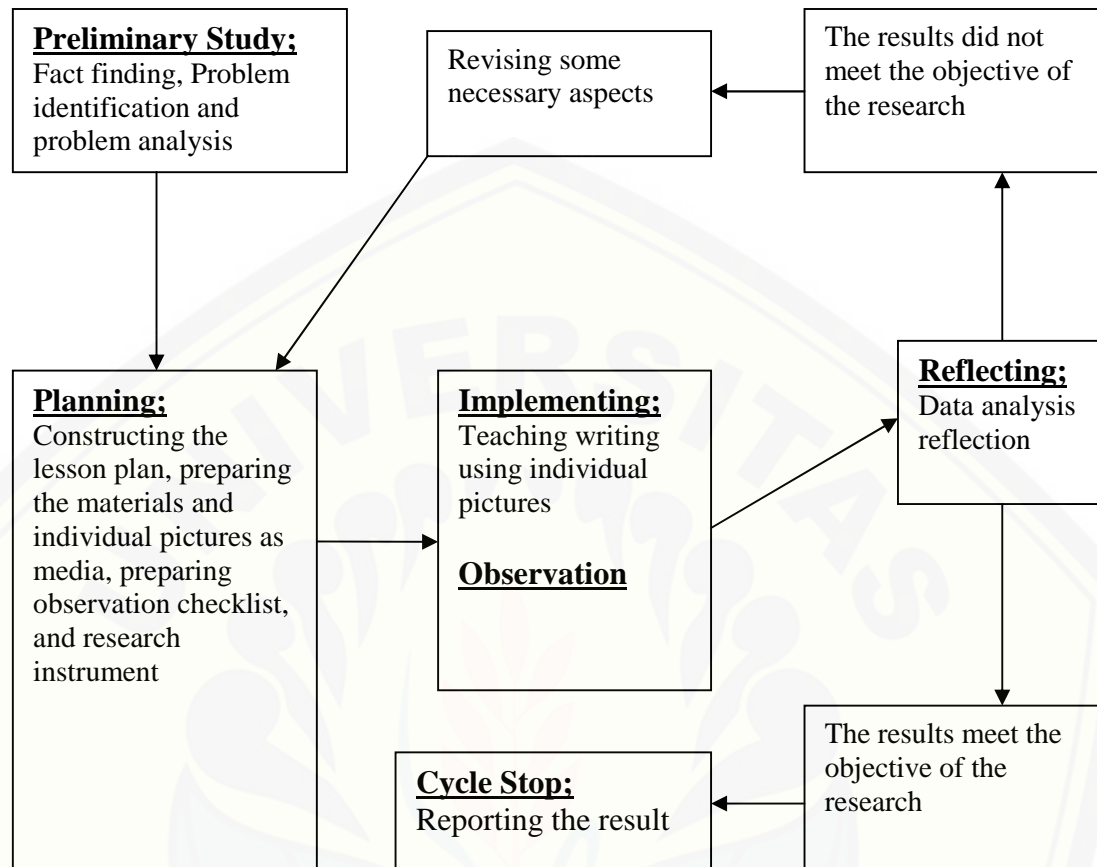
3.1 Research Design

In this research, the researcher applied a Classroom Action Research (CAR) with cycle model. This research was intended to improve the seventh grade students' descriptive paragraph writing achievement by using individual pictures.

McMillan (1992:44) states that a classroom action research is a type of applied action research with the purpose of solving a specific classroom problem or making decision at a individual local site. In addition, Elliot (1991:69) explains that an action research is the study of a social situation, with a view to improve the quality of action within it. He adds a model of classroom action research process is outlined. It means that it is followed by a list of methods and techniques for gathering and analyzing data. Therefore, a classroom action research was intended to solve problem in a classroom, in this research the problem encountered by the seventh grade students of SMPN 4 Jember was writing descriptive paragraph.

This classroom action research was conducted at SMPN 4 Jember. In this research, the researcher collaborated with the English teacher of Grade VII students of SMPN 4 Jember. This classroom action research was conducted with the cycle model in which each cycle covered the activities of the planning of the action, the implementing of the action, class observation and evaluation, data analysis and reflection of the action (Elliott, 1991). Since the results of descriptive paragraph writing and observation in the first cycle did not achieve the research objective or the criteria, the action was continued to the second cycle.

