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Abstract

This classroom action research aimed: (1) to improve the eighth grade students' active participation in the teaching learning process of writing by using individual pictures, and (2) to improve their descriptive text writing achievement by using individual pictures. The research area was chosen by using purposive method. The subjects of the research were the students of class VIII-E at SMPN 7 Probolinggo. The data collection methods used were a writing achievement test, observation, documentation, and interview. The collected data were analyzed by using percentage formula and mean score formula. The students' active participation improved 27.08% from cycle 1 (60.41%) to cycle 2 (87.49%). The improvement of students' writing achievement was 25% from Cycle 1 (62.5%) to Cycle 2 (87.5%). Based on the data analyzes results, it was found that the use of Individual Pictures in teaching writing could improve VIII E students' active participation and their descriptive text writing achievement. Therefore, It is suggested to the English teacher to use individual pictures as alternative media in teaching writing to improve the students' active participation and students' descriptive text writing achievement.

Keywords: Individual Pictures, Writing Achievement, Classroom Action Research.

Introduction

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 kindergarden level. The importance of English as the key to the international communication and commerce makes it as a compulsory subject for students from Junior High School, Senior High School and University level.

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 as 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 difficult and need long process.

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 and 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 a 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.

Based on the interview with the English teacher as the preliminary study that was conducted on August 16th 2014 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 in VIII-E class was still low. When the teacher gave a task to the students to write some sentences,

it can be seen from the score 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 named *Neo Quantum*. 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.

In this research, the researcher only chose media, it is individual 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 picture, composite pictures, and picture in series. In this case single picture or individual picture is used as media to improve the students' writing achievement. Using individual picture as media will be attractive and interactive ways in teaching writing. Based on the explanation above, the researcher is interested in conducting a classroom action research entitled "*Improving the Eighth Grade Students' Active Participation and Their Descriptive Text Writing Achievement by Using Individual Pictures at SMPN 7 Probolinggo*" was conducted.

Research Method

In this research, the research design was Classroom Action Research (CAR) with cycle model. This research was intended to improve the eighth grade students' active participation and their 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. 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. 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).

Area determination method deals with the place where the research was conducted. The purposive method was chosen to determine the research area. There were some considerations of choosing SMPN 7 Probolinggo as the research area. First, 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.

The subjects of this research were 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.

The data collection methods that were used were: observation, writing test, interview and documentation. Observation and writing test were used to collect the primary data while interview and documentation were used to collect the supporting data.

Data analysis and reflection were needed to do in order to analyze the obtained data and to know about the improvement of students' active participation and students' descriptive text writing achievement after being taught by using Individual Pictures.

Research Results
Cycle 1

The actions of the first Cycle were conducted in two meetings. The first meeting was done on March 04th, 2015 and the second meeting was conducted on March 06th, 2015. For the writing test, it was administered on March 11th, 2015. The first meeting of Cycle 1 was done on the March 04th, 2015 by implementing the activities in lesson plan 1. The second meeting of Cycle 1 was conducted on March 06th, 2015 based on the lesson plan 2. The researcher conducted the research collaboratively with the English teacher. In this research, the researcher as the teacher, and the English teacher as the observer.

The result of observation in the first meeting in Cycle 1 showed that there were 12 students (50%) who were categorized as active students and 12 students were categorized as passive students. Meanwhile, the result of observation in the second meeting in Cycle 1 indicated that there were 17 students (70.83%) were categorized as active students while another 7 students were categorized as passive ones. On average, the percentage result of observations of the students' active participation was only as many as 60.41%. It means that the target percentage of the students' active participation does not achieve.

Further, the result of writing achievement test in Cycle 1 indicated that only as many as 15 students (62.5%) out of 24 students achieved the standard minimum score

that was ≥ 75. In addition, the mean score was 71.58. Therefore, it was necessary for the researcher to continue the actions to the second cycle by revising some necessary aspects related to the use of individual pictures in the teaching learning process of descriptive text writing.

Cycle 2

The action was carried out based on the results of reflection in the first cycle that had not achieved the target yet. The actions in Cycle 2 were conducted in three meetings including the writing test. The first meeting was done on March 13th 2015, the second meeting was done on March 18th 2015 and the test was conducted on March 20th 2015. The steps of the activities in Cycle 2 were the same as the ones in Cycle 1. In this research, the researcher as the teacher, and the English teacher as the observer.

