



**IMPROVING CLASS VII A STUDENTS' ACHIEVEMENT IN WRITING
A DESCRIPTIVE PARAGRAPH BY USING INDIVIDUAL PICTURES AT
SMP NEGERI 2 BANYUPUTIH, SITUBONDO IN
THE 2012/2013 ACADEMIC YEAR**

THESIS

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2013

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THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at
English Language Education Study Program, Language and Arts Department,
Faculty of Teacher Training and Education,
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2013

DEDICATION

This thesis is honorably dedicated to:

My beloved parents, Sufi'i and Sulistiningsih, thanks for your love, support, suggestions and sacrifice. You are giving your best to take care of me. You always pray for me. This thesis is proudly dedicated to you for your everlasting love;

My handsome brother, Rizaldi Bagus Fais Kusuma, thanks for your willingness to accompany me when I was conducting my research;

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MOTTO

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

--Gandhi--

“To write well, one must utterly abandon oneself to it. You cannot keep secrets or hold anything back. You must spill your heart out on paper.”

--Carla Iacovetti--

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The Writer

TABLE OF CONTENTS

	Page
TITLE PAGE	i
DEDICATION.....	ii
MOTTO	iii
CONSULTANTS' APPROVAL.....	iv
APPROVAL OF EXAMINER COMMITTEE.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF APPENDICES	xi
SUMMARY	xii
CHAPTER 1. INTRODUCTION	1
1.1 The Background of the Research	1
1.2 The Research Problems.....	4
1.3 The Research Objectives.....	4
1.4 The Research Significance.....	5
CHAPTER 2. REVIEW OF RELATED LITERATURE	6
2.1 The Definition of Writing	6
2.2 Paragraph and Its Elements.....	7
2.3 Descriptive Paragraph Writing	9
2.4 The Aspects of Writing.....	10
2.4.1 Vocabulary	10
2.4.2 Grammar	11
2.4.3 Organization.....	11
2.4.4 Content.....	13
2.4.5 Mechanics	13

2.5	Assessing Students' Writing	13
2.5.1	Holistic Scoring Method	13
2.5.2	Analytic Scoring Method	14
2.6	Types of Pictures	15
2.6.1	Individual Pictures	15
2.6.2	Composite Pictures	16
2.6.3	Picture in Series	17
2.7	The Advantages of Individual Pictures in Teaching A Descriptive Paragraph Writing	18
2.8	Think-Pair-Share as a Technique in Teaching Descriptive Paragraph Writing by Using Individual Pictures	20
2.8.1	The Definition of Think-Pair-Share Technique	20
2.8.2	The Steps of Think-Pair-Share Technique	20
2.8.3	The Advantages and Disadvantages of Think-Pair-Share Technique	21
2.9	The Procedures of Using Individual Pictures in Teaching Writing	22
2.10	Action Hypothesis	22
CHAPTER 3. RESEARCH METHODS		24
3.1	Research Design	24
3.2	Area Determination Method	27
3.3	Subject Determination Method	27
3.4	Data Collection Method	28
3.4.1	Interview	28
3.4.2	Writing Test	28
3.4.3	Observation	31

3.5	Research Procedures	32
3.5.1	Planning of the Action	33
3.5.2	Implementation of the Action	33
3.5.3	Observation and Evaluation	34
3.5.4	Data Analysis and Reflection.....	35
3.6	The Operational Definitions of the Terms	37
CHAPTER 4. RESEARCH RESULT AND DISCUSSION.....		38
4.1	The Actions in Cycle 1	38
4.1.1	The Result of Observation in Cycle 1	38
4.1.2	The Result of the Students' Writing Test in Cycle 1 ...	40
4.1.3	The Result of Reflection in Cycle 1	42
4.2	The Actions in Cycle 2	44
4.2.1	The Result of Observation in Cycle 2.....	44
4.2.2	The Result of the Students' Writing Test in Cycle 2 ...	46
4.2.3	The Result of Reflection in Cycle 2.....	48
4.3	Discussion	49
CHAPTER 5. CONCLUSION AND SUGGESTION.....		52
5.1	Conclusion	52
5.2	Suggestions	52

REFERENCES

APPENDICES

LIST OF TABLES

	Page
Table 2.1 The Example of a Descriptive Paragraph	10
Table 3.1 The Students' Active Participation Checklist.....	32
Table 4.1 The Result of Observation in Cycle 1.....	39
Table 4.2 The Result of the Students' Writing Test Score in Cycle 1	41
Table 4.3 The Factors and the Revisions of the Action.....	43
Table 4.4 The Result of Observation in Cycle 2.....	45
Table 4.5 The Result of the Students' Writing Test Score in Cycle 2.....	47
Table 4.6 The Improvement of the Students' Writing Achievement.....	50