The design of this classroom action research was illustrated in the following diagram;

The Model of the Classroom Action Research

| Preliminary Study;
Fact finding, Problem identification and problem analysis		Revising some necessary aspects		The results did not meet the objective of the research

| Planning;
Constructing the lesson plan, preparing the materials and individual pictures as media, preparing observation checklist, and research instrument | Implementing;
Teaching writing using individual pictures

Observation | Reflecting;
Data analysis reflection |
|---|---|---|

| Cycle Stop;
Reporting the result	The results meet the objective of the research

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

The activities of the research design above were as follows;

1. Doing the interview with the seventh grade English teacher to gain the information about the students' problem in learning English.

2. Identifying and analysing the students' problem in writing a descriptive paragraph.

3. Planning the actions by constructing the lesson plans for meeting I and meeting II in the first cycle.

4. Implementing the action in the first cycle by using individual pictures by the research and the teacher.

5. Monitoring the implementation of the action by doing observation using observation check list by the researcher and the teacher.

6. Giving the writing test by using individual pictures to the subjects after the action in the first cycle.

7. Analyzing the results of writing test to find the students' descriptive paragraph writing scores and to find the percentage of the students who got score >75 in the writing test.

8. Analysing the result of observation to find the percentage of the students who were active in the teaching learning process of writing.

9. Since the result of writing test and the results of observation did not achieve the standard mean score requirement, the action was continued to the second cycle by revising the weak aspects to produce lesson plans for the second cycle.

10. Implementing the action in the second cycle by using individual pictures by the research and the teacher based on the revised lesson plans.

11. Monitoring the implementation of the action by doing observation using observation check list by the researcher and the teacher.

12. Giving the writing test by using individual pictures to the subjects after the actions in the second cycle.

13. Drawing a conclusion to answer the research problems.

3.2 Area Determination Method

The area determination method was the method in determining the area or place where the research was conducted. This research applied the purposive method to determine the area. According to Frankel and Wallen (2006:112)**,** the purposive method is the method employed in choosing a research area based on a certain purpose or reason. This classroom action research was conducted at SMPN 4 Jember. This school was chosen because of some considerations as follows:

1. Through the interview with the English teacher of SMPN 4 Jember, it was found that the seventh grade students still have problem and had low scores in writing. It was known that the students' scores of writing was low, only 60% of the students who got score 75 in the writing test.

2. The English teacher have never used individual pictures as media in teaching writing.

3. The English teacher of the seventh grade students and the headmaster of SMPN 4 Jember gave permission to conduct this classroom action research at the school.

3.3 Subject Determination Method

The subject of this research were the seventh grade students of SMPN 4 Jember, especially the VII F class in the 2013/2014 academic year. The number of the students in class VII F was 33 students. The researcher chose this class purposively based on the students' problems in writing. Moreover, the mean score of the students' writing achievement was 65 and 60% students who got score 75 in the writing test as the standard mean score of English at this school is 75. Besides, the students' active participation was low and only a few students, 50% who participated actively in the teaching and learning process of writng class (the information from English teacher).

3.4 Data Collection Methods

There were two kinds of data collected in this research; namely the students'writing achievement and the students' active participation. The data about the students' writing achievement and their active participation were collected by the writing test and observation during the teaching learning process of writing by using individual pictures.

3.4.1 Writing Test

In this research, the writing test was conducted in each cycle after the actions given. According to Heaton (1988: 25), there were two forms of test: subjective test and objective test. In subjective test, the candidates must think of what to say and then express their ideas as well as possible, while in objective test, the candidates have to weigh up carefully all the alternatives and select the best one. Based on Heaton's idea, the researcher used subjective test because the students were asked to write a descriptive paragraph based on individual picture chosen. The achievement test was used to know whether the students had achieved the minimum requirement standard score after being taught descriptive paragraph by using individual pictures. The writing achievement test was given to the subjects in the form of descriptive paragraph writing test.

