



IMPROVING STUDENTS' WRITING ABILITY USING A SERIES
OF PICTURES OF YEAR - 2 STUDENTS OF SMU NEGERI I
TENGGARANG IN ACADEMIC YEAR 1999 / 2000

REPORT WRITING



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JEMBER UNIVERSITY
2000

MOTTO

“Practice makes perfect”



DEDICATION

This report writing is dedicated to :

-My husband

-My daughter

-My parents



APPROVAL

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OF PICTURES OF YEAR - 2 STUDENTS OF SMU NEGERI I
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REPORT WRITING

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ACKNOWLEDGMENTS

In the name of Allah, the Beneficent, the Merciful, I am grateful to Allah whose mercy and help have conducted me to finish this research.

The writer realizes that this report writing has many weaknesses. In addition, this report writing could not be finished without other people's help. Therefore in this occasion, the writer would like to express her gratitude and appreciation to:

- 1) The head program of the English Department of the Faculty of Teacher Training and Education Jember University, Drs Budi Setyono, MA.
- 2) The consultant Dra Wiwiek Istianah, MKes, MEd for her valuable guidance, advices and suggestion in completing this report writing.
- 3) All lecturers of the English Department of the Faculty of Teacher Training and Education, Jember University.
- 4) Everybody whom I cannot mention here for giving me great support and help in completing my report writing.

For the sake of perfection, I do hope any criticism and suggestion from the readers. I also hope that this research will be useful for the readers especially in the field of education.

Jember, August 2000

The Writer



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ABSTRACT

Nawati. Improving students' writing ability using a series of pictures of year - 2 students of SMU Negeri 1 Tenggarang in academic year 1999/2000.

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The consultant : Dra. Wiwiek Istianah, MKes, MEd

The key words : Writing Skill, Series of Pictures.

Based on the 1999 English Curriculum, for SMU English belongs to the main subject and still emphasizes on reading ability. However writing is considered as the one of the important subject in teaching learning English. The writer conducted this action research to the year - 2 students of SMU using a series of pictures in order to enable them to express in writing skill.

The design of this action research was Cycle model. The subject of this research was II E students of SMUN I Tenggarang. The technique used to collect data about writing ability and observed the improvment of the first Cycle to the second Cycle.

The writer 's data analysis in the research was done by describing the students' ability in expressing their idea in writing which involved grammar and mechanics.

The result showed that using a series of pictures improve the students, ability in writing with the average score of 8,44 at the end of Cycle two.

CHAPTER I INTRODUCTION

1.1 Background of the Research

English is an International language that is widely spoken by the people in the world. In Indonesia, it has been determined to be the first foreign language and taught at Junior and Senior High Schools, even at Universities. Moreover, based on the 1999 Curriculum, English is also taught at the elementary schools. Realizing the important role of English as the international language the students are expected to have interest and ability to communicate in English either orally or writtenly.

The English teaching is intended to improve the four language skills namely listening, speaking, reading and writing. Based on the 1999 English Curriculum, the four skills are taught integratively. Each skill supports the other skills.

However, among the four skills, writing is considered to be the most difficult. Many student are able to get good marks in English reading test, but when they are asked to write they are very likely to make many mistakes. As Gavin and Christopher (1996:61) state that " Writing is difficult and very few people have the ability to write an essay at one sitting in a form that is adequate ". Moreover Ron and Valerie (1992:3), convey that " Writing is far from being simple matter of transcribing language into written symbol, it is a thinking process in its own right ". In addition they say that there is no point in pretending that writing is easy.

In addition, the condition of iie students was passive. When they asked to write most of them needed along time to finish. They wrote only 3 or 4 sentences. They wrote the draft in indonesian and then they translate d into english. The ability using dictionary is lack. They took the words from the dictionary without analyzing. The example "He to fall from bicycle "[Popy]. The result of their writing was not satisfied. They wrote ungrammatically and they did not care about the mechanics. The example " Then I was saw the accident, so he giving help to Budi"(Yeni R I).

Concerning with writing composition, students have to prepare and know everything related to their composition such as topic, rules and words to be used. As Gavin and Christopher (1996:80) suggest that there are three technical aspect of writing, punctuation, spelling and grammar.

Sager in Norton (1977:275) has identified several factors which contribute to effective writing. They are :

- a. A rich and varied vocabulary that allows the writer to express thought in such a way as to hold the reader's interest.
- b. An organizational ability that presents ideas in a logical arrangement stays with the subject and presents ideas in effective sequence.
- c. The ability to elaborate, so that ideas are fully developed and flow smoothly from one to the next.
- d. The ability to use a variety of sentences and this state ideas both accurately and fluently.

According to the National Council of Teacher of English, Student should have an opportunity to compose in class, with help during the actual writing process in clarifying ideas, in choosing phrases, and sometimes in dealing with mechanical problems (Norton, 1977:271).

Therefore, the teacher plays a very important role in the teaching learning process, so that the teacher should response and change seriously the monotonous into an interesting situation. The teacher may used various kind of suitable educational aids in order to bring new motivation in learning, particularly in teaching writing skill. As Celce et al. (1979:308) state that the English foreign language lesson for the student may be taught by using one or more well selected teaching aids.

Teaching aids are tools which are used in helping teaching learning process. They can help not only to improve the all language program, but also to promote a friendly environment in the classroom and to ensure greater students participation. They can also help the students to communicate, to understand , to speak, to read and to write English.

In addition, in teaching aids for teaching writing is lack of variation. The teachers always use the same media, even without media, so the students are lack of motivation for practicing their writing skill because :

- writing is difficult
- the students do not know what to do
- or writing is not interesting.

It results into low writing ability if it is compared with the reading ability.

Based on the explanation above, the researcher is interested in conducting a research on :

‘IMPROVING STUDENTS WRITING ABILITY USING A SERIES OF PICTURES OF YEAR -2 STUDENTS OF SMU NEGERI I TENGGARANG IN ACADEMIC YEAR 1999/2000’

1.2 Problem of the Research

Based on the background, the research problem can be formulated as follows :
Are series of pictures able to improve writing ability of year - 2 students of SMU Negeri I Tenggarang ?.

1.3 Scope of the Research

In the Classroom action research the scope of the problem is limited to the ability in writing of the year 2 students at SMU Negeri I Tenggarang in *Cawu III* in the academic year 1999/2000.

