



**IMPROVING STUDENTS' WRITING ABILITY  
THROUGH PICTURES AT SEVENTH GRADE  
SMP NEGERI 5 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the English Education Study Program of State College for Islamic  
Studies Padangsidimpuan in Partial Fulfilment of the Requirement for the Degree  
of Educational Scholar (S.Pd.I) in English Program*

**Written by:**

**NURAI SYAH**

**Reg. No.08 340 0026**

**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTEMENT OF TARBIYAH  
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)  
PADANGSIDIMPUAN**

**2012**



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*Submitted to the English Education Study Program of State College for Islamic  
Studies Padangsidempuan, in Partial Fulfilment of the Requirement for the Degree  
of Educational Scholar (S.Pd.I) in English Education Study Program*

**NURAI SYAH**

**Reg. No.08 340 0026**

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**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTEMENT OF TARBIYAH**

**STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)**

**PADANGSIDIMPUAN**

**2012**



**KEMENTERIAN AGAMA  
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Hal : Sidang Skripsi  
a.n.NURAI SYAH  
Lamp : 5 (Lima) Exemplar

Padangsidimpuan, 7 Agustus 2012  
Kepada Yth.  
Bapak Ketua STAIN Padangsidimpuan  
di  
Padangsidimpuan

*Assalamu 'alaikum Wr. Wb*

Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. NURAI SYAH yang berjudul: "IMPROVING STUDENTS' WRITING ABILITY THROUGH PICTURES AT SEVENTH GRADE OF SMP NEGERI 5 PADANGSIDIMPUAN" maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Ibu atas perhatiannya dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu 'alaikum Wr. Wb*

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## DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

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Department/ Study Program : TARBIYAH/ TBI-1

The Title of Thesis : **IMPROVING STUDENTS' WRITING ABILITY THROUGH PICTURES AT SEVENTH GRADE OF SMP NEGERI 5 PADANGSIDIMPUAN.**

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I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, August 15, 2012

Declaration maker,



**NURAI SYAH**  
Reg. No 08 340 0026

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Saya yang bertanda tangan di bawah ini:

Nama : **NURAI SYAH**  
NIM : 08 304 0026  
Jurusan/Program Studi : **TARBIYAH/ TADRIS BAHASA INGGRIS-1**  
Judul Skripsi : **Improving Students' Writing Ability through Pictures at Seventh Grade SMP Negeri 5 Padangsidempuan**

Menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 4 tentang kode etik mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padangsidempuan, 15 Agustus 2012



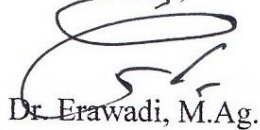
yang menyatakan,

**NURAI SYAH**  
**NIM. 08 340 0026**

DEWAN PENGUJI  
SIDANG MUNAQOSAH SKRIPSI

Nama : NURAI SYAH  
NIM : 08 340 0026  
Judul Skripsi : IMPROVING STUDENTS' WRITING ABILITY  
THROUGH PICTURES AT SEVENTH GRADE OF  
SMP NEGERI 5 PADANGSIDIMPUAN.

Ketua,

  
Dr. Erawadi, M.Ag.

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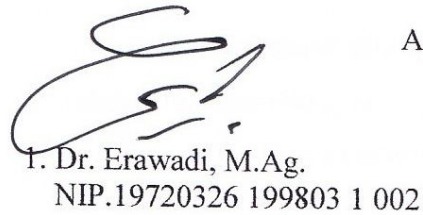
Sekretaris

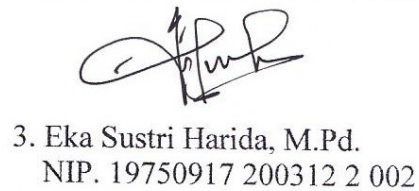


Rayendriani Fahmei Lubis, M.Ag

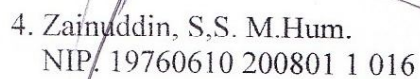
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Tanggal : 15 Agustus 2012

Pukul : 09.00 s.d 12.00 WIB

Hasil/Nilai : 76 (B)

Predikat : Cumlaude



KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)  
PADANGSIDIMPUAN

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PENGESAHAN

Judul Skripsi : IMPROVING STUDENTS' WRITING ABILITY  
THROUGH PICTURES AT SEVENTH GRADE OF  
SMP NEGERI 5 PADANGSIDIMPUAN.