Hughes (2003:50) notes that a good test must be valid and reliable. A test is considered to be valid if it measures accurately what is intended to measure. The validity could be classified into content validity, criterion related validity, construct validity, and face validity. In this research, the content validity was used because the content of the materials was constructed based on KTSP 2006 for junior high school. Based on KTSP 2006, the basic competence of writing activity is expressing the meaning of a short simple paragraph in the form of descriptive in the context of daily life based on the individual pictures given. The students' writing consisted of 10 – 12 sentences and the time allocation of the writing test was 2 x 40 minutes.

Dealing with reliability, according to Hughes (1989: 29), reliability refers to the test result consistency. This research applied intra-rater reliability. The researcher scores the students' writing test by herself.

Concerning with the scoring system, the analytic scoring method was used in this research. The analytic scoring method was a method of the scoring which required a separate score of a number of aspects of a task (Hughes, 1989: 100). There were five aspects of writing scored analytically; they were grammar, vocabulary,

mechanic, content, and organization. The table below is the scoring criteria of the students' paragraph writings.

Table 3.1. The Scoring Criteria of the Students' Descriptive Paragraph Writing.

Aspect of Writing	Score	Criteria
Content	5	Main ideas stated clearly and accurately, change of opinion very clear.
	4	Main ideas stated fairly clearly and accurately, change of opinion relatively clear.
	3	Main ideas somewhat unclear and inaccurate change of opinion statement somewhat weak.
	2	Main ideas not clear and accurate change of opinion statement weak.
	1	Main ideas not at all clear and accurate change of opinion statement very weak.
Organization	5	Well organized and perfectly coherent.
	4	Fairly well organized and generally coherent.
	3	Loosely organized but main ideas clear, logical but incomplete sequencing.
	2	Ideas disconnected, lacks logical sequencing
	1	No organization, incoherent.
Vocabulary	5	Very effective choice of words and word forms.
	4	Effective choice of words and word forms.
	3	Adequate choice of words but some misuse of vocabulary and word forms.
	2	Limited range, confused use of words and word forms.
	1	Very limited range, very poor knowledge of the words and word forms.
Grammar	5	No errors, full control of complex structure.
	4	Almost no errors, good control of structure.
	3	Some errors, fair control of structure.
	2	Many errors, poor control of structure.
	1	Dominated by errors, no control of structure.
Mechanics	5	No errors of spellings and punctuations.
	4	Few errors in spellings and punctuations.
	3	Fair number of spellings and punctuations errors.
	2	Frequent errors in spellings and punctuations.
	1	No control over spellings and punctuations.

Score:
Content:__ + Organization:__ + Vocabulary:__ + Grammar:__ + Mechanics:__

Writing Score: <u>total score</u> x 100 = ……
             25

(Adopted from Cohen, 1994)

Table 3.2 The Scoring Criteria of the Students' Descriptive Paragraph Writing

No.	Criteria	Score
1.	Grammar	
	- 0Errors of simple present tense, articles, prepositions, possessive (-'s), third person singular, plural nouns (-'s).	5
	- 1-3 Errors of simple present tense, articles, prepositions, possessive (-'s), third person singular, plural nouns (-'s).	4
	- 4-6 Errors of simple present tense, articles, prepositions, possessive (-'s), third person singular, plural nouns (-'s).	3
	- 7-9 Errors of simple present tense, articles, prepositions, possessive (-'s), third person singular, plural nouns (-'s).	2
	- > 9 Errors of simple present tense, articles, prepositions, possessive (-'s), third person singular, plural nouns (-'s).	1
2.	Vocabulary	
	- 0 Inappropriate word choice.	5
	- 1-3 Inappropriate word choice.	4
	- 4-6 Inappropriate word choice.	3
	- 7-9 Inappropriate word choice.	2
	- > 9Inappropriate word choice.	1
3.	Mechanics	
	- 0Misspelling, punctuation, and capitalization.	5
	- 1-3 Misspelling, punctuation, and capitalization.	4
	- 4 -6 Misspelling, punctuation, and capitalization.	3
	- 7-9 Misspelling, punctuation, and capitalization.	2
	- > 9 Misspelling, punctuation, and capitalization.	1
4.	Content	
	- The text related to the topic and easy to be understood.	5
	- The text related to the topic and difficult to be understood.	4
	- The text almost related to the topic and fairly easy to be understood.	3
	- The text quite related to the topic and little bit easy to be understood.	2
	- The text does not related to the topic and difficult to be understood.	1
5.	Organization	
	- Complete organized (identification and descriptions), focus on one main idea, logical and complete sequencing.	5
	- Complete organized (identification and descriptions), focus on one main idea, almost logical and complete sequencing.	4
	- Loosely organized but main ideas clear, logical but incomplete sequencing.	3
	- Ideas disconnected, lacks logical sequencing.	2
	- Loosely of organization and incohe	1
	- rent.	

