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IMPROVING THE EIGHTH GRADE STUDENTS' ACTIVE PARTICIPATION AND THEIR DESCRIPTIVE TEXT WRITING ACHIEVEMENT BY USING INDIVIDUAL PICTURES AT SMPN 7 PROBOLINGGO

THESIS

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

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DEDICATION

This thesis is proudly dedicated to:

My beloved parents, Senema and Abdullah. Thanks for your prayer, love, support and suggestion. This thesis is dedicated to you for your never-ending love.

My brothers and my sisters, Lukman Hakim, Uswatul Hasanah, Abdul Qodir Jaelani and Kayla Ajeng Pramiswari. Thank you so much for your support.

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MOTTO

"If you would not be forgotten as soon as you are dead, Either write something worth reading or do something worth writing."

(Benjamin Franklin)

http://www.brainyquote.com/quotes/quotes/b/benjaminfr133951.html

[May, 20th, 2015]

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CONSULTANT APPROVAL

IMPROVING THE EIGHTH GRADE STUDENTS' ACTIVE PARTICIPATION AND THEIR DESCRIPTIVE TEXT WRITING ACHIEVEMENT BY USING INDIVIDUAL PICTURES AT SMPN 7 PROBOLINGGO

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ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled "Improving the Eighth Grade Students' Active Participation and Their Descriptive Text Writing Achievement by Using Individual Pictures at SMPN 7 Probolinggo".

In relation to the writing and finishing of this thesis, I would like to express my sincerest thanks to the following persons.

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of The Language & Arts Department
3. The Chairperson of English Language Education Study Program
4. The first and second consultants, Dra. Zakiyah Tasnim, M.A. and Drs. Bambang Suharjito, M.Ed. Thank you for spending your time and giving me suggestions and many ideas to make my thesis better
5. The examination committee, Dr. Aan Erlyana Fardhani, M. Pd. and Drs. Bambang Arya W.P., Ph. D. that have given me a lot of suggestions
6. The principal of SMPN 7 Probolinggo, and my honorably English teacher Dedy Agung Subagyo, S. Pd.
7. The VIII E students of SMPN 7 Probolinggo in the 2014/2015 Academic Year
8. My best friends of Hula-Hula Group Anies, Riska Lanvie, Ratna Rahayu, Dantri, Vina Riski, Anisatul and all members of DnC
9. My best friends at the boarding house: Eva, Woro, Lisa, Mbak Ayu, Mbak Cicik, Mbak Lina, Mbak Vian, Mbak Winda, Rini, Eka and Dewi

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SUMMARY

Improving the Eighth Grade Students' Active Participation and Their Descriptive Text Writing Achievement by Using Individual Pictures at SMPN 7 Probolinggo ; Ika Yuni Kartika; 100210401101; 2015; 59 pages; English Education Study; Language and Arts Education Department; Faculty of Teacher Training and Education; Jember University.

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2. Drs. Bambang Suharjito, M.Ed.

Key words : Writing Achievement, Individual Pictures, CAR

English as a global language is used in countries throughout the world, including Indonesia. In Indonesia, English is considered as the first foreign language that must be learnt by students beginning from Elementary School, up to University level. Considering that English is a global language, the students have to master the four language skills of English and the three language components. As an international language, English is used by most people around the world to express their ideas, thoughts and desire in spoken or in written form. The problem in this research concerned in students' writing on the eighth grade of SMPN 7 Probolinggo that found from preliminary study by interview the English teacher.

This classroom action research was intended to improve the eighth grade students' active participation and their descriptive text writing achievement by using individual pictures at SMPN 7 Probolinggo in 2014/2015 academic year. The reason of using individual pictures was the students would focus on the materials that were taught. Based on the preliminary study that was held on 16th August 2014, the VIII E students of SMPN 7 Probolinggo faced some difficulties in mastering English, especially on writing. In addition, it was also supported by observation that had been conducted at August 18th 2014. The students were passive and they seemed less enthusiastic. This was proven by their English scores which showed that only 8 students of 25 students of class VIII E got 75 or higher and the mean score was 71.44. Whereas, the minimum requirement standard score of English at SMPN 7 Probolinggo is 75. Further, based on the

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observation, only a few students were enthusiastic in the teaching learning process.

This research was done collaboratively with the English teacher of class VIII of SMPN 7 Probolinggo. It was conducted in class VIII E that consisted of 25 students. The observation of the students' active participation, interview, documentation, and the writing test were the methods that were used in collecting the data. The descriptive qualitative analysis was used to analyze the data gathered from interview, observation, and documentation. The result of writing test in the form of the students' score of writing test would be analyzed quantitatively.

The action was implemented in two cycles in order to achieve the goal of this classroom action research. Each cycle was done in three meetings. The results of the students' active participation in meeting I showed that 50% out of 24 students and 70.83% out of 24 students. It did not achieve the target of the research that was 75%. But in the second cycle it achieved the target. The percentage of students' active participation was 83.33% out of 24 students in meeting I and 91.66% out of students in meeting II. Besides, the result of the writing test in Cycle 1 also did not achieve the target of the research whereas 75% of the students got 75 or higher in the writing test. The percentage of the students who got score 75 was 62.5%. It improved in the second cycle become 87.5%.

There were some factors that influenced the students failed in the first cycle. The problems were the students still confused to write descriptive text, size of picture was small, and the students were still shy to discuss their work. to overcome those problems, the researcher gave some more explanation about descriptive text, prepare the picture bigger (in form of A3), giving them some verbal and nonverbal reinforcement.

In summary, it could be concluded that the use of individual pictures could improve the students' active participation and their descriptive text writing achievement in teaching learning process of writing at SMPN 7 Probolinggo.

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CHAPTER I. INTRODUCTION

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

1.1 The Research Background

Language is a means of communication. Communication cannot be separated from human's life. By communication, people can share their ideas with others. People can communicate with other people using a language. As an international language, English is used by most people around the world to express their ideas, thoughts and desire in spoken or in written form. In Indonesia, English is regarded as a foreign language that is learned by Indonesian since they are in the kidergarden level. The importance of English as the key to the international communication and commerce makes it a compulsory subject for students from Junior High School, Senior High School and University.

The main purpose of teaching English for Indonesian learners is on communication. Students are expected to be communicative and interactive while they are using English. As we know, in English there are four language skills, listening, speaking, reading and writing, and three language components, grammar, vocabulary and pronunciation. Those skills and those language components can be taught intergratedly.

One of the language skills to learn is writing. Writing is a form of written communication to express the ideas or feeling after speaking. In learning English, students should learn the four language skills and the three language components. Richards (1990:100) states that learning to write, in either a first or 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 difficult and needs long process. Further, he (1990:101) also states that writing is the process of moving

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from concepts, thoughts, idea to write text which is complex. From that statement, we can conclude that most of students including Indonesian students have dificulties in writing because of the nature of writing itself which is difficult and needs long process, especially in the process in moving the concept into written form.

The teacher has to be able to select an appropriate media in teaching writing. As Richards (1990:100) says, writing is a difficult skill to be mastered, so something has to be done to help students in learning English. It means that, to deliver the material a teacher has to use various interesting media such as real things, pictures or videos to motivate the students in teaching writing. Wright (1989:2) states that it is important to have as wide range of resources as possible in the classroom so that the students can have a rich base and stimulus. And resources must include pictures. In this case, individual pictures could make the students focused to the material that would be taught. In addition, the students would accept stimulus easily.