The result of observation in the first meeting in Cycle 2 showed that there were 20 students (83.33%) who were categorized as active students and 4 students were categorized as passive students. Meanwhile, the result of observation in the second meeting in Cycle 2 indicated that as many as 22 students (91.66%) were categorized as active students while another 2 students were categorized as passive. On average, the percentage result of observations of the students' active participation was only as many as 87.49%. It means that the targeted percentage of the students' active participation has been achieved.

Further, the result of writing achievement test in Cycle 2 indicated that only as many as 21 students (87.5%) out of 24 students achieved the standard minimum score that was ≥ 75. In addition, the mean score was 80.5. It means that the target of the students' writing score requirement in this research was been achieved the result of the use Individual Pictures to improve students' active participation and their descriptive text writing achievement. So, it could be concluded that teaching English writing could improve students' active participation and their descriptive text writing achievement by using Individual Pictures at SMPN 7 Probolinggo, especially at VIII E class.

Discussion

This research was conducted in two Cycles and each Cycle consisted of three meetings. Two meetings were used for the teaching learning process of writing by using individual pictures and one meeting was used for writing achievement test. The researcher conducted the research collaboratively with the English teacher.

Related to the use of individual pictures in the teaching learning process of descriptive text writing, it could be seen that teaching writing by using individual pictures improved the students' active participation in the teaching learning process and their writing achievement test. The observation checklist result showed that the percentage of the students' active participation in Cycle 2

was higher than that one in Cycle 1. It increased from 60.41% of the students in Cycle 1 to 87.49% of the students in Cycle 2 who actively participated during the teaching learning process of writing descriptive text by using individual pictures. The students' active participation improved 27.08% from cycle 1 (60.41%) to cycle 2 (87.49%). It means that the use of individual pictures could improve the students' active participation in the teaching learning process of writing descriptive text.

Then, based on the results of the students' writing achievement test, it could be seen that the result of the students' writing achievement test in Cycle 1 did not achieve the success criteria in this research that was 75% of the students' got score ≥ 75 in the writing test. In fact, the result of the writing test showed that the percentage of the students who got score ≥ 75 was only 62.5%. In addition, the mean score of the writing score was 71.58.

After being given the actions in Cycle 2, the students could improve their writing achievement about descriptive text. In the second cycle, the percentage of the students who got score ≥ 75 was higher (87.5%) than that one in the first cycle (62.5%). It means that it achieved the target percentage that was 75% as the minimum requirement score. In addition the mean score of the writing test was 80.5. Thus, the students' problem could be overcome in Cycle 2.

Furthermore, the research results are also relevant to the previous research results on the use of individual pictures to teach writing. For example the result of the previous research that was conducted by Ma'rifah (2011) 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.

Related to the discussion above, it could be concluded that teaching writing by using individual pictures in two cycles could improve the eighth grade students' active participation and their descriptive text writing achievement in the teaching learning process of writing at SMPN 7 Probolinggo.

Conclusions and Suggestions

Based on the data analysis and the discussion, the following points could be concluded.
1.   The use of individual pictures could improve the eighth grade students' active participation in the teaching learning process of descriptive text writing at SMPN 7 Probolinggo in the 2014/2015 academic year. The average of the percentage of the total number of the students who were participated actively increased. The improvement was 27.08% from Cycle 1 (60.41%) to Cycle 2 (87.49%).
2.   The use of individual pictures could improve the eighth grade students' descriptive text writing achievement at SMPN 7 Probolinggo in the 2014/2015 academic year. The improvement of the students' descriptive text

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achievement could be seen from the percentage of students who reached the standard score. It improvement was 25% from Cycle 1 (62.5%)to Cycle 2 (87.5%).

By considering the results of the implementation of Individual Pictures in teaching writing that could improve the students' active participation and their descriptive text writing achievement, some suggestions are proposed to the following people.

1. The English Teacher

It is suggested to the English teacher to use individual pictures as alternative media in teaching writing to improve the students' active participation and students' descriptive text writing achievement. It is due to the fact that individual pictures as media could improve the students' writing achievement. Besides, the English teacher is suggested to use individual pictures in different teaching learning activities, such as in teaching speaking. It is based on the consideration that by using individual pictures, the students could see or observe and imagine the objects directly.

2. The Students

The students of SMPN 7 Probolinggo are suggested to use individual pictures as media to practice and improve their writing. It is because by 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., so they are helped in writing a descriptive text.

3. The Future Researcher

The future researchers who have the same problem in teaching writing are suggested to use this research result as a reference and source of 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.

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