(Adapted from Cohen, 1994)

Based on the scoring criteria above, the researcher used the scoring criteria of the students' descriptive text writing in Table 3.1. That was adopted from Cohen (1994). It was simple and appropriate to the students level, especially in writing. Meanwhile, the scouring criteria in table 3.2 that was adapted from Cohen is the scouring criteria in more detail in every aspect of writing, i.e. grammar, vocabulary, mechanic, content, organization. For example, the student got score 4 if they felt these criteria 1-3 errors of simple present tense, articles, prepositions, possessive (-,s), third person singular, plural nouns (-'s). Hence. The researcher chosen the scouring criteria in table 3.1 because it made the reseacher easier to score the students' paragraph writing.

In this research, the researcher used five markers with different colors to score the students' writing test in order to make easy to correct. For instance, the red marker was used to indicate grammar errors, the blue marker was used to indicate the vocabulary errors, the black marker was used to indicate the mechanical errors, the green marker was used to indicate the organization errors and the orange marker was used to indicate the content error.

3.4.2 Observation

This observation was intended to know the students' participation (active or passive participation) when they were taught writing by using individual pictures. The detail information will be explained in the research procedures observation stage.

3.4.3 Documentation

In this research, documentation was used to collect the supporting data. According to Wood (2009:2), documentation refers to the way or a method to collect data through document study. The researcher used this method in order to get the supporting data related to the curriculum applied by the English teacher especially about teaching of writing, the previous writing scores from the English teacher and the names of the subjects.

3.5 Research Procedures

In this classroom action research, the action of each cycle was implemented in four stages of activities in each cycle, namely (1) the planning of the action, (2) the implementation of the action, (3) the observation and evaluation, (4) the data analysis and reflection of the action.

3.5.1 The Planning of the Action

In this research, the planning of the action was done before the actions were carried out. The activities before the implementation of the action were as follows;

1. Choosing the topic based on the 2006 institutional level curriculum for the seventh year students of junior high school.
2. Constructing the lesson plans for the first cycle (meeting 1 and meeting 2).
3. Consulting the lesson plans to the English teacher and the consultans.
4. Preparing the teaching materials and the individual pictures used as the media in each meeting of each cycle.
5. Preparing the observation guide in each meeting of each cycle in the form of checklist containing the indicators to be observed.
6. Constructing the writing test by individual pictures in each cycle.
7. Determining the criteria of the success of the action.
8. Constructing the lesson plans for the second cycle by revising the weak aspects of the first cycle.

3.5.2 The Implementation of the Action

After the planning of the action, the researcher implemented the action in the class that was teaching writing a descriptive paragraph by using individual pictures. The implementation of this research was carried out during the school hours by the researcher for 2 x 40 minutes. At the implementation of the actions was based on the lesson plans made by the researcher. Each cycle had three meetings, two meetings for the actions and writing test was done in the third meeting. The implementation of the

actions in the first cycle, the researcher taught descriptive paragraph writing by using individual pictures in the first meeting and the second meeting. Then, the writing test by using individual pictures was given to the subjects in the third meeting.

The second cycle was conducted since the results of the action in the first cycle and the results observation had not fulfilled the evaluation criteria or the research objectives. The second cycle was done since the result of cycle one had not met the target criteria.

3.5.3 Classroom Observation and Evaluation
3.5.3.1 Classroom Observation

Observation was done to monitor the students' participation in the classroom. It was done during the teaching learning process of writing a descriptive paragraph by using individual pictures. Observation was very important to control the students' activities concerning with the application of individual pictures in writing a descriptive paragraph. The researcher was helped by the English teacher to conduct the observation during the writing teaching learning process. So, the researcher and the teacher did observation in doing the implementation of the action.

a. The researcher used the observation in the form of checklist which contained the indicators being observed to monitor the students' participation during the teaching learning process of writing by using individual picture. The indicators of the students' participation to be evaluated were as follows; 1) paying attention to the teacher, 2) answering the teacher's oral questions, 3) asking the questions about the material, 4) doing the writing exercise (generating the ideas based on the picture, organizing the ideas in the form of sentences, rewrite the sentences into a good descriptive paragraph by adding some information).