A teacher will get many advantages by choosing pictures as an instructional medium. Pictures contribute to raise interest and motivation, a sense of context about the language and a specific reference or stimulus. Wright (1989:193) also states that pictures such as picture of a person, an object, an action, and a place can help the process of meaning assimilation of the students because it can direct the students to think about the pictures and have their ideas and interpretation. So, pictures here play as visual aid that helps the students to dig information by looking at the pictures. This process is easier than when the students have to dig information by imagining the object without having pictures.

Pictures are useful media in teaching learning process because they are interesting, meaningful and authentic to help students improve their writing skill. Yunus (1981-49) states that there are three kinds of picture, namely individual pictures, composite pictures, and picture in series. In this case individual pictures are used as media to improve the students' writing achievement. Using individual picture as media will be attractive and interactive ways in teaching writing. Because the

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students would focus to the material if it used individual pictures. Using individual pictures in teaching writing have many advantages.

> There are some roles of individual picture in writing development. First, individual pictures can motivate the students and make them eager to take part. Second, individual pictures contribute the context in which language is being used; they bring the world into the classroom. Third, individual pictures can be described in objective way ('This is a train') or interpreted (It's probably a local train') or responded to subjectively ('I like travelling by train').
> (Wright, 1989:17)

This research focused on the students's writing achievement, especially writing descriptive text by using individual pictures. Based on the interview with the English teacher as the preliminary study that was conducted on August 16th2014 at SMPN 7 Probolinggo, especially on the eighth grade students, it was found that the students had some difficulties in learning English especially in writing English and they were lack of motivation. He also said that among the eighth classes in SMPN 7 Probolinggo, VIII-E class had a problem in writing skill. In addition, it was also supported by observation that had been conducted on August 18th 2014. The students were passive and they seemed less enthusiastic. Only students in the first row paid attention to the teacher but the students in the back row were not.

According to the English teacher, the students' writing achievement score in VIII-E class was still low. When the teacher gave task to the students to write some sentences, it can be seen from the scores of their writing test which were only 8 students of 25 students who got 75 or higher. Whereas, the minimum requirement standard score of English at SMPN 7 Probolinggo is 75. The mean score from the data above was 71,44. In addition, the English teacher told that the English lesson is taught twice a week for each class, with time allocation 2x40 minutes for each meeting. From the discussion above, the researcher and the English teacher agreed to solve the problems by using individual pictures because the teacher rarely used various media in teaching learning process and tended to use the students' worksheet

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named *Neo Quantum*. In addition, this research focused on the students' descriptive text writing because it was taught in that semester. In teaching writing, the teacher taught the students without using media and explained the material orally. He informed that he taught English based on the textbook and rarely used pictures as media to make it clear for the students. As the result, the classroom activity became less active and only few students were active in the teaching learning process of writing.

There were a number of researches in this topic which were conducted. One of them was conducted by Prakasa (2012) entitled *The effect of using single pictures on the seventh grade students' descriptive paragraph writing achievement at Mts. Negeri 2 Jember*. It showed that the statistical value of the t-test analysis ofstudents' writing scores was higher than the value of t-table with significant level 5% (2.335>1.9966). It can be concluded that there was a significant effect of teaching descriptive text writing by using individual pictures. This research and the previous one are different in the research subjects and type of writing. The research subjects are the eighth grade students at SMPN 7 Probolinggo and this research uses descriptive text.

In addition, a research that was conducted by Ma'rifah (2011) entitled *Improving the grade VIII-C students' writing achievement of recount paragraph by using single pictures at SMPN 2 Puger*. The result of the research showed that the percentage of the students who got 70 or higher increased from 40% in cycle 1 to 61% in cycle 2. Moreover, the percentage of the students' active participation increased from 41.46% in cycle 1 to 80,48% in cycle 2. It can be concluded that single pictures can improve the students' active participation and the students' writing achievement by exploring their experience about the condition of the picture into paragraph.

Based on the explanation above, it can be concluded that individual pictures can improve students' ability in writing. Weather, it was writing of recount text or descriptive text. The researcher is interested in conducting a classroom action

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research entitled Improving the Eighth Grade Students' Active Participation and Their Descriptive Text Writing Achievement by Using Individual Pictures at SMPN 7 Probolinggo will be conducted.

1.2 The Research Problems

Based on the research background above, the research problems are formulated as follow.

1. Can the use of individual pictures improve the eighth grade students' active participation in the teaching learning process of descriptive text writing at SMPN 7 Probolinggo?
2. Can the use of individual pictures improve the eighth grade students' descriptive text writing achievement at SMPN 7 Probolinggo?

1.3 The Research Objectives

The objectives of the research are as follows.

1. To improve the eighth grade students' active participation in the teaching learning process of descriptive text writing by using individual pictures at SMPN 7 Probolinggo.
2. To improve the eighth grade students' descriptive text writing achievement by using individual pictures at SMPN 7 Probolinggo.

1.4 The Significance of the Research

This research is expected to give contributions to the English teachers, the students, and other researchers.

a. The English Teacher

   The result of this research can give information to the English teacher to make their students interested in joining the writing teaching learning process by using individual pictures. Hopefully, this classroom action research gives the teacher an experience in the teaching of writing by using individual pictures.

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b. The Students

Students are expected to improve their active participation in the teaching learning process by using individual pictures and improve their descriptive writing achievement as well. Moreover, the results can be an alternative solution to overcome their problems in writing, so the students in the classroom will not be bored anymore.

c. The Other Researchers

The result of the research can become a reference and information to conduct a further research dealing with the use of individual pictures as media in the same or different aspects of the English skills, research area or research subjects.

1.5 Limitation of the Research

Limitation of the research was used to limit the scope of the research. This research would be conducted at SMPN 7 Probolinggo. The research respondents were VIII-E students in the 2014/2015 academic year because VIII-E students had the lowest score in writing. So, the research result could not be generalized to all the eighth grade students at SMPN 7 Probolinggo in the 2014/2015 academic year. It would be assigned only for VIII-E students at SMPN 7 Probolinggo in the 2014/2015 academic year. In addition, this research only focuses on students' descriptive text writing achievement by using individual pictures with the theme of animals.

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CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter reviews the theories related to the research problems covering Writing, Writing in ELT, Paragraph Writing and Its Elements, Descriptive Text Writing, Assessing Students' Writing, Types of Pictures, the Advantages of Using Individual Pictures, the Disadvantages of Using Individual Pictures, the Procedures of Using Individual Pictures in Writing, and Action Hypothesis.

2.1 Writing

Writing is an activity of expressing ideas in written forms. Fairbairn and Winch (1996:32) state that writing is about conveying meaning by selecting words and putting them together in a written or printed form. It means that writing is an activity to express the writer's ideas in written form by selecting and putting proper words in proper places.

Writing is how to organize the ideas in written form. Wingersky, Boerner and Balogh (1999:4) state that writing is a process through which you discover, organize and communicate your thoughts to a reader. It can be said that writing is an activity that started when the writer get the ideas, organize the ideas and then communicate the ideas in written form.