Di tulis oleh : NURAI SYAH

NIM : 08 340 0026

Telah dapat diterima untuk memenuhi  
salah satu tugas dan syarat-syarat dalam memperoleh gelar  
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, 15 Agustus 2012

Ketua/Ketua Senat,



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## ACKNOWLEDGEMENT

### **In the name of Allah, the beneficent and the merciful**

Praise is to Allah lord of the word who has bestowed upon the researcher writing in completing this script. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers’.

The researcher deepest gratitude goes to those who have helped the researcher in finishing this script, among others:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag., her first advisor, for her generous assistance and the Chief of English Department, for her advice, and precious time she spent on supervising the draf on this thesis.
2. Mrs. Eka Sustri Harida, M.Pd., her second advisor, for her academic consultant, invaluable advice, guidance, and suggestion in writing this thesis.
3. Mr. Dr. H. Ibrahim Siregar, MCL as the Chief of State College for Islamic Studies Padangsidimpuan.
4. Mr. H. Irwan Saleh Dalimunthe, MA., Mr. Ichwansyah Tampubolon, M.Ag, and Mr. H. Ali Anas Nasution, M.A., as Chief Assistants State College for Islamic Studies Padangsidimpuan.
5. Mrs. Hj. Zulhimma, S.Ag., M.Pd, the Dean of Tarbiyah Faculty.
6. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.

7. STAIN PADANGSIDIMPUAN Librarian (Drs. Samsuddin Pulungan, M.Ag), for his cooperative and permission to use his books.
8. My beloved parent (Alinafiah Lubis (the late) and Surto Harahap, S.Pd), my beloved sisters (Annisyah Lubis and Rahmadiyah Lubis), and my beloved brothers (Indra Lubis, Abdul Hamid Lubis, Abdul Hakim Lubis, Ali Mukmin Lubis and Khoiruddin Lubis) who always give their materials, prays, motivation, and moral encouragement to finish my study.
9. My beloved friends in TBI I especially; Santi Romeidar Nst, Fadhilah Tanjung, Zahro Maito Pohan, Derliana Siregar, Anna Leli Hrp, Ermita Harianja, Rahma Yani Lbs, Ayu Lestari Sugi, Ade Purnama Sari, Syahrul Ondak, Maulana Majid, Ida Royani Hasibuan and Latifah Aini Siregar thanks for your help, patience and care to support the me.
10. My beloved friends in HIMPUNAN MAHASISWA ISLAM (HMI) organization thanks for your help, patience and care to support the writer.
11. All my friends in STAIN PADANGSIDIMPUAN, good luck for you.
12. All the people who have helped the writer to finish her study that she can't mention one by one.

May Allah, The Almighty bless them all, Amin.

Padangsidempuan, Agust 15, 2012

The Writer

  
**NURAI SYAH**

**Reg.No.08 340 0026**

## ABSTRACT

Name : NURAI SYAH  
Reg.No : 083400026  
Section/ Program : Tarbiyah/TBI 1  
Academic : 2011-2012  
Title : IMPROVING STUDENTS' WRITING ABILITY  
THROUGH PICTURES AT SEVENTH GRADE OF  
SMP NEGERI 5 PADANGSIDIMPUAN.

Most of students can not write English well. This caused by students' internal and external factors. Students don't have desire to write English, students don't have interest in writing English, and English teachers don't have appropriate method and used media.

