

## IMPROVING STUDENT'S ABILITY IN WRITING BY USING PICTURE AT SMP SWASTA HKBP SIPOHOLON IN ACADEMIC YEAR 2020/2021

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### *Abstract*

*Manalu S Stevani.2021. Improving Student's Ability In Writing By Using Picture At Smp Swasta Hkbp Sipoholon In Academic Year 2020/2021. A Thesis. English Department. Faculty of Teachers' Training and Education, University of Sisingamangaraja XII Tapanuli (UNITA).*

*This final project is an action research in this research, I limit the discussion by stating the following problem: "Does the use of pictures significantly improve the students' ability in writing?". And the scope of the research: focused on the using pictures to improve the students' ability in writing especially limited only writing descriptive texts. The aims of the research is to investigate how pictures can improve students' ability in writingspeciayin writing descriptive text. It is expected that the study can enrich the teacher's strategy in teaching writing through picture. The subject of this study is the students of SMP Swasta HKBP Sipoholon. Which consist of 30 students (22 boys and 8 girls). The first writing a descriptive text test 6.6% who got score over 70, in cycle test 30% who got a score over 70, improvement 23.4%, In cycle II test all students got 70 score. Most of the students' score increased from orientation test to cycle I and cycle II test. It is concluded that the students' writing descriptive text test scores had improved for each student from the orientation test to cycle I and Cycle II test through pictures.*

**Keywords:** *Improving, Writing, By Using Picture*

### **Introduction**

Language is important in the process of communication. It is used as a system to express meanings, ideas, thoughts, etc. English as an international language played a very important role in the area of globalization. It is taught and learnt schools, from Primary School level until University. It is important to be able to master it well, in order to fulfill the needs of many requirements in the work force in this globalization era. One of the purposes of teaching English in Indonesia school is to enable Indonesia Students to use English in communication.

Writing is one of the four languageege skill that plays a very important role in foreign language learning basically, writing is expressing idea, opinion, experience, or information in the mind of the written language.

It encourages thinking and learning to explore thoughts and ideas and make them visible and concrete.

Based on the Educational Unit Level Curriculum (Kurikulum 2013 : K-13) for the high school students, it started that one of the main objectives of learning English is to be able to write various short functional text type, monologue and essay in some text genres. One of the genres needed to be mastered in the ten grade syllabus is descriptive text. A descriptive text is one of the major language. Description is about sensory experience-how something looks, sounds, tastes. Based on the researcher's experiences through Field Practice Experience (Praktek Pengalaman Lapangan : PPL) in Junior High School (Sekolah Menengah Pertama) was found that when the students were assigned to write a descriptive text, most of them just copied

the materials from the internet. It was happened because they did not pay attention to the learning process of writing, so that they are failed to make a descriptive text. This situation might happen because the method was not suitable.

To solve the problems, the researcher tried to improve the students' ability in writing by using pictures. Pictures are really useful ways to prompt students into writing stories. The pictures attract the student to focus in writing and give more their attention in seeing pictures than reading the text. It also helps the students to understand and generate their idea visually in writing sentence, so the students can write a story based on the pictures they see and by seeing pictures, the students are able to imagine what they want to write in.

### **The Problem of the Study**

In the expectation of teaching writing English, it is required that the students are able to descriptive the writing. However, the students still find it difficult to write especially in transforming the ideas into writing matter. Therefore, to solve the problem, pictures are applied to improve students' ability in writing. The problem of the study is formulated as follows: Does the use of pictures significantly improve the students 'ability in writing?''.

Related to the problem of the study, the objective of this study is to investigate how pictures can improve students' ability in writing especially in writing descriptive text.

In teaching-learning process, a competent teacher should apply picture. There are so many media that can be used and one of them is by using pictures. This study is focused on the using pictures to improve the students' ability in writing especially limited only writing descriptive text.