1.4 Purpose of the Research

Based on the problem stated previously, the researcher wants to investigate whether the use of as series of pictures in teaching writing in the year - 2 students of SMU Negeri I Tenggarang is useful because it will be able to :

- a. help the students improve their ability in English writing.
- b. motivate the student interest in learning English.

1.5 Significance of the Research

It is hoped that the result of this research will be useful for :

a. The students

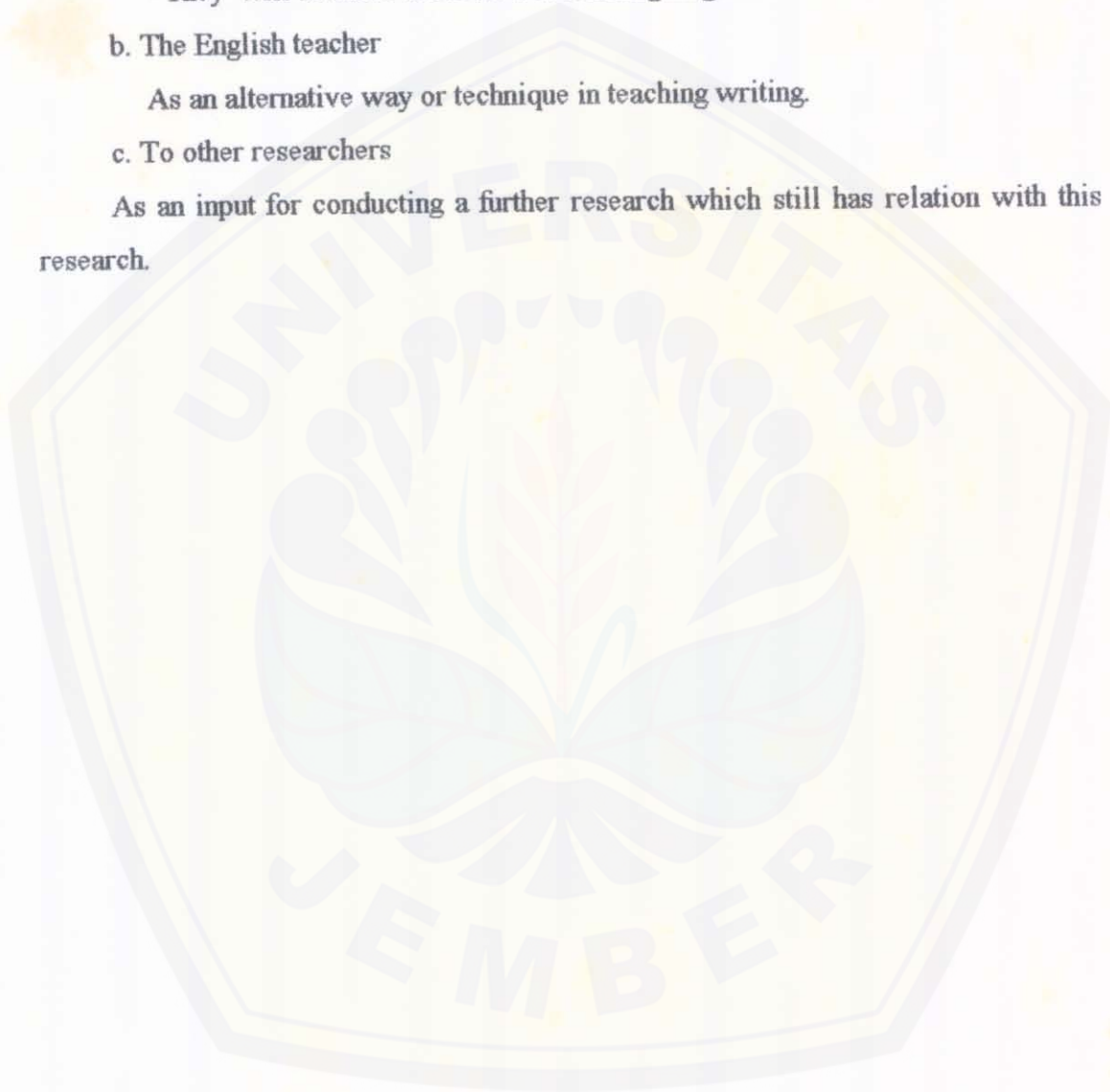
- As an additional knowledge in improving their writing ability.
- They will be more motivated in learning English.

b. The English teacher

As an alternative way or technique in teaching writing.

c. To other researchers

As an input for conducting a further research which still has relation with this research.



CHAPTER II THEORETICAL FRAMEWORK

2.1 The Writing Skill

English is taught at Senior High School as compulsory subject. Writing is one of the four major English skill that is learned by the students. Writing is taught integratively with the other English skills, such as reading or speaking. Among those skills, writing is considered to be the most difficult to master. As Burgess et al. in Gill & Crocker (1977,135) state that writing is difficult for everyone.

Writing is an active skill which concern with transformation of ideas in the written form. In this case, Gavin & Christopher (1996,31) state that writing, like speaking is a form of communication. Further it is stated that writing is about conveying meaning by selecting words and putting them together in a written or printed form.

One of the objectives of teaching English at SMU Negeri Tenggarang is that the students should have a sufficient writing skill, which means they are able to write in a good sentence. To achieve this objective, the students should practice writing a composition either through guided or free writing. In evaluating the students' writing skill the teacher should create test items or tasks that will be tested to the students. In accordance with this case Hughes (1989,91-93) mentions that in testing the writing skill the teacher should prepare a list of language components that will be tested to the students such as grammar, vocabulary, mechanics and so on. In line with this statement, Heaton (1975,138) affirms that there are four elements that can be evaluated in the writing skill. They are as follows :

- a. Grammatical skills : the ability to write correct sentences.
- b. Stylistical skills : the ability to manipulate sentences and use language effectively.
- c. Mechanical skills : the ability to use correctly those conventions peculiar to the language - e.g. punctuation, spelling.
- d. Judgement skills : the ability to write in an appropriate manner for particular purpose with an ability to select organize and order relevant information.

Based on the idea above, a series of pictures was used as the test of writing and the elements evaluated in the students' writing skill was focused on the grammatical skill and mechanical skill. The stylistical skill and judgement skill are not tested because they are too difficult for the year - 2 students of SMU Negeri I Tenggarang in academic year 1999/2000.

2.2 Visual Aids

Stevick in Celce et al (1979:308) has defined an "Audio Visual aids".....as anything audible or visible which helps the students learn language more quickly or more accurately. Visual aids are usually used by teachers in presenting the instructional activities, because they are very useful to keep the teaching - learning activity running smoothly and effectively. By using visual aids a teacher will be able to arouse his/her students' interests, motivations, eagerness to the lesson being discussed as compared to using verbal means only.