To solve the problem, the writer conducted classroom action research, by implementing picture sequence description. The writer applied two cycles in this research. Each cycle consist of three meetings. The participant of this study was one class consisted of 39 students. Writing test is the instrument of collecting the data.

The research result saw the progressive mean of the students. In pretest meeting was 38.46, for first cycle was 50.51 and in the second cycle was 77.94. So, the mean in the second cycle was higher than the first cycle. The data from the result of the test indicated that the students got improvement. It indicated that the application of picture sequence description improve students writing ability. In conclusion, picture sequence description could improve students' writing ability at SMP Negeri 5 Padangsidimpuan. Hopefully, the research result could be positive input for other researchers and teachers to conduct further research, particularly in writing issue.

## Appendix A

### LESSON PLAN (Cycle 1)

Instructional Unit	: Writing
School	: SMP Negeri 5 Padangsidimpuan
Subject	: English
Topic	: Playstation
Class	: VII-2
Time	: 2 x 40 minutes
Meeting	: 1

#### A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

#### B. Basic Competence

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

#### C. Indicator

- a. Students are able to write text from the picture sequence
- b. Students are able to use appropriate sentence fluently and accurate in writing functional
- c. Students are able to write a good rule in writing text
- d. Students are able to write sentences according to the picture sequence

**D. Source /material** : text book, picture sequence

**E. Media** : white board, writing paper from internet

**F. Teaching Learning Activity**

a. Opening

- Greeting
- Absent
- Motivation
- Brainstorming

b. Main Activity

- In the first cycle, the researcher applied pictures in teaching writing.
- The researcher made planning in this cycle.
- The researcher gave the topic. The topic was “Playstation”
- The teacher explained how to do writing text with the rule of writing
- The teacher asks to students to write text.
- The teacher gave comment about their text.

c. Closing

- Concluding the lesson
- Reminding the students to learn at home.

**G. Evaluation**

The evaluation will be done by conducting writing task .the students are expected to write text suitable to the topic.

Padangsidimpuan, 18 may 2012

**Co-Teacher of SMP N 5 Padangsidimpuan**

**Teacher**

**ERWINA,S.Pd**

**NUR AISYAH**

**NIP.**

**NIM: 08 340 0026**

**Headmaster of SMP Negeri 5 Padangsidimpuan**

**Drs.M.IDRIS**

**NIP. 19570625 198303 1 004**

## LESSON PLAN (Cycle 1)

Instructional Unit	: Writing
School	: SMP Negeri 5 Padangsidempuan
Subject	: English
Topic	: Wake-up
Class	: VII-2
Time	: 2 x 40 minutes
Meeting	: 2

### A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

### B. Basic Competence

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

### C. Indicator

- a. Students are able to write text from the picture sequence
- b. Students are able to use appropriate sentence fluently and accurate in writing functional
- c. Students are able to write a good rule in writing text
- d. Students are able to write text according to picture sequence
- e. Students are able to use appropriate vocabulary in writing text

**D. Source /material** : text book, picture sequence

**E. Media** : white board, writing paper from internet.



## **F. Teaching Learning Activity**

### a. Opening

- Greeting
- Absent
- Motivation
- Ask the students about the lesson last meeting.

### b. Main Activity

- In this cycle, the researcher applied pictures in teaching writing.
- Motivate students to explore their writing ability and be more active in teaching learning process.
- The researcher gave the topic. The topic was “ Wake-up”.
- The teacher gave information about the topic.
- The teacher explanation again the rule of the writing.
- The teacher asks to students to write text according to the picture sequence.
- The teacher gave comment about their sentences in the text.

### c. Closing

- Concluding the lesson
- Reminding the students to learn at home.

## **G. Evaluation**

The evaluation will be done by conducting writing task .the students are expected to write sentences in text suitable to the topic.