Writer can communicate with other person and transfer his messages through writing, even though the person intends to communicate is in long distance. Writing is also seen as a form of communication (Hartfiel et al, 1995:36). As stated by Fairbairn and Winch (1996:33), writing is frequently used to communicate over distance and time.

In this research, writing means the ability to link words and thoughts which involves a series of steps to produce written messages. This research would investigate the students' writing achievement in the form of text writing only.

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2.1.1 Writing in English Language Teaching (ELT)

In communicating the ideas to the readers, the writer should not only consider his own intention but also the readers' understanding of the text. It is because the writer, the readers and the text are related to each other (Richards, 1990:24). The writer cannot communicate his messages without the existence of the readers. On the other hand, the reader cannot receive the messages clearly if the text does not carry the meaning of the writer's messages.

In order to make clear, fluent and effective communication, the writer should consider some important elements of writing (Raimes, 1983:6). In line with the Raimes' idea, there are five elements of writing as follows:

a. Grammar refers to a set of rules to help a writer construct sentences that make sense and acceptable in English.
b. Vocabulary refers to the ability to choose and use words and idioms effectively, mastering words/form and using appropriate register.
c. Mechanics is convention in writing that is related to punctuation, spelling and capitalization.
d. Fluency (style and ease of communication) deals with the use of structure and vocabulary.
e. Form (organization) refers to the ability to arrange the ideas in logical sequence and cohesion to make unified contribution the whole paragraph.

(Hughes, 2003:93)

Based on the above elements of writing, it can be said that the teacher should consider the students' ability to write paragraph that meet the requirements of grammar, vocabulary, mechanics, fluency and organization. In other words, the students are supposed to be able to write grammatically correct sentences with appropriate words. Besides, their texts should be well organized and understood with the correct use of mechanics. The teacher should also train the students to pay attention to the mechanics when writing words with correct spelling and sentences with proper punctuation. Next, the teacher should consider fluency which includes the appropriateness in using vocabulary and the structure in order to make the text will have sense in the written communication. Further, the teacher should consider the organization of the text that includes coherence and

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unity. As a good teacher, he should train the students to combine all the elements of writing as a good phrase, sentence, paragraph or text and easily send the messages to the reader. Further, Goldman and Hirsch (1986:5) say that in writing, sentence structure and organization affect how well the writer expresses his ideas. This means that sentence structure and organization are required to make a good writing in English.

Therefore, according to the English curriculum of Junior high school, this research will focus on the students' ability in writing descriptive text with correct structure and appropriate vocabulary. In addition, this research focuses on the students' ability to organize their ideas in the form of descriptive text that has unity and coherence.

2.1.2 The Aspects of Writing

There are some aspects of writing that support each other to make a good writing. They are grammar, vocabulary, mechanics, content, and organization. The aspect will be described as following:

2.1.2.1 Grammar

Grammar is one of the important aspects in writing. According to Warriner (2008:T19) grammar is a description of the way a language words that tells us the order in which sentence parts must be arranged. It explains many things. Watkins (2005:17) adds that the aim of a genre, text and grammar approach, then, is to provide students with the ability to use the codes of writing (the genres and grammar) effectively and efficiently. Without these codes the process of writing can be a frustrating and unproductive process. Hence, grammar is useful because it enables us to make statements in constructing a good writing and how to use our language, because it will be easier for the reader to understand our writing if the writer sets the proper grammar. According to Bram (1995:54) grammar controls what we write. It means grammar plays an important role in writing.

In this research, grammar was used to evaluate the students' writing descriptive text to describe the description of animals in the form of simple present tense.

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2.1.2.2 Vocabulary

Vocabulary is another aspect of writing. Bram (1995:48) argues that words are the basic tool for writing, because words carry meaning where the writer's message across. Hornby (1995:1331) states that vocabulary is the total number of words with rules combining them to make up language. It means that by comprehending vocabulary, the writer can build sentences to communicate with others. The more vocabulary the writer masters, the easier he/she conveys the ideas in writing.

In this research, the vocabulary that would be given to the students were verb, noun, adjective and adverb.

2.1.2.3 Mechanics

Mechanic is one of the important aspects in writing skill. It takes a big part in writing besides vocabulary and grammar. The students should understand how to apply mechanics in their writing. It deals with the spelling, punctuation, and capitalization. Heaton (1991:35) states that mechanical skill is the ability to use correctly those conventions peculiar to the written language. We can conclude that mechanics used to evaluate the students' writing are punctuation, spelling and capitalization.

2.1.2.4 Content

The writer should consider the ideas and messages to express in his or her writing to make the reader understands the content of writing. Heaton (1991:135) states that content deals with the writer's ability to think creatively and develop thoughts, excluding all irrelevant information. We say that to make the readers understand the content of writing, the writer should consider the ideas and messages to express in his or her writing.

2.1.2.5 Organization

Organization in writing here is the students' ability to arrange their ideas, to arrange logical sequence and the coherence to make a paragraph unity. Wingersky, et.al (1999:36) affirms that a well-organized paragraph must have unity and coherence. Unity means all supporting sentences that explain the topic sentence. Coherence also plays important roles in making paragraph coherent. It

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means that the parts of the paragraph are logically connected. Bram (1995:22) believes that it is difficult to achieve a coherence of a paragraph without the transitions. Some transitions' are: when, because of, however, although, finally, therefore, since, as and nevertheless. In this research, the students made a descriptive text being coherent by leading one idea to another logically.

2.1.3 Writing Process

Writing has some process to solve the problem. White and Arndt (1991:3) states 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. Thus, a good writer should follow the process of writing in order to produce a good composition.

This research used the general steps of writing process suggested by Wingersky (1999:4), including prewriting, organizing idea, drafting, revising, editing and making a final draft. The following parts discusses about each step of the writing process.

a. Pre-writing

The first step in writing process is prewriting. Prewriting is a way to generate ideas, narrow topic, or find a direction. The main purpose of prewriting is to produce as many ideas as possible. Before the writer wants to write something, they need to think about everything that they know or want to write. They make a plan or outline for what is to be written.

b. Organizing Ideas

Organizing ideas is the second major step in the writing process. Organizing involves sorting idea in logical manner to prepare or write a draft. In this process, the writer needs to decide which detail support the main ideas and in what order the ideas need to be presented. 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 reader.

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c. Drafting

After the writer has generated and organized their ideas, they prepared to write a draft. Wingersky (1999:14) says that writing and drafting involves taking the information that the writer has generated and organized, and clear writing a paragraph in which he conciously starts with the main idea and supporting ideas that flow smoothly. In short, writing is a way of trying out the ideas to see if and how they work.

d. Revising

Revising means rewriting a paper, building on what has already been done, in order to make it stronger. Wingersky (1999:4) confirms that revising involves smoothing out the words, adding more detail, and making other changes that will help the writer says what she/he wants to say in best way. This step should be done until the writer feel satisfied that is the best way she/he do.

e. Editing

What the writer does in editing step is checking for mechanical problems on his paper. Some items that the writer checks in the editing step are spelling, punctuation, capitalization, grammar usage, error in sentence structure, consistency in the verbs tense.

f. Making a Final Draft

This is the last step to decide whether it is the best form or not. Besides, it is also the last step of deciding the paper ready for writers' intended readers.