. The students were categorized as active students if they did at least four indicators, and they were categorized as passive students if they did only one or two or three indicators. Besides, the observation was successful if at least 75% of the

students were active in the teaching and learning process of descriptive paragraph writing by using individual pictures.

The observation guide in the form of checklist was as follows:

Table 3.3 The student's participation checklist

No.	Students' Initial Name	Indicators				Active	Passive
		1	2	3	4		

The indicators of observation were:
1. The students' activity in paying attention to the teacher
2. The students' activity in answering the teacher's oral questions
3. The students' activity in asking the questions about the material
4. The students produce their list of sentences based on the individual pictures given

3.5.3.2 Evaluation

Evaluation in this research was conducted to know whether the use of individual pictures could improve the students' descriptive paragraph writing achievement. There were two kinds of evaluation in this research, namely process evaluation and product evaluation. The evaluation process was done by conducting the observation in every meeting of each cycle during the teaching learning process of writing by using individual pictures. The result of observation in each meeting in the form of checklist was evaluated to find the percentage of the students who were active in the writing teaching learning process. The product evaluation was done in the form of writing test by using individual pictures and it was done in the third meeting after the actions. The criteria of the success of the action were as follows.

1. At least 75% of the research subjects did at least 3 out of 4 indicators of the teaching and learning process of writing.
2. At least 75% of the research subjects got the minimum score of descriptive paragraph writing achievement test, that was, 75.

3.5.4 Reflection of the Action

The reflection was conducted to reflect the results of obervation in each meeting and the results of writing test in each cycle. It was also intended to see the weakness and the strengths of the actions in the first cycle. The result of reflection in the first cycle was used as a guide to revise the action in the second cycle or to revise the weak aspects. The researcher and the English teacher discussed the result of reflection to solve the problems faced by the students and find solution to overcome the problem. The result of the reflection in the first cycle was used as a guide to produce the lesson plan in the second cycle by revising some weak aspects in the first cycle.

3.6 The Operational Definitions of the Terms
3.6.1 Writing Achievement

Writing achievement in this research dealt with the scores of the students' writing test after the students were given the action that was they were taught writing a descriptive paragraph by using individual pictures. The descriptive paragraph writing achievement was indicated by the students' scores of writing test based on the aspects of writing, namely vocabulary, grammar, mechanic, content and organization.

3.6.2 Descriptive Paragraph Writing

A descriptive paragraph, in this research, was a way of visualizing objects, people, or places using descriptive details which enable the reader to paint his mental picture of it. Through description, the writer tried to give sense impression about what she has seen, heard, felt, smelled, tasted to a person, a place or things, etc. A descriptive paragraph writing, in this research, was a descriptive paragraph that consisted of the elements of a topic sentence, supporting detail and a concluding sentence. It was described based on the individual picture provided through pre-writing stage and writing stage.

3.6.3 Individual Pictures

Individual pictures in this research means, the pictorial materials that were used as the media in teaching descriptive paragraph writing to improve the students' descriptive paragraph writing achievement. Individual pictures mean the pictures of individual objects, people or simple pictures that show activities. In this research, the individual pictures used as the media in teaching descriptive paragraph writing were the pictures of animals (for the first meeting) and the pictures of famous people (for the second meeting).

3.7 Data Analysis Method

In this research, the data were collected from the writing test and observation. The results of the observation were analyzed quantitatively to find the percentage of the students' active participation in the teaching learning process writing by using individual pictures. The formula was as follows.

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

Notes:
E = the percentage of students who were active
n = the number of students who were active
N = the number of students (the subjects)

(Ali M, 1993:186)

The results of writing test in the form of the students' scores of descriptive writing test were analyzed quantitatively by using the following formula:

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

Note:
E = the percentage of students who got score   75 in the writing test
n = the number of students who got score   75 in the writing test
N = the number of the students (the subjects)

(Ali M, 1993:186)