2.2.1 Kinds of Visual Aids

There are many kinds of visual aids that are used by the teachers as the learning sources in teaching learning process in foreign language classroom. According to White & Arndt (1992:35) visual materials can be classified as follows :

1. representational material : photographs, picture
2. really : physical object
3. Symbolic material : charts, diagrams, maps

On the other hand, Celce et al (1979:308) state that language teaching aids can be divided into two main categories, technical and non-technical.

"The technical aids involve machinery and/or require electricity, while the non-technical aids require neither machinery nor electricity but are simple inexpensive aids that resourceful teacher can acquire or make on his or her own".

In addition, Celce et al. (1979:312-313) mention that the non-technical aids consist of board, pictures, flash card, pictures pockets, charts and realia.

In this classroom action research, the researcher will use pictures as the non-technical aids in conducting the English teaching, in this case, teaching the writing skill. The researcher chooses pictures as the teaching aids because they are easy to prepare and find. More importantly pictures are able to represent concepts, or events or situation, particularly events or situations which need a long sentence to explain.

2.2.2 Pictures

Using pictures as a topic for several writing classes gives teacher the opportunity to develop not merely a wide variety of tasks but also a sequence of tasks. As Wright (1989:2) affirms that pictures are not just an aspect of method, but through their representation of places, objects and people they are essential part of the over all experiences. The teacher must help the student to cope with the difficulties to understand, what are there in these pictures, especially with the vocabulary.

A teacher may take a pictures from books, magazines, or newspaper if the teacher has a good skill in drawing very often the pictures are designed by the teacher him/herself. Celce et al. (1979:312) suggest that pictures can be in black and white or colored. They can be cut out of magazines or drawn by the teacher, by friends of the teacher, or perhaps by the students themselves. It is believed that the teacher made pictures are considered as the most appropriate ones used in the class activities because they can be arranged in line with the instructional materials which have already been planned. In this case, the teacher can be more creative to decide what sort of pictures he/she has to choose in order to match for the planned lesson.

Although choosing pictures can be fun, however, the teacher should consider whether the student are children or adults in order to choose the suitable pictures. Pictures can also be used for teaching vocabulary, practicing grammar, stimulating writing practice and for many other activities during the English lesson.

2.3 The Advantages of Visual Aids

There are many reasons why teacher always uses visual aids in his/her teaching-activities. Firstly, the students will understand the instructional materials more easily by the help of visualization. Secondly, it may help the teacher keep his/her teaching effectively, because it will increase students interests, motivation or desires to be involve in the class-learning activity.

According to Wright (1989:17) pictures as visual aids have the following functions :

1. Pictures can motivate the students and make them want to pay attention and want to take a part.
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 an objective way or interpreted or responded to subjectively.
4. Pictures can cue responses to question or cue substitutions through controlled practice.

While Muslimin in "Gentengkali in journal" (1999:30) states that pictures have advantages as follow :

1. Pictures can represent abstract concepts become more realistic and more concrete.
2. Pictures can also be easy to get and can be used continuously.

CHAPTER III RESEARCH METHOD

3.1 Research Setting

This classroom action research is conducted in SMU Negeri I Tenggarang, Bondowoso, year 1999/2000. The researcher has decided to choose SMU Negeri I Tenggarang as the location of the research based on the consideration that the researcher is the teacher at this school.

The participant of the research are not all of the second year students of SMUN I Tenggarang Bondowoso in the academic year 1999/2000, just class II E because most of them have difficult problem in English writing ability. When they are asked to write they are very likely to make many mistakes. The number of the students in this classroom is thirty-nine students, consisting of twenty male and nineteen female students.

Based on the facts from *Cawu I* and *Cawu II* many student, still have problem in writing, particularly in punctuation, capitalization and grammar.

3.2 Research Procedure

3.2.1 General Description of the Research

This (classroom action) research is designed by means of a cycle model which has four stages of activities consisting of :

- planing action
- implementing action
- observation
- reflection

In order to achieve the goal of the research the action were implemented up to two cycles. Both of them were arranged to be held in the third trimester (third *cawu*) of 1999/2000 academic year.

3.2.2 Details of the Research Procedure

a. Preparation

The following are the important steps to be done before conducting the actions.

1. Prepare the themes and sub themes to presented.
2. Prepare the pictures used as teaching media.
3. Designed the main procedure how to present picture as teaching media.
4. Prepare the monitoring instruments as well as instrument for evaluation.
5. Prepare the formula how to score the student test.

b. Implementation

The implementation of this research was carried out during the school hours especially in the third trimester (third *cawu*) of the 1999/2000 academic year. This classroom action research is carried out with the help of another researcher, English teacher who teaches English at the first year.

The classroom action research was undertaken to improve the students' ability of writing using visual aids namely a series of pictures. Both in the first cycle and the second cycle, the researcher herself implemented the action plans based on the 1999 English Curriculum. As described in the 1999 English curriculum, the target of teaching writing is the students can write English in a good sentence. It is expected that the student would be able to achieve a score at least 6,5 (six point five) to be considered having sufficient writing ability. This score based on Testing for Language Teacher.

If the treatment plan of the first cycle does not meet the criteria, then modified treatment plan is needed. The modified treatment plan is applied in the second cycle for the purpose of accelerating the expected target.

c. Monitoring and Evaluation

The monitoring action was held by the researcher as long as the school hours were going on. It was carried out by the researcher with another english teacher. The instrument used to record the students' activity in the classroom is field note. The researcher would write each problem or event happening in the classroom. The

researcher would record the students' progress in learning English particularly improvement of their writing ability. Thus, the monitoring was focused on the use of pictures as the teaching media toward the improvement of their writing targeted in the curriculum. The instrument used to collect the data about students of the given test in form of a series of picture.

The Evaluation was carried out to know whether or not the applied action that is the use of a series of pictures as teaching media can improve the students' writing ability. It means that the use of a series of pictures media considered effective in improving the students' writing ability if their writing are much better than the previous ones and they achieve the curriculum target with the average score of six point five (6,5).

d. Analysis and Reflection

The analysis method used in this action is a descriptive qualitative method. It means that the improvement of the English writing achieved by the students will be expressed in qualitative manner or description.

The form of validation used in this research is self validation. It means that the researcher interprets her own practice and make decision about improving it based on the criteria decided previously.