LIST OF APPEDICES

	Page
Appendix A. Research Matrix	57
Appendix B. The Result of the Interview in Preliminary Study	59
Appendix C. Scoring Rubric and Observation Guide.....	60
Appendix D. Lesson Plan 1 Cycle 1 Meeting 1	62
Appendix E. Lesson Plan 2 Cycle 1 Meeting 2	70
Appendix F. Writing Test Cycle 1	77
Appendix G. Lesson Plan 1 Cycle 2 Meeting 1	78
Appendix H. Lesson Plan 2 Cycle 2 Meeting 2	87
Appendix I. Writing Test Cycle 2.....	95
Appendix J. The Students' Names and Previous Scores	96
Appendix K. The Result of Observation in Cycle 1 Meeting 1	97
Appendix L. The Result of Observation in Cycle 1 Meeting 2	98
Appendix M. The Result of Observation in Cycle 2 Meeting 1	99
Appendix N. The Result of Observation in Cycle 2 Meeting 2.....	100
Appendix O. The Result of the Students' Writing Test Score Given by the Researcher	101
Appendix P. The Result of the Students' Writing Test Score Given by the English Teacher	102
Appendix Q. The Result of the Students' Writing Test Score in Cycle 1 .	103
Appendix R. The Result of the Students' Writing Test Score in Cycle 2..	104
Appendix S. The Result of the Students' Writing Test Score Recapitulation	105

SUMMARY

Improving Class VII A Students' Achievement in Writing A Descriptive Paragraph by Using Individual Pictures at SMPN 2 Banyuputih, Situbondo in the 2012/2013 Academic Year; Elita Ayu Kurniawati, 090210401088; 2013; 46 pages; English Language Education Study Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This Classroom Action Research was intended to improve class VII A students' achievement in writing a descriptive paragraph by using individual pictures at SMPN 2 Banyuputih, Situbondo in the 2012/2013 academic year. This research subjects were the students of class VII A that was determined purposively, because their writing achievement score was the lowest among the six existing classes which was below the standard score of English of the school that was 70. This was known from the result of the preliminary study, the interview, the classroom observation, and the students' previous writing scores. Besides, they also experienced difficulties in the areas of vocabularies, tenses or structure, mechanic, organization, and content of the paragraph. As a result, they could not write in English well. Finally, both the researcher and the English teacher agreed to apply individual pictures because this learning media were suitable and appropriate to overcome the students' problems in writing.

This research was carried out in two cycles. Each cycle covered the stages that include the planning of the action, the implementation of the action, classroom observation and evaluation, and data analysis and reflection of the action. Each cycle was conducted in three meetings including the writing test. The data of the students' writing achievement were collected by the writing test. Meanwhile, observation was used to observe the students' active participation in

the teaching learning process of descriptive paragraph writing by using observation checklist.

The result of the students' writing achievement test in cycle 1 showed that the percentage of the students who got score 70 or higher was 65%. In addition, the results of observation in cycle 1 showed that there were only 10 students (47.6%) of 21 students who actively participated in the teaching learning process of writing by using individual pictures. In conclusion, the actions in cycle 1 were not successful yet. Therefore, the actions were continued to cycle 2 by revising some necessary aspects related to the use of individual pictures in the teaching learning process of descriptive paragraph writing.

In cycle 2, the researcher gave more explanations about descriptive paragraph writing such as the generic structures and the language features, gave more explanations about parts of a good paragraph, and gave another example of descriptive paragraph writing. Besides, the researcher gave them opportunities to ask the problems they faced. The result of the students' writing achievement test in cycle 2 showed that there were 17 students (89.5%) of 19 students who got score 70 or higher. It improved from 65% in cycle 1 to 89.5% in cycle 2. Besides, there was also an improvement on the percentage of the students' active participation. It improved from 61.9% in cycle 1 to 81% in cycle 2. It means that both the students' writing test and their active participation in the teaching learning process of descriptive paragraph writing by using individual pictures improved in cycle 2 and fulfilled the success of the criteria of this research. Thus, the action research was ended.

Based on the results above, it was showed that the use of individual pictures in the teaching learning process of descriptive paragraph writing could improve the students' writing achievement in 2 cycles. Then, it is suggested to the English teacher and the students to use individual pictures as media in teaching and/or practicing writing. It is due to the result that individual pictures as media could improve the students' descriptive paragraph writing achievement.