Padangsidimpuan, 19 may 2012

**Co-Teacher of SMP N 5 Padangsidimpuan**

**Teacher**

**ERWINA,S.Pd**

**NUR AISYAH**

**NIP.**

**NIM: 08 340 0026**

**Headmaster of SMP Negeri 5 Padangsidimpuan**

**Drs.M.IDRIS**

**NIP. 19570625 198303 1 004**

## LESSON PLAN (Cycle 1)

Instructional Unit	: Writing
School	: SMP Negeri 5 Padangsidimpuan
Subject	: English
Topic	: Library of School
Class	: VII-2
Time	: 2 x 40 minutes
Meeting	: 3

### A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

### B. Basic Competence

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

### C. Indicator

- a. Students are able to write text from the picture sequence
- b. Students are able to use appropriate sentence fluently and accurate in writing functional
- c. Students are able to write a good rule in writing text
- d. Students are able to write text according to picture sequence
- e. Students are able to use appropriate vocabulary in writing text

D. **Source /material** : text book, picture sequence

E. **Media** : white board, writing paper from internet.

**F. Teaching Learning Activity**

a. Opening

- Greeting
- Absent
- Motivation
- Ask the students about the lesson last meeting.

b. Main Activity

- In this cycle, the researcher applied pictures in teaching writing.
- Motivate students to explore their writing ability and be more active in teaching learning process.
- The researcher gave the topic. The topic was “ Library of School”.
- The teacher gave information about the topic.
- The teacher explanation again the rule of the writing.
- The teacher asks to students to write text according to the picture sequence.
- The teacher gave comment about their sentences in the text.

c. Closing

- Concluding the lesson
- Reminding the students to learn at home.

## **G. Evaluation**

The evaluation will be done by conducting writing task .the students are expected to write sentences in text suitable to the topic.

Padangsidempuan, 25 may 2012

**Co-Teacher of SMP N 5 Padangsidempuan**

**Teacher**

**ERWINA,S.Pd**

**NUR AISYAH**

**NIP.**

**NIM: 08 340 0026**

**Headmaster of SMP Negeri 5 Padangsidempuan**

**Drs.M.IDRIS**

**NIP. 19570625 198303 1 004**

## LESSON PLAN (Cycle 2)

Instructional Unit	: Writing
School	: SMP Negeri 5 Padangsidimpuan
Subject	: English
Topic	: Diligent read the books
Class	: VII-2
Time	: 2 x 40 minutes
Meeting	: 4

### A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

### B. Basic Competence

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

### C. Indicator

- a. Students are able to write text from the simple picture sequence
- b. Students are able to use appropriate sentence fluently and accurate in writing functional
- c. Students are able to write a good rule in writing text
- d. Students are able to write text according to picture sequence
- e. Students are able to use appropriate vocabulary in writing text

D. **Source /material** : text book, picture sequence

E. **Media** : white board, writing paper from internet.

**F. Teaching Learning Activity**

a. Opening

- Greeting
- Absent
- Motivation
- Ask the students about the lesson last meeting.

b. Main Activity

- In this cycle, the researcher applied pictures in teaching writing.
- Motivate students to explore their writing ability and be more active in teaching learning process.
- The researcher gave the topic. The topic was “ Diligent read the books”.
- The teacher gave information about the topic.
- The teacher explanation again the rule of the writing.
- The teacher asks to students to write text according to the picture sequence.
- The teacher gave comment about their sentences in the text.

c. Closing

- Concluding the lesson
- Reminding the students to learn at home.

## **G. Evaluation**

The evaluation will be done by conducting writing task .the students are expected to write sentences in text suitable to the topic.