In this research, the students should follow the above steps to make their work as best as possible. The steps began from generating the idea or they needed to eliminate to their idea. The second step was organizing the idea to make the writing clear. Then, the students should write a draft. Next, the students needed to rewrite the paper to make their text became coherence and cohesive. And then, the students needed to check the mechanics that they used. The last, students decided whether it is the best form or not.

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2.1.4 Descriptive Text Writing

There are many kinds of text. It is stated in the Curriculum 2013 that there are four texts that should be taught for junior high school. They are descriptive, recount, procedure, and narrative.

Descriptive is a way of visualizing objects, people, or places using descriptive details which enable the reader to paint his mental picture of it. Hornby (1995:233) states that "descriptive" means giving a picture in words, describing something, especially without expressing feeling or judging. The writer tries to give a picture or impression of person, place or thing. Therefore, to be effective, written description should have an efficient, sensible, carefully thought-out and logical plan. According to D'Angelo (1980:17), description is a way of picturing images verbally in speech or writing and arranging those images in some kind of logical associational pattern. In this case, it can be started that a descriptive text refers to a group of sentences dealing with one main idea that gives a picture of something or someone clearly through the words in a logical pattern, sharp, and colorful details.

The purpose of a descriptive text 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) states 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 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 will have a picture of the whole entity or process.

In short, descriptive text writing is a sequence of related sentence with one main idea to give some pictures about something (place, thing or person) without the expression of feeling of judgment. A descriptive text is a text which lists the characteristic of something. It means that a descriptive text tends to describe how something looks like. It can be a place, a thing or a person. So, a descriptive text

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writing is writing which describes, explains or defines an unfamiliar term by relating it with some logical plan of development. A descriptive text has a function to describe particular person, thing, or place.

There are two generic stuctures in descriptive text. They are identification and description. Identification is a part which identifies the phenomenon to be described. Description is a part which describes parts of things. Identification covers identifying person, place, or thing which students will describe. In addition, description covers describing a person, a place, or a thing in details including the parts, the quality, or the characteristics being described. Here is the example of a descriptive text.

Faska's Classroom

Identification ⇦ **Faska's school is SMP 5. It is on Jl. Cokroaminoto.** There are twelve classrooms, one library, and three other rooms for headmaster, teachers and office.

Description Faska is in class VIII C. It is next to library. His classroom is very neat and clean. There is a blackboard in it. There are twenty desks for the students and one desk for the teacher. Faska sits next to Fahmi. Fahmi is Faska's best friend. There are some pictures on the wall around the classroom.

(Taken from: http://wordpress.com/2014/12/04/the-example-of-descriptive-text/)

The language features used in the descriptive text based on the text above are:

a. Using certain noun, such as class, blackboard, etc.
b. Using simple present tense

   Example:

   - Faska's School is SMP 2.

   There are some pictures on the wall around the classroom.
c. Using adjective, there are some kinds of adjectives which has the characteristics such as attributive, classifier, numbering and describing. Attributive is an adjective which is normally come right before the noun, for example; "*a large house*". While classifier is a word that used in

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combination with a number to indicate the count of noun-countable nouns, for example; "*there are twenty desks*".

d. Using adverb

Example: neat, clean.

2.1.5 Assessing Students' Descriptive Text Writing

Assessing the students' descriptive text writing usually becomes a difficult task. It needs certain methods to evaluate their work. There are two methods of scoring writing product, namely analytic scoring method and holistic scoring method (Hughes 2003:86). The two methods are reviewed in the following parts.

a. Analytic Scoring Method

Analytic scoring method is scoring which gives a score for each aspect of writing. Hughes (2003:100) defines analytic scoring as a method of scoring which requires a separate score for each aspect of writing. There are five writing aspects to be evaluated in writing, namely: grammar, vocabulary, mechanic content, and organization. The explanation about each aspect is given below.

1. Grammar refers to a set of rules to help a writer construct sentences that make sense and acceptable in English.
2. Vocabulary refers to the ability to choose and use words and idioms effectively, mastering words/form and using appropriate register.
3. Mechanics is convention in writing that is related to punctuation, spelling and capitalization.
4. Fluency (style and ease of communication) deals with the use of structure and vocabulary.
5. Form (organization) refers to the ability to arrange the ideas in logical sequence and cohesion to make unified contribution the whole paragraph.

(Hughes, 2003:93)

In this research, some aspects in analytic scoring that would be applied focusing on structure or grammar, vocabulary, mechanic, content and organization in order to increase the students' ability in writing descriptive text. Structure would assess the students' ability in the use of nouns, verbs, adjectives, and adverbs. Mechanics would assess the students' ability in the use of spellings and punctuations (full stop, comma, and capital letters).content must have clarity, conciseness, and completeness to make the readers understand the ideas

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or messages conveyed. Organization would assess the students' ability in writing a descriptive text related unity and coherence. Hence, the students should master those writing aspects in order to be able to produce a meaningful writing and easy to understand by the reader.

Analytic scoring method has some advantages. Hughes (2003:102) proposes three advantages of analytic 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 that tend to make the scoring more reliable. Third, the scorers or assessors are compelled to consider aspects of performance which they might otherwise ignore. Besides, this scoring method also has a disadvantage. The main disadvantage of this scoring method is the time that it takes (2003:103). The scoring takes a long time because it scores each aspect of writing.

b. Holistic Scoring Method

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 if it is necessary. However, the disadvantage of this scoring method is the scorer or the teacher cannot identify in which aspects of writing that the students have the strengths and weaknesses.

From the above explanation, 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 would apply analytic scoring method to assess the students' writing in the aspects of grammar, vocabulary, mechanic, content, and organization.

2.2 Picture

Pictures are useful teaching media that are interesting, meaningful, and aunthentic to help students improve their writing skill. Dealing with this, Hornby

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(1995:631) states that pictures are paintings, drawings, sketch of something, especially as a work of art.They can be used as media in the English teaching learning process. In addition, Rohani (1997:76) says that through pictures, the students can pay attention to an object or other matters that they have not seen before, pictures give the students a large experience and understanding. In other words, by looking at the pictures, the students might recognize the object and understand them easily. Therefore, pictures are one of the media that can be used by students to create the ideas to be written down on a piece of writing.

2.2.1 Pictures as Media in Teaching Writing

Pictures have an important part in the teaching learning process. It is important because it can be the stimulus for the students to build their motivation during the lesson. Wright (1989: 2) states that it is important to have as a wide range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development and the resources must include pictures.

Pictures are useful to conduct in all teaching material. Yunus (1981: 49) says that pictures are the most widely available of all teaching materials. In addition, Wright (1989: 2) states that pictures 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. It is clear that picture is a useful teaching aid, and it can be conducted in all teaching materials.

In teaching writing, pictures are helpful for the students to get their ideas and to build imagination to describe that they have seen from the picture given. The students can describe thing, place, people and others easily because they have seen pictures and also they will not feel bore anymore. By using individual pictures, the students will be asked to describe what they have seen on the picture.

2.2.2 Types of Pictures

The kinds of pictures might 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 newspapers, photographs, magazines,

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brochures, textbooks, advertisements, etc. Yunus (1981: 49-50) notes that there are three kinds of pictures namely: pictures in series, composite pictures, and individual pictures,. These three pictures are explained in the following parts:

Pictures in series are pictures that are related to each other to build up a series or a sequence. This statement is supported by Yunus (1981:50) who says that picture in series is a number of related composite pictures whose function is to form a sequence. In this case, the main function of picture in series is to tell a story or sequence or events.