To know whether or not the student have achieved better progress in their writing the data to be analyzed are the recorded field notes made by the researcher during the cycle one and the cycle two.

If most students still have not achieved the curriculum target, the following cycle may be needed to be implemented or if the second cycle has been done but the progress of their English is still insufficient and if their scores are less than six point five.

The score of writing test is :

Poor	: 2 - 4
Fair	: 5 - 7
Good	: 8 - 10
Very good	: 11 - 12

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

4.1 Result

As stated previously that the main purpose of this research is to know the improvement of writing mastery having been taught using a series of pictures. So, the following description will be about the result of the writing test by implementing teaching writing using a series of pictures, both in Action Cycle 1 and 2.

The general observation reveals the fact that this classroom action research can be accomplished in line with the action design set up in the first Cycle as well as the second. Each action has been consistently performed without disturbing the process of teaching and learning.

4.1.1 Description of Action Cycle 1

The plan of the first action Cycle is described in the following steps :

1. Showing the picture to the students.
2. Guiding the students express the ideas of the pictures.
3. Asking the students make sentences based on the pictures.
4. Monitoring the students activity
5. Collecting the assignment.
6. Reflecting the result of the action Cycle.

Before stepping into further discussion about the action Cycle 1, the researcher needs to describe the students writing condition before the treatment. From Diagnostic test conducted previously it is found that the average of the student score is 4,56. This value is far behind the learning accomplishment value, that is 6,5. Only six out of thirty nine student got 6 for their writing test. It means that is 64 % is poor in writing and only 36% is fair.

It shows that most of the students have a low ability in writing. This fact strongly encourage the researcher to do this research.

In line with this initial condition, the main thing to give priority is how to get the students to develop their writing skill. Without this effort the students will always tend to make unnecessary mistake in writing.

One effort to improve the students' writing is through the use of a series of pictures. By using a series of pictures the students are expected to improve their ability in writing. Before the researcher describes the result of the observation of Cycle 1, it is a good idea to present the score data of the first Cycle test.

Table 1. The list of the students scores of the first Cycle

Number	score
1.	5
2.	7
3.	7
4.	5
5.	6
6.	6
7.	6
8.	7
9.	8
10.	4
11.	6
12.	8
13.	6
14.	8
15.	6
16.	6
17.	6
18.	5
19.	4
20.	6
21.	8
22.	6
23.	6
24.	5
25.	6
26.	8
27.	8
28.	6
29.	8
30.	10
31.	5

32.	6
33.	6
34.	10
35.	8
36.	4
37.	4
38.	8
39.	5
N= 39	249
Average	6,38

The data in Table 1 above shows that there was an improvement of the average in Cycle I compared to that before the classroom action research. This indicated a good and a positive result of Cycle 1 action. The initial average value was 4,56 and the average value of Cycle I improvement to 6,38. That is 10,3 % is poor, 61,5 % is fair and 28,2 is good. It means that the value has increased significantly. Although this change was significant enough, because it was closer to the learning accomplishment value that is 6,5, but it is still lower than the expectation. However, the writer kept trying to reach the optimum result.

During the implementation of Cycle I the researcher got many input from the students about the obstacles they had met in doing the writing. One problem was not all students have dictionary. Students who do not have dictionary often ask to the teacher about the certain words in English. The students who have dictionary will rely heavily on dictionary. Another obstacle was that some of students wrote the sentences ungrammatically and the sentences written by the students tend to follow the Indonesian pattern. The example are "One day a children fall to bicycle in avenue" (Samsul Arifin) and "Than, Tono to brough to hospital" (Elok Oktavia Indah).

Having learnt those obstacles the researcher had tried to improve the action plan and develop them into the action plan of Cycle II.

4.1.2 Description of Action Cycle 2

Based on the result of Cycle 1, the action plan which were applied in Cycle 2 consists of those of Cycle 1 supported with some developed steps as follows :

1. Showing the picture
2. Asking the students to choose the sentences that have related with the picture.
3. Asking the students to rearrange the sentences for getting the sequence story.
4. Giving another picture.
5. Asking the students to write a paragraph that tell the picture.
6. Monitoring the students activity.
7. Collecting the students assignments.

In this second Cycle, it was necessary for the researcher to inform the students' achievement obtained during the Cycle 1. The purpose was to give the reinforcement. With the enforcement, it was expected that the students should try to improve themselves. They could get a lot of advantages by using a series of pictures. The following is the table of the test result of Cycle 2.

Table 2. The list of the students writing scores of the second Cycle

Number	score
1.	8
2.	10
3.	8
4.	8
5.	7
6.	8
7.	8
8.	8
9.	9
10.	6
11.	7
12.	12
13.	9
14.	9
15.	7
16.	6

17.	9
18.	8
19.	6
20.	8
21.	11
22.	9
23.	7
24.	7
25.	7
26.	12
27.	10
28.	7
29.	9
30.	12
31.	6
32.	8
33.	7
34.	12
35.	11
36.	6
37.	8
38.	10
39.	9
N= 39	329
Average	8,44

Table 2 above shows that an improvement of score average value occurred. This means the action of implementation of Cycle 2 was significant. It can be concluded that the increasing result from Cycle 2 had been reached as expected, the result was higher than the target. The result of Cycle 2 is 33,3 % is fair, 15,3 % is good and 15,4% is very good. The improvement happens because :

1. The teacher always remains the students about the usage of grammar and mechanic.
2. The picture that is chosen as clear and easy to understand



4.2 Discussion

To determine the success of this classroom action research a descriptive analysis was done on the following criteria :

a. Criteria

The hypothesis of this classroom action research is :

“ if students use a series of pictures, their writing ability can be improve “. In connection with this hypothesis, the proposed achievement criteria is :

- If student's writing improved after the implementation of the classroom action research the hypothesis is accepted.

b. Analysis and Hypothesis Testing

Based on the collected data and the criteria, the achievement of this classroom action research can be described as follows :

The use of a series of pictures brings a very positive impact on the students mastery of writing. The students' low mastery of writing can gradually be improved by using a series of pictures. With well arranged feedback and monitoring on the students' learning, they seemed to get improved with their writing, particularly in punctuation and capitalization.

During this classroom action research, the tests were performed to allow the student to know their progression the writing. The students' progress can be seen in the following table.