Padangsidimpuan, 26 may 2012

**Co-Teacher of SMP N 5 Padangsidimpuan**

**Teacher**

**ERWINA,S.Pd**

**NUR AISYAH**

**NIP.**

**NIM: 08 340 0026**

**Headmaster of SMP Negeri 5 Padangsidimpuan**

**Drs.M.IDRIS**

**NIP. 19570625 198303 1 004**



## LESSON PLAN (Cycle 2)

Instructional Unit	: Writing
School	: SMP Negeri 5 Padangsidimpuan
Subject	: English
Topic	: Go to school by motorcycle
Class	: VII-2
Time	: 2 x 40 minutes
Meeting	: 5

### A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

### B. Basic Competence

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

### C. Indicator

- a. Students are able to write text from the simple picture sequence
- b. Students are able to use appropriate sentence fluently and accurate in writing functional
- c. Students are able to write a good rule in writing text
- d. Students are able to write text according to picture sequence
- e. Students are able to use appropriate vocabulary in writing text

D. **Source /material** : text book, picture sequence

E. **Media** : white board, writing paper from internet.

**F. Teaching Learning Activity**

a. Opening

- Greeting
- Absent
- Motivation
- Ask the students about the lesson last meeting.

b. Main Activity

- In this cycle, the researcher applied pictures in teaching writing.
- Motivate students to explore their writing ability and be more active in teaching learning process.
- The researcher gave the topic. The topic was “Go to school by motorcycle”.
- The teacher gave information about the topic.
- The teacher explanation again the rule of the writing.
- The teacher asks to students to write text according to the picture sequence.
- The teacher gave comment about their sentences in the text.

c. Closing

- Concluding the lesson
- Reminding the students to learn at home.

## **G. Evaluation**

The evaluation will be done by conducting writing task .the students are expected to write sentences in text suitable to the topic.

Padangsidimpuan, 1 Juni 2012

**Co-Teacher of SMP N 5 Padangsidimpuan**

**Teacher**

**ERWINA,S.Pd**

**NUR AISYAH**

**NIP.**

**NIM: 08 340 0026**

**Headmaster of SMP Negeri 5 Padangsidimpuan**

**Drs.M.IDRIS**

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## LESSON PLAN (Cycle 2)

Instructional Unit	: Writing
School	: SMP Negeri 5 Padangsidimpuan
Subject	: English
Topic	: Doing The Glue
Class	: VII-2
Time	: 2 x 40 minutes
Meeting	: 6

### A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

### B. Basic Competence

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

### C. Indicator

- a. Students are able to write text from the picture sequence
- b. Students are able to use appropriate sentence fluently and accurate in writing functional
- c. Students are able to write a good rule in writing text
- d. Students are able to write sentences according to the picture sequence

D. **Source /material** : text book, picture sequence

E. **Media** : white board, writing paper from internet

**F. Teaching Learning Activity**

a. Opening

- Greeting
- Absent
- Motivation
- Brainstorming

b. Main Activity

- In this cycle, the researcher applied pictures in teaching writing.
- The researcher made planning in this cycle.
- The researcher gave the topic. The topic was “Doing The Glue”
- The teacher explained how to do writing text with the rule of writing
- The teacher asks to students to write text.
- The teacher gave comment about their text.

c. Closing

- Concluding the lesson
- Reminding the students to learn at home.
- Test the students’ writing ability

**G. Evaluation**

The evaluation will be done by conducting writing task .the students are expected to write text suitable to the topic.