Composite picture is a picture that shows some activities. According to Yunus (1981:49), composite pictures are large single pictures which show a scene (hospital, beach, school, street, cafeteria, and railway station) in which a number of people can be seen doing things. In addition, Wright (1989:98) says that a composite picture is a picture which gives detailed information. It means that a composite picture can give different activities or information in the picture.

However, this research focused on the individual pictures only because the pictures were simple and appropriate to be applied in teaching writing descriptive text to the eighth grade students at SMPN 7 Probolinggo.

- **Individual Pictures**

Individual pictures are single objects, people or activities. This statement is supported by Wright (1989:193) who says that an individual picture is a picture of a single object. Further he also adds that an individual picture, such as a picture of a person, an object, an action, and a place, can help the process of meaning assimilation of the students because it can direct the students to think about the pictures and have their ideas and interpretation.

Individual pictures are simple and appropriate for the beginners. There are many sources to get individual pictures. They can be taken from newspapers, magazines, catalogues, greeting cards, advertisements, textbooks, and even wrapping newspapers. However, not all pictures can be applied in the teaching learning process. They have to be suitable and appropriate with the level of the students and the theme or the topic discussed in the class. Therefore, the teacher

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should be selective in choosing the theme. Here are the examples of individual pictures:

(Taken from: http://www.jaringanpelajaraceh.com/wp-content/uploads/2014/04/kartun-dokter-munsypedia.jpg)

(Taken from: https://defivindianis.files.wordpress.com/2013/10/anak-menyiram-bunga.jpg)

(Taken from: https://defivindianis.files.wordpress.com/2013/10/mobil-biru-cartoon.jpg)

The first pictures is the example of individual picture about person. The second picture is the example of individual picture an activities. The third picture is the example of individual picture about an object (car).

2.2.3 The Advantages and Disadvantages of Using Individual Pictures

As a teaching aid, individual pictures not only bring positive impacts, but also have some negative ones. Then, the following parts will discuss about

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those advantages and disadvantages of using individual pictures in language teaching.

2.2.3.1. The Advantages of Using Individual Pictures

Individual pictures have a function as the teaching media which play a very important role to increase the effectiveness of the teaching and learning process. This is because individual pictures can help the students assimilate their ideas in more meaningful and interesting manner. According to Wright (1989:2), using only verbal explanation to the language learners sometimes is not enough. Teachers should use a wide range of resources as possible to help the learners understand the meaning of context. He also adds that pictures contribute the context in which the language is being used. They bring the world into the classroom. Using individual pictures as media for writing class gives an opportunity to develop not merely a wide variety of task, but also a sequence of task. It is because when the individual pictures are selected carefully, the students can be motivated in mastering the material from the simple to the most difficult materials gathering with small vocabulary knowledge and sentence structure organizational skills.

According to Yunus (1981: 53), there are 6 advantages of using pictures as the media. The six advantages are as follows:

1. Pictures are very useful for presenting new grammatical and vocabulary items.
2. Picture material allows for meaningful practice of vocabulary and structures presented by the teacher.
3. Picture material can also provide a stimulus for using the language at 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.
5. Picture material can be used to supplement whatever textbook the teacher is using, or whatever course he is following.

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6. Picture material is easy to collect, to make and to transport.

In addition, Wright (1989:17) states that the advantages of the use of pictures in writing are as follows:

1. Pictures can motivate the students and make them pay attention and take part in the teaching learning process.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
3. Pictures can be described in objective way or interpreted or responded to subjectively.
4. Pictures can cue response to questions and cue substitution through controlled practice.
5. Pictures can stimulate and provide information referred to convince discussion and storytelling.

Based on the advantages above, it is clear that individual pictures have many advantages since they give contribution to the students and the teacher in the teaching learning process. In this case, they are expected to be useful to help the students, especially for junior high students to improve their text writing ability.

2.2.3.2. The Disadvantages of Using Individual Pictures

Besides having some advantages, pictures as the media in teaching and learning process also have some disadvantages. Underhill (1987: 67) states that there are 2 disadvantages of using pictures as the media:

1. With a visual stimulus, there is a danger that the learner will miss the point of a picture, for personal or cultural reasons.
2. Suitable pictures are hard to find and difficult for an amateur to draw.

To solve the disadvantages above the teacher should be careful in selecting the pictures that will be given to the students so that it can easily be

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understood by the students. If the teacher cannot draw a picture, it will be better if they try to get the pictures from internet.

2.2.4 The Procedures of Using Individual Pictures in the Teaching of Descriptive Text

Writing is a one of basic language skills, just as important as speaking, listening and reading. Harmer (2004:79) states that students need to know some of writing's special conventions (punctuation, paragraph, construction, and so on.) just as they need to pronounce spoken English appropriately. Part of our job as a teacher is to give them that skill. According to the statement above, it can be concluded that writing skill is one of the students' needs in their real life and it is our obligation to teach our students about writing appropriately. Pictures are very essential in English language teaching. It can motivate and stimulate students. Wright (1989:2) confirms that English teacher needs a wide range resource to help the students understand about the context.

In this research, the procedures of using individual pictures were as follows:

1. The teacher chose the topic based on the curriculum for the eighth grade students of junior high school.
2. The teacher prepared the individual pictures as the media in teaching descriptive text writing.
3. The teacher gave explanation about descriptive text. It was about the generic stucture of descriptive text and the language features of descriptive text.
4. The teacher showed individual pictures to the students.
5. The teacher guided the students to to find out the idea by using some questions. The examples of question were "What animal is it?", "Does it have long tail or short tail?", "What color is it?" etc.
6. The students began to make descriptions based on the pictures shown by the English teacher. The students should write related to the generic stucture of descriptive text, namely identification and description.
7. The students began to write the description into a good text.

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8. Revising the students' work.

Based on the explanation above, the use of pictures would help the students to improve their writing. It could stimulate the students' involvement in the teaching learning process of descriptive text writing. It also stimulates the students to express their ides based on the pictures given. Therefore, the researcher used pictures, especially individual pictures to conduct an action research to improve the students' ability in composing descriptive text writing.

2.3 Action Hypothesis

Based on the literature review above and the research problem, the hypotheses of this action research are formulated as follows.

1. The use of individual pictures could improve the eighth grade students' active participation in the teaching learning process of descriptive text writing achievement at SMPN 7 Probolinggo.
2. The use of individual pictures could improve the eighth grade students' writing achievement in descriptive text at SMPN 7 Probolinggo.

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CHAPTER 3. RESEARCH METHOD

This chapter presents the method used in this research. They are research design, area determination method, subject determination method, data collection methods, and research procedures that would be presented respectively in the following parts.

3.1 Research Design

In this research, the research design was Classroom Action Research (CAR) with cycle model. This research was intended to improve the eighth grade students' descriptive text writing achievement by using individual pictures. Fraenkel and Wallen (2009: 589) state that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Moreover, Elliot (1991: 69) defines action research as the study of a social situation, with a view to improve the quality of action. It means that it is followed by a list of methods and techniques for gathering and analyzing data. Therefore, this classroom action research was intended to improve the eighth grade students' descriptive text writing achievement by using individual pictures of SMPN 7 Probolinggo.