Table 3. The list of the students scores of before action, Cycle 1 and Cycle 2

Number	Score		
	Before Action	Cycle 1	Cycle 2
1.	4	5	8
2.	4	7	10
3.	4	7	8
4.	5	5	8
5.	5	6	7

6.	4	6	8
7.	4	6	8
8.	4	7	8
9.	6	8	9
10.	4	4	6
11.	5	6	7
12.	7	8	12
13.	4	6	9
14.	7	8	9
15.	4	6	7
16.	4	6	6
17.	4	6	9
18.	4	5	8
19.	4	4	6
20.	5	6	8
21.	5	8	11
22.	4	6	9
23.	4	6	7
24.	4	5	7
25.	4	6	7
26.	6	8	12
27.	5	8	10
28.	4	6	7
29.	4	8	9
30.	7	10	12
31.	4	5	6
32.	5	6	8
33.	4	6	7
34.	7	10	12
35.	5	8	11
36.	4	4	6
37.	2	4	8
38.	4	8	10
39.	4	5	9
N=39	178	249	329
Average	4,56	6,38	8,44

From the table above, it was found that the average value of each Cycle was always increased. The average value of pre-Cycle was 4,56, that of Cycle 1 was 6,38 and 8,44 for Cycle 2.

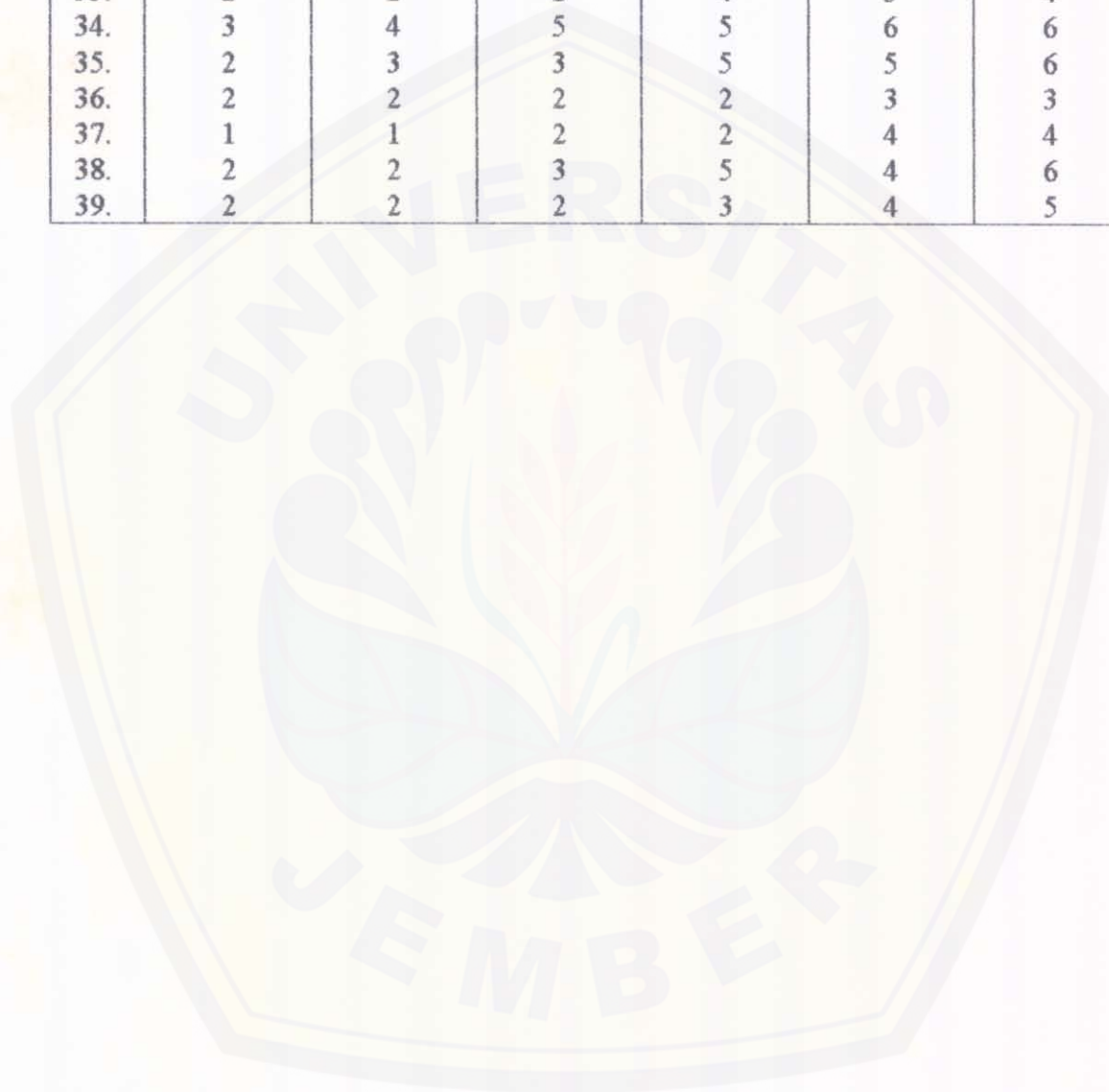
Based on the above findings and the proposed achievement criteria, the hypothesis which reads “ If the students use a series of pictures their writing can be improved “ is accepted.

Although the result of Cycle 1 and Cycle 2 show a significant improvement, it is necessary to explain that the best result achieved is on mechanic. On the other hand, the result on grammar is the lowest of the criteria. To investigate why such occurrence happened, a further action research needs to be implemented.

Table 4. The list of the students scores of grammar and mechanic before action, Cycle 1 and Cycle 2

No	Diagnostic test		Cycle 1		Cycle 2	
	Grammar	Mechanic	Grammar	Mechanic	Grammar	Mechanic
1.	2	2	2	3	3	5
2.	2	2	3	4	4	6
3.	2	2	3	4	3	5
4.	2	2	2	3	4	4
5.	2	3	3	3	3	4
6.	2	2	3	3	3	5
7.	2	2	3	3	3	5
8.	2	2	3	4	4	4
9.	3	3	3	5	4	5
10.	2	2	2	2	3	3
11.	2	3	3	3	3	4
12.	3	4	4	4	6	6
13.	2	2	2	3	4	5
14.	3	4	3	5	4	5
15.	2	2	2	4	3	4
16.	2	2	3	3	2	4
17.	2	2	3	3	4	5
18.	2	2	2	3	3	5
19.	2	2	2	2	2	4
20.	2	3	2	4	3	5
21.	2	3	4	4	5	6
22.	2	2	3	3	4	5
23.	2	2	3	3	3	4
24.	2	2	2	3	3	4
25.	2	2	3	3	3	4
26.	3	3	4	4	6	6

27.	2	3	4	4	4	6
28.	2	2	3	3	3	4
29.	2	2	4	4	5	9
30.	3	4	5	5	6	6
31.	2	2	2	3	2	4
32.	2	3	3	3	3	5
33.	2	2	2	4	3	4
34.	3	4	5	5	6	6
35.	2	3	3	5	5	6
36.	2	2	2	2	3	3
37.	1	1	2	2	4	4
38.	2	2	3	5	4	6
39.	2	2	2	3	4	5



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the data analysis of the two Cycles in this research, the conclusions are:

1. Writing is one of the difficult skill can be improved if the teacher can handle well.
2. A series of pictures as one of visual aids can help the students in improving their writing ability
3. The use of a series of pictures result in the improvement of students writing. It can increase the average score of the students' writing test from 4,58 before Cycle 1 to 6,38 in Cycle and 8,44 in action Cycle 2.