Padangsidimpuan, 2 Juni 2012

**Co-Teacher of SMP N 5 Padangsidimpuan**

**Teacher**

**ERWINA,S.Pd**

**NUR AISYAH**

**NIP.**

**NIM: 08 340 0026**

**Headmaster of SMP Negeri 5 Padangsidimpuan**

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Appendix B











 **SMP LABSCHOOL JAKARTA**  
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**Appendix C**

**Students' writing ability score in the Pretest**

NO	Students Initial	Grammar	Vocabulary	Mechanics	Fluency	Form	Score
1	AA	4	4	3	3	4	18
2	AP	3	2	2	2	2	11
3	AS	2	2	2	1	1	8
4	ASI	3	3	2	3	2	13
5	DA	4	4	3	3	3	17
6	DM	3	3	2	2	2	12
7	DR	2	2	1	1	2	8
8	EA	3	3	2	2	3	13
9	EW	2	2	1	1	1	7
10	FA	2	2	1	1	1	7
11	FH	3	3	2	2	2	12
12	HA	3	3	2	2	3	13
13	IM	2	2	1	1	1	7
14	IP	3	3	2	2	3	13
15	I	2	2	2	2	2	10
16	LS	3	3	2	2	3	13
17	MI	2	2	1	1	1	7
18	MH	3	2	2	2	2	11
19	MY	2	1	1	1		7
20	MHM	2	1	1	1	1	6
21	MTA	3	2	2	2	2	11
22	NT	3	3	3	2	2	13
23	NUS	4	4	3	3	3	17
24	NM	3	3	3	2	3	14
25	N	4	4	3	3	3	17
26	RY	4	3	3	3	3	16
27	RS	2	1	1	1	1	6
28	SS	3	3	3	2	2	13
29	SA	3	2	2	2	2	11
30\	SP	2	1	1	1	1	7
31	SH	3	3	2	3	2	13
32	S	4	4	3	3	3	17
33	SW	2	2	2	2	2	10
34	UD	4	4	3	3	3	17
35	PM	4	4	4	3	3	18
36	WP	3	2	2	2	2	11
37	YS	3	3	2	2	2	12
38	Z	2	2	1	1	1	7
39	ZK	2	2	1	1	1	7
TOTAL							450
MEAN							38,46

**Appendix D**

**Students' writing ability score in the First Cycle**

NO	Students Initial	Grammar	Vocabulary	Mechanics	Fluency	Form	Score
1	AA	4	4	4	4	4	20
2	AP	3	3	3	2	2	13
3	AS	3	3	2	2	2	12
4	ASI	4	3	3	3	3	16
5	DA	4	4	4	3	4	19
6	DM	4	3	3	2	3	16
7	DR	3	3	3	3	2	13
8	EA	4	4	3	2	3	17
9	EW	3	2	3	2	2	12
10	FA	3	2	2	3	2	11
11	FH	3	3	3	3	3	15
12	HA	3	3	3	2	3	15
13	IM	3	3	2	3	2	12
14	IP	3	4	3	2	3	16
15	I	3	3	3	3	2	13
16	LS	4	3	3	2	3	16
17	MI	3	3	2	3	2	12
18	MH	3	3	3	2	3	15
19	MY	3	3	2	2	2	12
20	MHM	3	3	2	2	2	12
21	MTA	3	3	3	3	3	14
22	NT	4	4	3	3	3	17
23	NUS	4	4	4	3	4	19
24	NM	4	4	3	3	3	17
25	N	4	4	4	3	4	19
26	RY	4	4	4	2	3	18
27	RS	3	3	2	3	2	12
28	SS	4	3	3	3	3	16
29	SA	3	3	3	2	3	15
30\	SP	3	3	3	3	2	13
31	SH	4	4	3	3	3	17
32	S	4	4	4	2	4	19
33	SW	3	3	3	4	3	14
34	UD	4	4	4	4	3	19
35	PM	5	4	4	3	4	21
36	WP	3	3	3	3	2	14
37	YS	3	3	3	3	3	15
38	Z	3	3	2	2	2	12
39	ZK	3	3	3	2	2	13
TOTAL							591
MEAN							50,51