### **Review of Related Literature**

In conducting a research, theories are needed to be implemented and explained so that the concept or terms applied can be clearly understood. Some terms are used in this study and they need to be explained. In the following part, theoretical elaboration on the terms used is presented.

### **Writing**

Writing is one of the main important skill in learning English. In writing, some ideas are formed in sentences which are arranged in a good way and related to each other so that the information can be received. Writing occurs aim of as process; it is a series of interaction with words and ideas that develop and change overtime. Writing is a powerful instrument for students to use, to express their thoughts, feelings, and judgements about what they have read, or experienced. As students have developed an understanding of writing process; the elements of writing; text forms, genres and formats; and technology, they are able to express their writing skill more confidently and effectively.

### **Genre of Writing**

A genre is a familiar pattern, a way of organizing information that has become so common that the readers will probably recognize cache part belonging to the genre. When a genre of writing is written, it means a certain convention to organize messages is followed in order to make the readers recognize the social purposes (Hylan, 2002:54).

### **Writing Procces**

The whole writing process can be divided into the prewriting, writing, and rewriting or revising phases. In the prewriting phase, you might try to clarify:

- what you want to write about
- how you think and feel about your topic
- how you want to approach your topic
- what other materials and notes you might need
- how to organize these materials
- what kind of audience you are writing for

You plan the content and organization of your paper or assignment during this first phase. In the writing phase, you implement your plan—your strategy—working out the details and fine-tuning your thoughts. In the rewriting, or revising phase, you review what you have written and consider how and where your writing can be improved.

important in order to make the learners easier to reach what they want to reach. In other word, Improving means better than before.

### **Descriptive Text**

Description is one of the major language functions. Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Descriptive text is a text which says what a person or a thing is like: Its purpose is to describe and reveal a particular person, place, or thing.

- When describing feeling, mental verbs are used. Adjective, adverb and adverbial phrases are used most often.
- Using simple present tense, the present tense is predominantly used. The past tense is used to describe something in the past.

### **Pictures**

In choosing the pictures to be used in the teaching-learning process, a teacher should plan the description, materials, language items, and follow-up activities. Pictures can be pasted on the blackboard, for example stick figures or cut from magazines and newspapers. As a means of communication. While language is description, especially for children, tends to be concrete and therefore more real to the students and it can also be used as a way of testing the students' comprehension.

Purwanto and Alim (1997: 63) suggest that the use of picture media to train children to determine the main ideas that might become essays. From the description above, it can be concluded that image media is a way or effort in writing an article or essay by translating the content of a visual message (image) into written form.

### **Pictures as a Media of Teaching**

Media is a tool for teaching in learning process. Media can support the teaching-learning process. Media is an instrument that can affect the condition of the teaching-learning process. There are many kinds of media such as pictures, diagram, chart, map, etc.

### **Pictures in Writing a Descriptive**

Writing is a descriptive text is designed to describe how something is achieved through a picture of action. It explains how people perform different described in a picture. Writing is one skill, which must be mastered by the students by using a good media so students' achievement in writing will be improved. One of the good media in teaching a descriptive text is pictures. Pictures can be an alternative way in teaching writing. Instead of saying a word, the researcher can show pictures to the class. They can explain a word or a concept simply, by showing pictures or pointing to an object (Haycraft, 1984). They attract attention: most people like to look at them and provide a series, they may illustrate a process.

### **Conceptual Framework**

Writing is used to express human thought and feeling through combination of words to be sentences and then to a form of paragraph. Students imply that they simply do not have a competence for writing. The result of this attitude is that students try to avoid writing, and when they do write, they do not write well. In writing a descriptive text, the teacher should make the students enjoy and able to understand the subject.

### **Research Method**

This research conducted by applying Classroom Action Research (CAR). The researcher begins with a question or about classroom experiences, issues, or challenges. It is a reflection of the process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve.

According to Kemmid and Mc Taggart, as quoted by Wallace (1998) that action research must be explicit. Action research is a dynamic process in which these four steps complete in themselves, but rather as a moment in action research spiral of planning, action, observation and reflecting.