5.2 Suggestions

Concerning with the research findings, the writer proposes the following suggestions :

1. The English teachers are encouraged to apply a series of pictures to develop the students' writing.
2. The action plan along with the application procedures in this classroom action research can be implemented to other classes with little modification, especially if the condition is a little different from that of the participant of this research.

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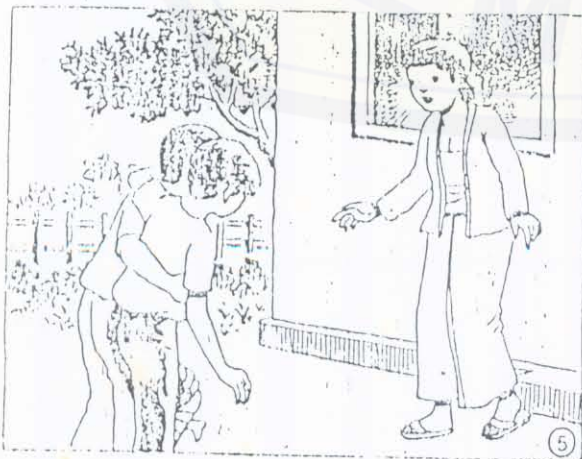
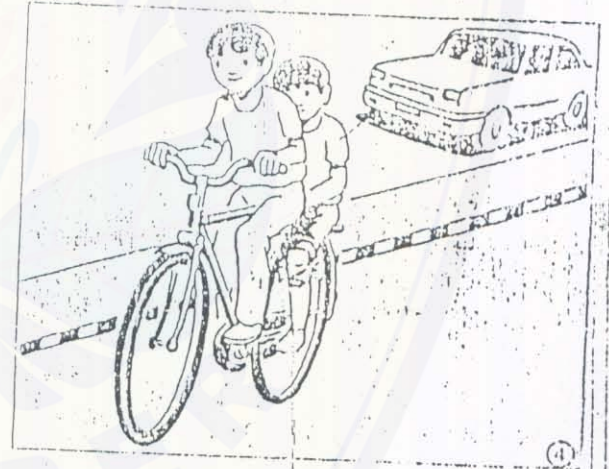
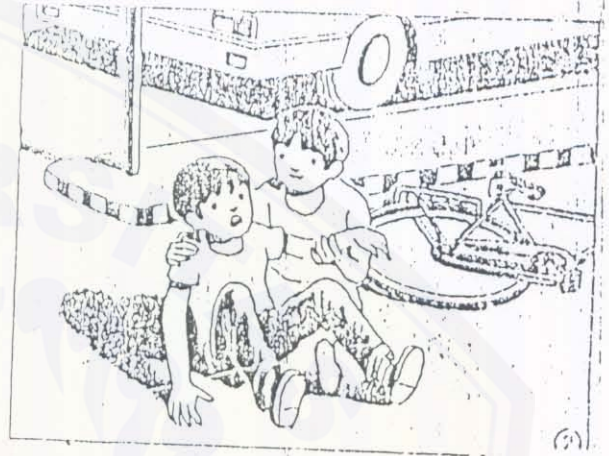
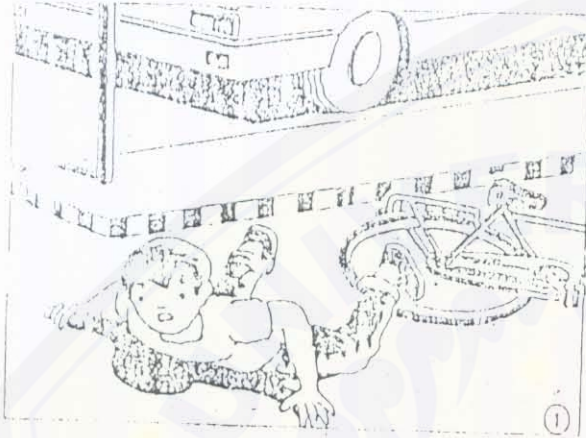
APPENDIX 1