This classroom action research was conducted at SMPN 7 Probolinggo. In this research, the researcher collaborated with the English teacher of the eighth grade students of SMPN 7 Probolinggo. The collaboration focused on identifying and defining the research problem, planning the action, carrying out the action, class observation and evaluation, and doing the reflection. This classroom action research was planned to be conducted in two cycles in which each cycle covered the activities of planning the action, implementing the action, class observation and evaluation, and reflection (Elliott,1991). If the students' score of writing achievement in the first cycle did not achieve the required standard score, that is 75% of the subjects get score 75, the action would be continued to the second cycle. However, if the students' score

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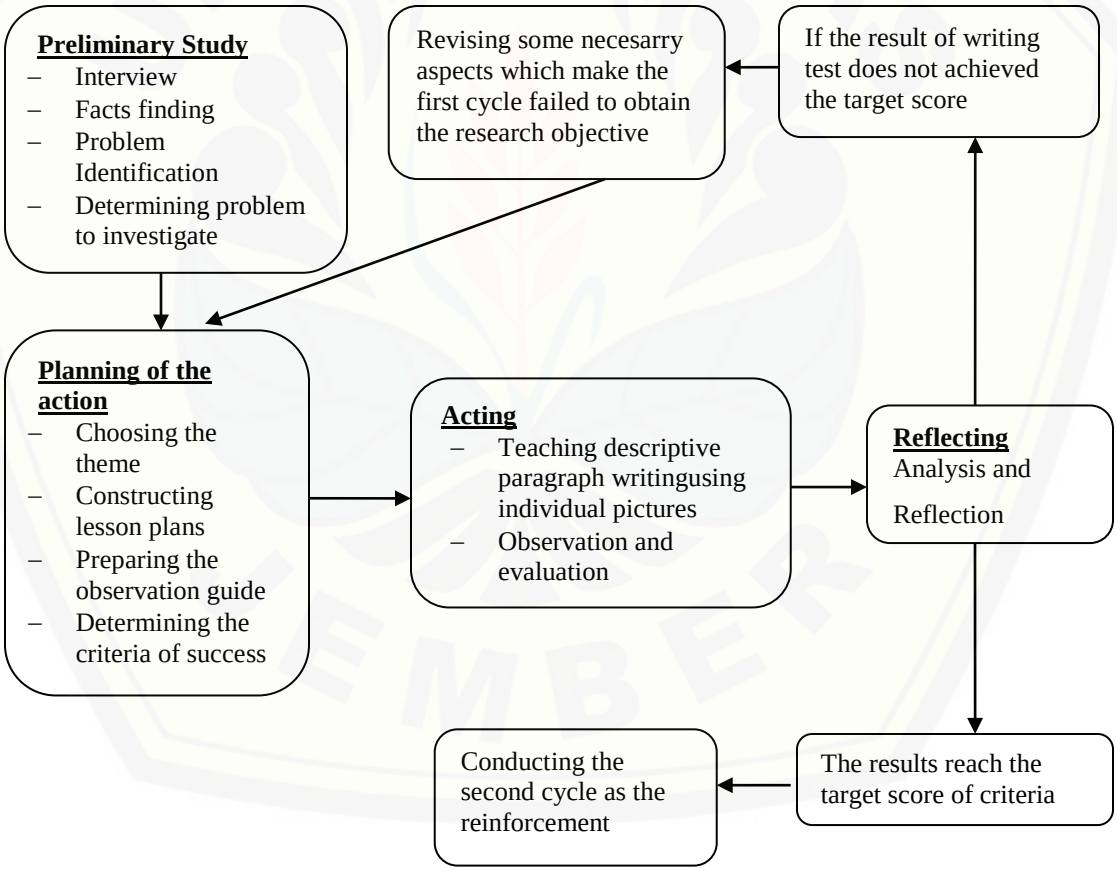
of writing achievement in the second cycle did not achieve the required standard score, it would be stopped in the second cycle not to continue in the third cycle. In addition, if the students' score of writing achievement test in the first cycle achieved the required standard score, the action would be continued to the second cycle to know the consistency of the students' writing score.

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

Figure 3.1 The Design of Classroom Action Research



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

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

1. Doing the preliminary study by interviewing the eighth grade English teacher to find out the problem faced by the students, the technique used by the English teacher, the students' score in writing.
2. Observing the classroom to know the students' participation during teaching learning process of writing before they learned writing using individual pictures.
3. Determining the problem to be investigated.
4. Planning the action in the first cycle (constructing the lesson plans and materials for the first cycle).
5. Implementing the first cycle by using individual pictures in teaching descriptive text writing.
6. Observing the classroom done by English teacher while the researcher is implementing the first action.
7. Giving the descriptive text writing achievement test to the students after implementing the action in the first cycle to know whether the target score had been achieved or not.
8. Analyzing the results of descriptive text writing achievement test and then describing the test result.
9. Doing reflection.

The result of the actions in the first cycle could not achieve the standard mean score, so the action would be continued to the second cycle. In addition, if the actions in the first cycle achieved the required standard score, the action would be continued to the second cycle to know the consistency of the students' writing score by the following steps:

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1. Planning the actions by constructing the lesson plans for the second cycle by revising some aspects which made the actions in the first cycle failed collaboratively with the English teacher.
2. Implementing the second cycle by using individual pictures in teaching descriptive text writing.
3. Observing the students' participation during the action in the second cycle done by the researcher and the English teacher.
4. Giving the descriptive text writing achievement test to the subjects after implementing the second cycle in the third meeting.
5. Reflecting the results of descriptive text writing achievement test and class observation in the second cycle. The result of the action in the second cycle has been achieved so the action is stopped in the second cycle.
6. Drawing a conclusion to answer the research problems.

3.2 Area Determination Method

The area determination method was determined by using purposive method. Arikunto (2000:128) states that purposive method is used to determine the area of the research based on the prior information with a certain purpose. In addition, According to Fraenkel and Wallen (2009:100), a purposive method is a method in choosing a research based on a certain purpose or reason. There were some considerations of choosing SMPN 7 Probolinggo as the research area. First, as information from the English teacher in the preliminary study which was conducted on August 16 2014 the eighth grade students especially VIII-E of SMPN 7 Probolinggo still had difficulties in writing skill. Second, the English teacher in that school did not use individual pictures in teaching writing descriptive text in his class. Third, the headmaster and the English teacher of SMPN 7 Probolinggo gave permission to the researcher to conduct the classroom action research in that school. In addition, the English teacher agreed with the researcher to conduct this research collaboratively. Hence, it was possible to obtain the data of this research.

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3.3 Subject Determination Method

The subject of this research was the eighth grade students of SMPN 7 Probolinggo, especially VIII-E class. The number of the students in VIII-E was 25 students. The researcher chose this class purposively based on the students' problem in writing. Moreover, the score of the students' on writing test was only 32% of the students who got 75. Besides, the students' achievement in writing descriptive text was still low with mean score of 71,44.

3.4 Data Collection Methods

In this classroom action research, the data that were collected were students' achievement in writing descriptive text and the use of individual pictures in composing descriptive text. The methods used to collect the data were test, observation, interview, and documantation. The data about students' achievement was collected through writing test and the data about the use of individual pictures were collected through observation.