There are three steps to conduct classroom action research namely;

1. Planning, involves thinking process and evaluating to reflect the event that have been

happen and attempting to find out ways to overcome problems encounter.

2. Action, at this step, we think and data consider of action. Observation is the result of action (data). Observation was done by the teacher or assist by other such as other teacher, consultant, headmaster act if classroom. Action research involves other people; we called this research collaborative action research.

3. Observation this is result of the action. Observation was done while the action is being done. Observation is some activities that consist of gathering data to identify the result of action.

4. Reflection is activity the fairness of data for doing some improvement and revisions in other enhance the successful of teaching.

### Population

A population includes all the elements from a set of data.

According to Arikunto (2010 : 173) Population is all the data which become researcher's attention in a certain place and time. The population of this study conducted at SMP Swasta HKBP Sipoholon. There is one class of the nine grade in academic year 2020/2021 the total number is thirty students.

### Sample

A sample is a group of people, objects, or items that are taken from a larger population for measurement.

In relation to the explanation above according Arikunto (1999:44) if the subject or population less 100, it is better for researcher to take all of the population. Based on theory above the researcher will take all population as sample, the total sample are thirty students.

### Data Analysis

This study was a quantitative data. The quantitative data were taken from the mean of students' score in writing test. And quantitative data were taken from observation sheet. The data were taken from students which were consist of 30 students.

The research was consist of two cycles. The Cycle I including orientation test and test that was conducted in three meetings and the Cycle II including test II which has conducted in

three meetings, so there were six meetings altogether.

**Table 4.1. The Students' Score in the Writing Descriptive Text Test**

Number	Students	Orientati on Score	Cycle I Score	Cycle II Score
1	Aldi P. Marbun	45	70	85
2	Andi F. Hutagalung	55	65	80
3	Aprilia D. Sihombing	50	70	85
4	Aril P. Bakkara	50	75	90
5	Asrul Situmeang	35	65	80
6	Bambang Situmeang	40	60	85
7	David R. Simanjuntak	50	60	82
8	Fani Hutagalung	70	80	95
9	Franli H.M Situmeang	50	65	75
10	Fransiskus N.A. Silaban	55	60	85
11	Goklas Simanungkalit	55	65	80
12	Hendra S. Manalu	60	75	85
13	Henokh T. Waruwu	45	65	80
14	Juniar Situmeang	50.5	60	75.5
15	Juvita Situmeang	75	80	90
16	Kharisma Siallagan	55	60	85
17	Melky R.A Manalu	50	60	75
18	Nasib P. Silitonga	50	60	80
19	Pilip J. Simanungkalit	45	55.7	85
20	Rafael F. Siahaan	57	68	90
21	Rafli G. Simanungkalit	55	70	85
22	Samuel J.F. Sihombing	50	75	90
23	Saputra	45	65	80
24	Tasya Simangunsong	35	60	75
25	Vanessa Lerasha	65	70	85
26	Wilson Situmeang	45	60	90
27	Yesi Yohana Simanung	40	55	85

28	Yosep A. Harefa	45	65	85
29	Yulius Rudolfo Sipahutar	40	60	80
30	Tina Marina Simanungkalit	50	70	90
		<b>1512.5</b>	<b>1968.7</b>	<b>2512.5</b>
	<b>X</b>	<b>50.41</b>	<b>65.62</b>	<b>83.75</b>

The improvement of the students' mean score grew from the first writing a descriptive text test as an orientation test In orientation test that conducted in this first meeting, the total score of students was 1512.5 and the number of the students who followed the test was 30. so the means of the students score was:  
= 50.41

In cycle I test, total score of the students was 1968.7 And the number of the students who followed for this test was 30, so the mean of the students' score was :  
= 65.62

Then, in cycle II test, the total score of the students was 2512.5 and the number of the students who followed for the test was 30, so the mean of the students' score was :  
= 83.75

Table 4.1 shows the improvement of the students' score in writing by using ietures can be also seen from the mean of the students" seore in orientation test til eycle I and II test.