Name Of Respondents Class II E

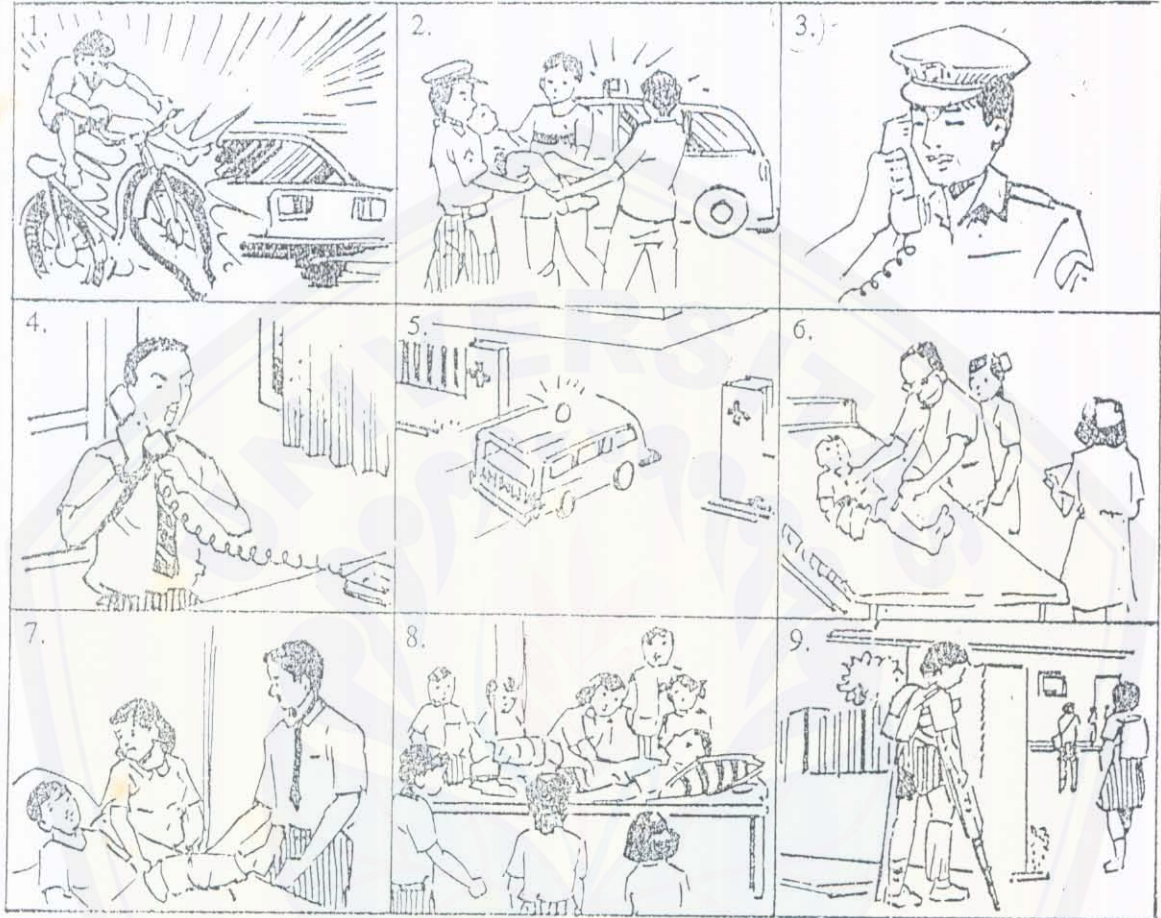
1. ABDUL WAHID
2. ADMIRRA NOERANDHARINI
3. AFRIDHO RUKOMARIE AFFANDY
4. AGUNG ROSARIYA ELINDA
5. AGUS SETIAWAN
6. ARIH MAUHASANAH
7. BAMBANG HERMANTO
8. BAWON JATMIKO
9. CAROLINA MERRY BASTIAANS
10. DANANG SUPRIANTORO
11. DEVI PUSPITARANI
12. EKO WAHYU ABDILLAH
13. ELOK OKTAVIA INDAH
14. ERNIST ANDRINITA ANDARINI PUTRI
15. HARI PURNOMO WINARTO
16. HERFIN ANDIANSYAH PAMUNGKAS
17. INE RADYANA
18. ISMAWATI
19. JAROT SETIAWAN
20. LELY INDANI
21. LUTFY TRI UDARI
22. MOCH. ZAKI HASAN
23. MUJI HARJONO
24. NOVA SETIAWAN
25. POPY MEIRANI
26. RAMSUL IHSAN
27. RENI DWI WIDIYASTINI
28. ROHIMAH
29. RONI INDRAJAYA
30. RA. WULAN FEBRIANTI
31. SAMSUL ARIFIN
32. VIERDA ARNITA
33. WAHYU HIDAYAT
34. YENI RAHMATIE ISTIQOMAH
35. YUYUN KUSUMAWATI
36. ZAELAN ADI FRAMONO
37. ANTONIUS ROBYADY. S
38. FENNY
39. JEFFRY. P

Appendix 2
Writing test before cycle

Based on the pictures below, write a composition with the title "A KIND BOY"



K. Based on the pictures below, write a composition with the title *Accident*.



Appendix 4
Writing test cycle 2

Based on the pictures below, write a composition with the title

Budi's Daily Activities



APPENDIX 5

Instrument of scoring

Analytic method of scoring

Grammar

- _6. Few (if any) noticeable errors of grammar or word order
- _5. Some errors of grammar or word order which do not, however, interfere with comprehension.
- _4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
- _3. Errors of grammar or word order frequent; efforts of interpretation some times required on reader's part.
- _2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
- _1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

Mechanics

- _6. Few (if any) noticeable lapses in punctuation or spelling.
- _5. Occasional lapses in punctuation or spelling which do not however, interfere with comprehension.
- _4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension
- _3. Frequent errors in spelling or punctuation; lead some times to obscurity
- _2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
- _1. Erros in spelling or punctuation so severe as to make comprehension virtually impossible.

(Harris in Hughes, 91-93)

APPENDIX 6

FIELD NOTES

Thursday, May 9, 2000

Diagnostic test

When the students asked to write they are confused. They always opened dictionary, some of them wrote the draft only. The other wrote in Indonesian and then they translated into English . When they are asked to submit some of them wrote more than 3 to 4 sentences only.

Thursday, May 25, 2000

Cycle I test

They always opened dictionary because they still have problem in vocabulary. Some of them are still confused how to arrange the sentences based on the picture. But their sentences are better than before. They wrote quite smoothly because they knew about the story based on the pictures.

Tuesday , June 13 , 2000

The students are more interesting to make composition . Their activity is more seriously because they often wrote based on the pictures. They are not shock again. But there is a few students are still lazy to write because they did not have motivation to study.

APPENDIX 7

RENCANA PENGAJARAN

Mata pelajaran	: Bahasa Inggris
Tema	: Kesejahteraan
Anak Tema	: Pendidikan Keluarga
Satuan Pendidikan	: SMU
Kelas	: II (dua)
Cawu	: 3 (tiga)

I. TUJUAN PEMBELAJARAN KHUSUS

Menulis : Siswa dapat menulis paragraf pendek berbentuk narasi berdasarkan gambar.

II. KEGIATAN PEMBELAJARAN

Langkah-langkah Kegiatan :

1. Kegiatan awal
 - Memberi salam dan tutur sapa
 - Mengabsen siswa
 - Guru memberikan motivasi
2. Kegiatan inti
 - Menulis paragraf pendek berdasarkan urutan gambar
3. Kegiatan akhir
 - Guru menanyakan hambatan-hambatan yang dihadapi siswa

III. PENILAIAN

1. Prosedur : Penilaian proses
2. Alat penilaian : Tugas - tugas yang dikerjakan siswa selama KBM berfungsi sebagai alat penilaian untuk penilaian proses.