3.4.1 Writing Test

In this classroom action research, writing test was used to measure the students' writing achievement. It was used to measure the eighth grade students' writing achievement after being taught by using individual pictures. According to Hughes (2003: 13), achievement test is used to measure how successful individual students, group of students or the course in achieving objective. It means that test is used to find out the students' ability or competence in a particular skill.

Test was used to measure students' ability. According to Arikunto (2000: 150), test is as an instrument that is used to measure skills, knowledge, and talents of individual or group. Further, Hughes (2003: 11), categorizes the test into four types; those are proficiency test, achievement test, diagnostic test, and placement test. Achievement test is used in this research in order to measure the students' writing

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achievement after being taught by using individual pictures. Furthermore, Hughes (2003: 22) adds that there are two kinds of test based on method of scoring. They are objective and subjective tests. If there is no interpretation required on the part of scorer, it can be called as objective scoring. On the other hand, if judgment and interpretation is needed, then the scoring is said as subjective scoring. Therefore, a subjective test was applied in this research after being taught by using individual pictures.

A good test has characteristics of being valid and reliable, they are validity and reliability. The tests which were intended to measure the eighth grade students' descriptive text writing achievement applied valid instrument. According to Heaton (1990:159), a valid test measures what it is supposed to measure and nothing else. The content validity is applied in the test to measure the students' writing achievement. Some aspects that are measured are grammar using simple present tense, vocabulary, mechanics dealing with punctuation and capitalization, fluency, and organization dealing with unity.

The reliability of scoring is determined as the quality of assessment. According to Heaton (1990:162), reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first reliable as a measuring instrument. Based on the reliability of the test, this research uses inter-rater reliability. The consistent scores are produced by different raters. They are the researcher (Rater 1) and the English teacher (Rater 2) who keep the consistency of the writing test score. The scoring criteria was used by the researcher and the teacher in scoring.

In this classroom action research, an evaluation about the students' ability in descriptive text writing by using individual pictures was measured through the process evaluation and the product evaluation. In the process evaluation, the students'descriptive text writing was corrected in order that the students could know the mistakes in their descriptive text writing. Besides, the mistake frequency of the students' writing from each aspect such as grammar, vocabulary, mechanic, content, and organization were counted. It was done in order to know what the most difficult

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aspect that the students faced. Then, the product evaluation would be done in writing test by using individual pictures. In addition, the improvement of the students' writing could be seen from the how many of the mistake frequency from the students' writing. The calculation of the mistake frequency of the students' writing in the process evaluation was counted by using tallies. Meanwhile, the result of the test was scored by using analytic scoring. Analytic scoring gives many advantages in scoring students' work. Hughes (2003:102) states that one of the advantages of using analytic scoring is the very fact that the scorer has to give a number of scores which tend to make the scoring more reliable. The test result of the descriptive text writing was measured based on the scoring criteria for writing introduced by Hughes. The scoring criteria was adapted in term of the scores requirement and the criteria. In this research, the scores requirement of each aspect was from 1 to 5. Meanwhile, the criteria was simplified and adjusted with the scores requirement. The criteria considers five aspects. They were grammar, vocabulary, mechanics, content, and organization. Further, the explanation about the scoring method was as follows.

Table 3.1 The Scoring Criteria of the Students' Writing

No.	Scores	Criteria
1.		**Grammar**
	5	Few (if any) errors of grammar or word order.
	4	Some errors of grammar or word order but do not interfere comprehension.
	3	Errors of grammar or word order frequent.
	2	Errors of grammar or word order very frequent.
	1	Errors of grammar or word order so severe as so to make comprehension impossible.
2.		**Vocabulary**
	5	Use few (if any) inappropriate words.

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	4	Use some inappropriate words but do not interfere comprehension.
	3	Use inappropriate words frequent, expressing ideas limited.
	2	Use inappropriate words very frequent, readers own interpretation is needed.
	1	Vocabulary so limited as to make comprehension impossible.
3.		**Mechanics**
	5	Few (if any) wrong punctuation and capitalization.
	4	Some wrong punctuation and capitalization but do not interfere comprehension.
	3	Wrong punctuation and capitalization frequent, re-reading is necessary for full comprehension.
	2	Wrong punctuation and capitalization very frequent, readers own interpretation is needed.
	1	Wrong punctuation and capitalization so severe as to make comprehension impossible or not enough to evaluate.
4.		**Content**
	5	Knowledgeable, through development of topic sentence, and supporting sentence relevant to assigned topic.
	4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
	3	Some knowledgeable of subject, limited development of topic sentence, supporting sentence relevant to assigned topic.
	2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
	1	Does not show knowledgeable of subject, inadequate development of topic sentence and supporting sentence does not

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		relate to assigned topic, or not enough to evaluate.
5.		**Organization**
	5	Few (if any) lack of organization and link to ideas.
	4	Some lack of organization and link of ideas but do not impair communication.
	3	Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.
	2	Lack of organization and link of ideas very frequent; readers own interpretation is needed.
	1	Lack of organization and link of ideas so severe as to make communication impaired.

Score = $\frac{\text{Grammar + Vocabulary + Mechanics + Content + Organization}}{25}$ X 100

(*Adapted from Hughes, 2003: 101-102)*

In addition, the result of the students' descriptive text writing test could be classified qualitatively based on the score classification level that was adapted from Nurgiyantoro by taking the scores interval and the categories. This was done because the English teacher also used the same categories of the score level as Nurgiyantoro in determining the criteria. Further, the explanation is as follows.

Table 3.2 The Score Classification Levels

Scores	Categories
85-100	Excellent
75-84	Good
60-74	Fair
40-59	Poor
0-39	Failed

(Adapted from Nurgiyantoro, 2001:399)

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3.4.2 Observation

Observation was used as the primary data collection method to measure the students' active participations during the teaching and learning process. Observation in this research was conducted to record the students' activities and response in teaching and learning process. The observation of this research used a checklist containing the students' participation in the teaching and learning process of writing descriptive text by using individual pictures. The checklist was used in collecting the data to observe whether they were active or passive during the teaching learning activities. Here the researcher observed the students' active participation from some indicators as follows:

The students' active participation

1. The students mention ideas or words related to the picture,
2. The students discuss the result of their work clearly,
3. The students write sentences related to the picture,
4. The students write a descriptive text by using individual pictures.

The student was categorized as an active student if at least three indicators were fulfilled. On the other hand, if the students fulfilled only one indicator. He or she was categorized as a passive student. The following was the form of the observation checklist for the students' participation:

Table. 3.3 The observation checklist

No.	Name	Indicators				Total	Active	Passive
		1	2	3	4			
1								
2								
3								

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3.4.3 Interview

Interview in this research was conducted in the preliminary study to find the students' problem in learning writing. It was conducted with the English teacher of the eighth grade in SMPN 7 Probolinggo to get information about the teaching of writing dealing with the media, the problem that students faced, and the books was used by the English teacher.

McMillan (1992: 132) states that interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. He also divides interview into three categories: semi structured interview, structured interview, and unstructured interview. The type of the interview in this research was semi structured interview. It means that a list of questions was prepared and it was used to get information needed.

3.4.4 Documentation

Documentation was used to get data. According to Arikunto (2000: 149), document was used to get data from written documents such as book, report, daily notes. Documents in this research were used to gain supporting data about the names of the subjects and the students' writing score from the English teacher.