The mean in cycle II test was the highest among the other tests. The students' score in this three tests were varied, In orientation test, the lowest score was 35 and the highest one was 75, In Cycle I test, the lowest score wis 55 and the highest one was 80. In Cycle II test, the lowest score was 75 and the highest one was 95.The comparison of the students' score in the writing a descriptive text test can be seen in Table 4.2.

**Table 4.2.The Comparison of the Students' Score in Writing a Descriptive Text**

<b>Names of Test</b>	<b>Orientati on Test</b>	<b>Cycle I Test</b>	<b>Cycle II Test</b>
Lowest Test	35	55	75
Highest Test	75	80	95
X	55	67.5	85
N	30	30	30

Where :

X : Mean

N : Number of The Students

From table 4.2, it can be concluded that the students' ability achievement in writing by using pictures had increased from 50.41 to 83.75.

The students were said competent the lesson if they got score over 70. The percentage of the students who got score over 70 also showed the improvement. It is seen from the students' score from orientation test to cycle I and II test. The data can be seen in Table 4.3.

$$P1 = \times 100\% = 6.6\%$$

$$P2 = \times 100\% = 30.0\%$$

$$P3 = \times 100\% = 100\%$$

**Table 4.3 The Percentage of the students Who got Score Over 70**

<b>Test</b>	<b>Percentage</b>
Orientation Test	<b>6.6 %</b>
Cycle I Test	<b>30.0 %</b>
Cycle II Test	<b>100 %</b>

In orientation test there was 6.6% (2 student) who got points of over 70. In cycle I test there 30% (10 students) who got point over 70. It means that there was an improvement about 23.4%. in cycle II test, all of the students got points over 70 (100%). There was an improvement about 70% from the second writing a descriptive text test, and about 93.4% from orientation to cycle I and II test. Most of sudents' score increased from orientation test to cycles I and II test.

## **Conclusion and Suggestion**

### **Conclusion**

After analyzing the data, it was found that the students' score increased from cycle I to the cycle II. It means that there was the improvement in students writing a descriptive text achievement when they were taught through pictures. The students score continuously improve in each test. Therefore, it can be concluded that pictures significantly improve students' writing a descriptive text achievement. The improvement or the students' score in writing a descriptive text achievement through pictures can be also seen from the mean of the

students' score in the first writing a descriptive text test until the third writing a descriptive text test. The mean in the third writing a descriptive text test was the highest among the other tests.

The students score in those three test were varied. In orientation test. the lowest score was 35 and the highest-one was 75. In Cycle I test, the lowest score was 55 and the highest one was 80. In Cycle II test, the lowest score was 75 and the highest one was 95.

In the first writing a descriptive text test 6.6% (2 students) who got score of over 70. In Cycle I test 30% (10 students) who got score of over 70, It means that there was an improvement about 23.4%. In Cycle II test, all of students got score over 70 (100 %), There was an improvement about 70% from Cycle I test an about 93.4% from orientation test to Cycle I and II test. Most of the studente Score increased from orientation test to Cycles I and II test. Based on the analysis of the data, it was concluded that the students" writing a descriptive text test score had improved for each student from orientation test to Cycle II test through pictures.

### Suggestions

The results of this study show that the use of Pictures improving the students' ability in writing specially a descriptive text. The following suggestion are offered:

1. To English teachers, to use Pictures in teaching writing helps the teacher in monitoring and encouraging the students. So that the students can expand the ideas easily. The teacher should choose the technique and materials that are appropriate with the students needs and experiences so the class atmosphere become enjoyable and interesting.
2. To students, to visualize their ideas, to write accurately and to improve their -writing skill.
3. To other researcher who are keen to conduct a further study on the application or using pictures in teaching will enrich their idea and opinion in writing and teaching other types of genres.

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