Guru Mata Pelajaran

(NAWATI)

APPENDIX 8

RENCANA PENGAJARAN

Mata pelajaran	: Bahasa Inggris
Tema	: Kesejahteraan
Anak Tema	: Pendidikan Keluarga
Satuan Pendidikan	: SMU
Kelas	: II (dua)
Cawu	: 3 (tiga)

I. TUJUAN PEMBELAJARAN KHUSUS

Menulis : Siswa dapat menulis paragraf pendek berbentuk narasi berdasarkan gambar.

II. KEGIATAN PEMBELAJARAN

Langkah-langkah Kegiatan :

1. Kegiatan awal
 - Memberi salam dan tutur sapa
 - Mengabsen siswa
 - Guru memberikan motivasi
2. Kegiatan inti
 - Siswa menjodohkan kalimat dengan gambar
 - Menulis paragraf pendek berdasarkan urutan gambar
3. Kegiatan akhir
 - Guru menanyakan hambatan-hambatan yang dihadapi siswa

III. PENILAIAN

1. Prosedur : Penilaian proses
2. Alat penilaian : Tugas - tugas yang dikerjakan siswa selama KBM berfungsi sebagai alat penilaian untuk penilaian proses.

Guru Mata Pelajaran

(NAWATI)

Budi's Daily Activities

In the morning about at 5 o'clock, Budi gets up. After He clears a bed, He takes a bath about 5.15 after late a bath, he dresses uniform. He has breakfast at 6 o'clock. After breakfast, He goes to school and permits with his Mother about 6.15. He arrives in school at 6.45. At 1 p.m He goes to her house from school. After that he has lunch about 1.30 p. At 3 p.m he takes a rest. At 5 p.m. He watches TV. After he has dinner about 7 p.m he studies for preparation tomorrow morning. After that about 9 p.m, he takes a rest. He sleeps with soundly.

gr: 6
m: 16

Yeni Rahmawati

02/03/25

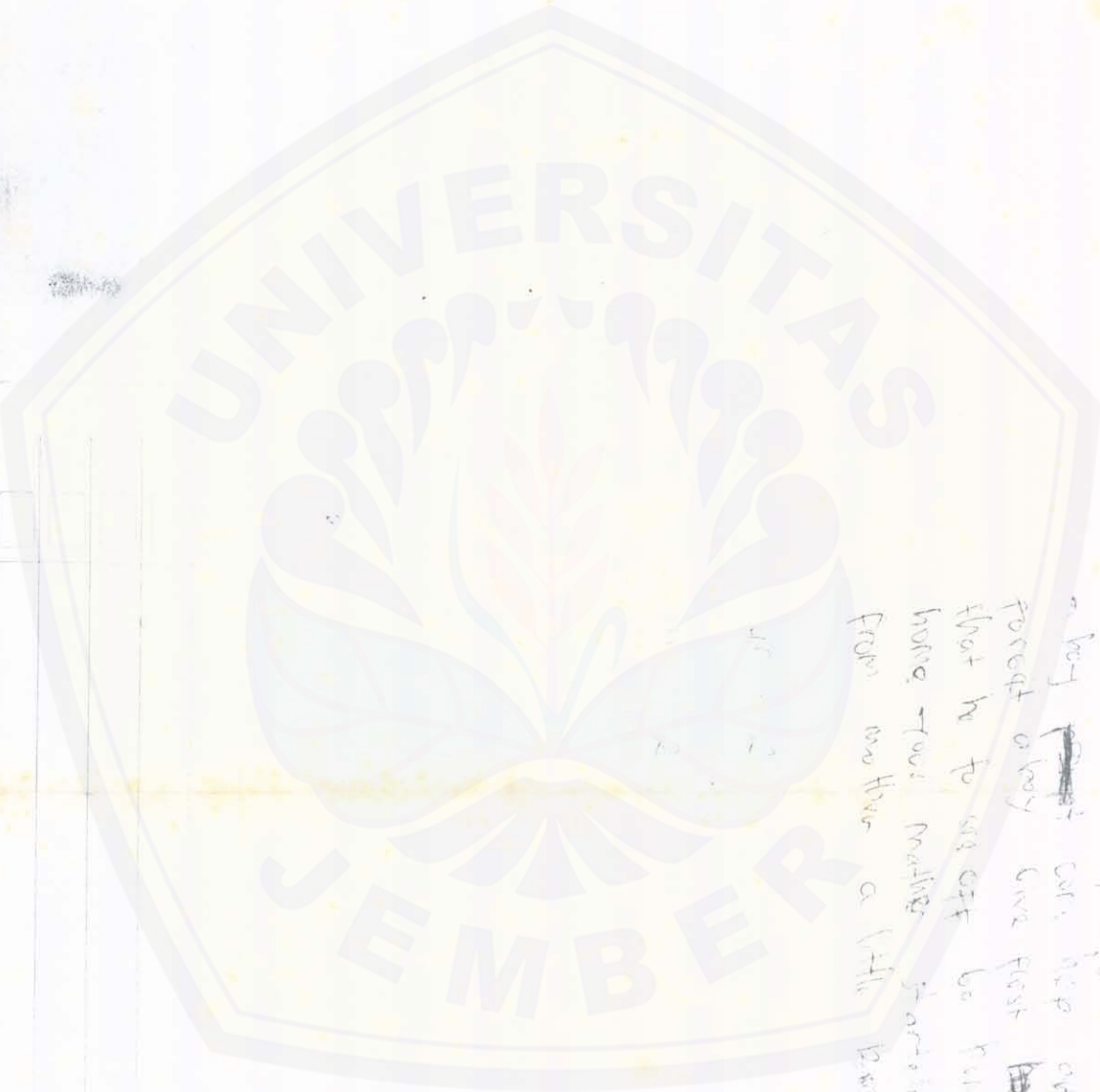
English

A KIND BOY

X
Yesterday, Budi was accident on the street, because he fell off from the bike on the crossroad. Then Iwan saw the accident, so he giving help to Budi. He helped Budi to wake up from the street. Budi were scream because of wound. Budi wounded in his under knee. Then, Iwan helped him to cure and bandage the wound. After that, Iwan taken Budi by bike. They went Budi's house the house they received by Budi's mother. His mother were startled because of Budi's condition. Budi's mother thank Iwan because he helped her son.

9 : 3

M : 4



PLIND Bay

One day a children fall to hospital in street avenue.
he child unable ~~to~~ sit and roll side four side. Then
a boy ~~bring~~ car, help and give protection, don't
forget a boy give first ~~help~~ help with good, after
that he to see off to home. From after come
home two mother stand, and give a permission
from one hour a while. Boy, to come back home