3.5 Research Procedures

In this classroom action research, the action would be implemented in two cycles in which each cycle consists of four stages activities, namely (1) planning of the action, (2) implementation of the research, (3) observation and evaluation, (4) reflection of the action. Each stage would be explained more detail in the following parts.

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3.5.1 Planning of the Action

There were several activities to be prepared before conducting this action research. They were as follows:

1. Choosing the topic based on the curriculum for the eighth year students of junior high school.
2. Constructing the lesson plans for the first cycle (lesson plan 1 and lesson plan 2).
3. Consulting the lesson plans with the English teacher.
4. Preparing the individual pictures as media in teaching descriptive text for the first cycle.
5. Preparing the observation guide in each meeting in the form of checklist containing the indicators to be observed about the indicators of the students' participation during the teaching learning process of descriptive text writing using individual pictures.
6. Constructing the writing test by individual pictures for the first cycle to measure the students' descriptive text writing achievement.
7. Constructing the lesson plans for the second cycle by revising the teaching technique in the first cycle and consult it with the English teacher.
8. Constructing the test for the second cycle.

3.5.2 The Implementation of the Action

After planning the action, the researcher implemented the action in the class that was teaching writing descriptive text by using individual pictures. This action would be conducted in two cycles. The action in this research was carried out during the school hours by the research (in 2 x 40 minutes in each teaching). The implementation of the actions in the first and second cycle was based on the lesson plans were made by the researcher that has been consulted with the English teacher. The first cycle would be conducted by the researcher while the English teacher was doing observation to observe the students' active participation in the teaching learning process of writing. The implementation of the action would be done in cycle

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model. Each cycle would be conducted in two meetings. And then, in the third meeting would be conducted by giving writing test about descriptive text using individual pictures that would be given individually to the students.

It means that, if the result of descriptive text writing test in the first cycle did not achieved the target mean score yet (M≥75), the following cycle would be conducted to increase the students' mean score in the good category. However, if the result of the test in cycle 1 had achieved the target means score, the second cycle would remain to be done as the reinforcement to know whether the results of the action were consistent or not.

3.5.3 Observation and Evaluation

3.5.3.1 Observation

In this research, the observation would be conducted while the actions were in the progress. It means that the English teacher observes the students' active participation in each meeting of each cycle while the researcher was doing the action. Observation was very important to control the students' activities that concern with the application of using individual pictures in writing descriptive text. The observation would focus on the students' active and passive participation in the writing teaching process. The researcher used a checklist as a guide to observe the students' active participation during the teaching learning process of descriptive text writing. The indicators that would be observed were as follows.

1. The students mention ideas or words related to the picture,
2. The students discuss the result of their work clearly,
3. The students write sentences related to the picture,
4. The students write a descriptive text by using individual pictures.

In this research, the students would be categorized as active if the students fulfilled at least three indicators. It means that they were active in the teaching learning process of descriptive text writing by using individual pictures.

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3.5.3.2 Evaluation

Evaluation in this research would be conducted to know whether the use of individual pictures could improve the students' writing descriptive text achievement covering 5 aspects of writing namely grammar or sentence structure (the use of simple present tense), vocabulary, mechanics (the use capital letters, coma, period), content of paragraph, and organization (unity and coherence) based on the scoring criteria for writing introduced by Hughes that had been explained on page 30. There were two kinds of evaluations in this research, process evaluation and product evaluation. Process evaluation would be done by conducting the observation in every meeting in each cycle during the teaching learning process of writing by using individual pictures. Then, the product evaluation would be done in writing test by using individual pictures.

The criteria of success in this research were as follows:

1. The use of individual pictures could improve the students' descriptive text writing achievement if 75% students would achieve the target score ≥75 or more in the writing test.
2. The use of individual pictures could improve the students' active participation if 75% of the students did at least three indicators of the five indicators stated in the checklist.

3.5.4 Reflection of the Action

The reflection conducted to reflect the results of the actions collect from class observation and descriptive text writing achievement test. The researcher and the English teacher did the reflection after analyzing the result of writing and the result of observation. It was intended to know whether or not the action was successful, or what was completely done. After doing reflection, the researcher and the English teacher would modify the strategy to solve the problem. The result of the reflection in the first cycle would be used as a guide to revise the lesson plans for the actions in the second cycle.

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3.6 Data Analysis Methods

In analyzing the data, this research used both descriptive qualitative analysis and quantitative analysis method. The descriptive qualitative analysis was used to analyze the data gathered from interview, observation, and documentation.

The result of students' activeness in the observation checklist was analyzed by using the following formula to find the percentage of the students' active participation.

$$\mathbf{E = \frac{n}{N} X\ 100\%}$$

Notes:

E = the percentage of the students who are active

n = the total number of the students who are categorized as active students

N = the total number of the students

(Adapted from Ali, 1993:186)

The result of writing test in the form of the students' score of writing test would be analyzed quantitatively by using the following formula to know the 75% of the students who get score at least 75:

$$\boldsymbol{E = \frac{n}{N} X\ 100\%}$$

Notes:

E = the percentage of the students who achieve ≥ 75 as the minimum score.

n = the total number of the students who achieve ≥ 75 as the minimum score.

N = the total number of the students

(Adapted from Ali, 1993:186)

The result of writing test in the form of the students' score of writing test would be analyzed quantitatively by using the following formula to find mean score:

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$$M = \frac{\sum x}{N}$$

Note: M = The mean score of the students' writing test

$\sum x$ = The total score of the students' writing test

N = The number of the students

(Adapted from Hadi, 1989: 186)

3.7 Operational Definition of the Research Variables

The variables of this research are students' writing achievement, active participation, descriptive text and individual pictures. In order to avoid misunderstanding, they are operational definition as follows:

3.7.1. Writing Achievement

In this research, the writing achievement is a dependent variable deals with the students' ability in writing a descriptive text after being taught descriptive text writing by using individual pictures. It indicates the increasing level or the number of English writing that the students have mastered after learning English writing by using individual pictures. In this case, the students' writing achievement can be seen from the students' scores of writing test done after the actions given in each cycle. Meanwhile, some aspects related to the assessment of this skill are grammar using simple present tense, vocabulary, mechanics dealing with punctuation and capitalization, fluency dealing with coherence, and organization dealing with unity.

3.7.2. Students' Active Participation

Participation is a way to bring "students actively into the educational process" and to assist in "enhancing our teaching and bringing life to the classroom". The

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students' active participation in this classroom action research is the students' activeness based on their participation in the teaching and learning process in the writing class. It is shown by their activities in the classroom such as; paying attention to the teacher explanation, asking questions, answering question, making a note, and making a paragraph based on the individual picture. The students are categorized as the active students if they could fulfill at least three indicators.

3.7.3. Descriptive Text

A descriptive text in this research is a text that describes particular things, places, people, or animals based on the pictures given. The descriptive text here is taken from the writing test given to the students where they are asked to write a simple descriptive text.

3.7.4. Individual Pictures

Individual pictures in this research, means the picture materials that are used as media in teaching writing to improve the students' descriptive text writing achievement. Individual pictures are single pictures of an object, a person, a place, and an activity. Similarly, it is said that single pictures are pictures that show a single object. Single pictures are suitable ways of providing topic in description of something (a person, a place, an object and an action).