**Appendix E**

**Students' writing ability score in the Second Cycle**

NO	Students Initial	Grammar	Vocabulary	Mechanics	Fluency	Form	Score
1	AA	6	6	5	5	5	27
2	AP	5	5	4	4	4	22
3	AS	4	4	4	4	4	20
4	ASI	5	5	5	4	4	23
5	DA	5	5	5	5	4	24
6	DM	5	5	4	4	4	22
7	DR	4	4	4	4	4	20
8	EA	5	5	5	5	4	24
9	EW	4	4	4	4	4	20
10	FA	4	4	4	4	3	19
11	FH	5	5	5	4	4	23
12	HA	5	5	5	4	4	23
13	IM	5	5	4	4	4	22
14	IP	5	5	5	4	4	23
15	I	5	5	5	4	5	24
16	LS	5	5	5	5	4	25
17	MI	4	4	4	4	4	20
18	MH	5	5	5	5	4	24
19	MY	5	5	4	4	4	22
20	MHM	4	4	4	4	4	20
21	MTA	5	5	5	5	5	24
22	NT	5	5	5	5	5	25
23	NUS	5	5	5	5	4	25
24	NM	5	5	5	4	5	23
25	N	5	5	5	5	5	25
26	RY	5	5	5	5	4	25
27	RS	5	5	5	5	5	24
28	SS	5	5	5	5	5	25
29	SA	5	5	5	4	5	24
30\	SP	5	5	5	4	5	24
31	SH	5	5	5	5	5	25
32	S	5	5	5	5	4	25
33	SW	5	5	4	5	5	23
34	UD	4	5	5	5	5	25
35	PM	6	6	5	5	5	27
36	WP	5	5	5	4	5	24
37	YS	5	5	5	5	4	25
38	Z	5	5	4	5	4	24
39	ZK	5	5	5	4	4	23
TOTAL							912
MEAN							77,94



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN**

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733  
*email:stainpasid@yahoo.co.id*

Padangsidimpuan, 18 April 2012

Nomor :Sti.14/I.B.4/PP.00.9/ 8/7 /2012

Lamp. : -

Hal : ***Mohon Bantuan Informasi  
Penyelesaian Skripsi.***

Kepada Yth.  
Kepala SMPN 5  
Padangsidimpuan  
di-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)  
Padangsidimpuan menerangkan bahwa :

Nama : Nur Aisyah  
Nomor Induk Mahasiswa : 08. 340 0026  
Jurusan/Prog.Studi : Tarbiyah/TBI  
Alamat : Sihitang

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi  
dengan Judul "**Improving Students' Writing Ability Through Pictures At VII grade  
Of SMPN 5 Padangsidimpuan**".

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan  
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



dan Ketua  
Pembantu Ketua I

Drs. H. Imam Saleh, D. U.





PEMERINTAH KOTA PADANGSIDIMPUAN  
DINAS PENDIDIKAN  
**SMP NEGERI 5 PADANGSIDIMPUAN**

Jl. Perintis Kemerdekaan No. 61 Padangsidempuan Selatan  
Telp. (0634)22255 Kode Pos 22727

**SURAT KETERANGAN**

NOMOR : 422 / 210 / SMP.5 / 2012

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan, menerangkan bahwa:

Nama : Nur Aisyah  
NIM : 08. 340 0026  
Jurusan/Program Studi : Tarbiyah / TBI  
Alamat : Sihitang  
Mahasiswa : Sekolah Tinggi Agam Islam Negeri ( STAIN )  
Padangsidempuan

Benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidempuan pada tanggal 20 April 2012 sampai dengan selesai, guna untuk melengkapi penyelesaian skripsi yang berjudul : **“Improving Student’s Writing Ability Trough Pictures At VII Grade Of SMPN 5 Padangsidempuan.”** sesuai dengan surat Ketua STAIN Padangsidempuan, Nomor : Sti.14 / I.B.4 / PP.00.9 / 817 / 2012 Tanggal. 18 April 2012.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.



Padangsidempuan, 21 Juni 2012  
Kepala SMP Negeri 5 Padangsidempuan

Drs. M. IDRIS  
NIP. 19570625 198303 1 004

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problems**

English is very important, because English is an International language. According to the curriculum of English in Junior High School, there are many subjects or materials are taught in this level, the material such as: reading, vocabulary, grammar, speaking, listening, writing, and others.

Writing is one of language skills that necessary to be mastered by students. It is a skill that is the exclusive domain of scribes and scholars in educational or religious institutions. It is the representation of language in textual medium through the use of a set of sign or symbols known as a writing system. In this case, the communication occurred between writers and readers. The writer transferred his/her thought, opinions or comment in written form, which was expected to be comprehended by the readers. The students are expected to be able to express their thought in written form systematically.

Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience. Writing is one means for expressing thought and thus of the writing, it is independent upon both the natural ability and the experiences of individuals. Thus, to improve the writing program in Junior High School was conditioned by what has been

and was being done about writing experiences and the encouragement that is given to children to explore their environment and to expand.

Unfortunately, problems regarded to writing skill happened at research school, SMP Negeri 5 Padangsidempuan. English is hard to use in society for communication, the students do not have desire to write. Students did not interest to write because they felt difficult to write English.

The other problem was regarding to English teacher in writing condition of the English class at SMP Negeri 5 Padangsidempuan. Its designed was not provided to support the writing activities. Supportive features really influenced on students to write as it was intended. English teacher only gave the lesson just from one book. However, teacher seemed paying less attention to that thing even it was needed to facilitate the writing activity that is hopefully operated in written class more successful.

This problem was taken from observation in school, interviewed to the English teachers and got the information while PPL/Teaching Practice in a School in SMP Negeri 5 Padangsidempuan. The problem was un-intensive course of writing ability which was accomplished through learning English as usual. Learning English especially in writing activities not suitable, because the media not suitable to the writing class and make children can not be thought to write effectively. To improve their writing unless attention was given to their interests, their experiences and their senses of satisfaction or value in actual writing. Certainly, they will not compose, they will not write

from thought, from eagerness, from desire, unless consideration was given to them as individuals.

Those were simply known as complicated issues in teaching writing for English students at SMP Negeri 5 Padangsidempuan. A number of principles have been suggested to figure out the problem comprehensively. Many ways provides assumption to be considered by teacher in order to teach writing ability which is more appropriate according to students' proficiency.

The writer recommended three types of media that can be applied in written class for the alternative media; textbooks, chart and pictures. It would motivate students to write according to their experiences or view.

Textbook is one of the most prominent sources of learning. It contains knowledge of a particular field of study. The textbook helped students to enrich and widen their understanding of subject matter beside form what they get from their teacher. Chart was a media of learning use the visual symbols to get the information and make in written text. Picture was a visual representation or an image that can illustrate or explain the text. Pictures in writing, affect the process of writing. Picture in writing offer a unique opportunity for student to develop visual literacy they are able to return to the visual images in books to explore, reflect and critique those images.

Based on consideration of those media, writer chose pictures to be conducted in research class at Seventh Grade of SMP Negeri 5 Padangsidempuan to over come the writing problem in the classroom. It is

hoped will help students to improve their writing ability where they are studying English especially in writing. The writer conducted a classroom action research for students who needed the facilitate learning in language class as at Seventh Grade of SMP Negeri 5 Padangsidempuan do. Writer has convinced that pictures are important to prepare them to all they need in writing and improve their ability; the title of this research is IMPROVING STUDENTS' WRITING ABILITY THROUGH PICTURES AT SEVENTH GRADE OF SMP NEGERI 5 PADANGSIDIMPUAN.

## **B. Identification of the Problems**

Problems of the research based on the above background are needed to be identified in order to be characterized as they should be presentation of the identification makes writer being easier to search them intensively. Identification of the problems based on the above background were:

First; English was hard to use in society for communication, there were students did not desire to write. Second; English teacher only gave the lesson just from one book to the students. Third; the methods using by the teacher were inappropriate that makes the students are lazy to study. The last the media using by the teacher were inappropriate that makes the students not interested or lazy in writing.

### **C. Focus of the Research**

Based on identification of the problems above, the writer focused this researcher on students' ability in writing text. The writer chose picture sequences to solve students' problem in writing description text. It has been done through CAR.

### **D. Research Questions**

Based on the above background identification and limitation of the problems, then the problems are formulated to represent components of problem in order to state the problems in relation with them. To make the problem clearly in this research, the writer formulated as follow; "How does picture sequence description improve the students' writing ability at Seventh Grade of SMP Negeri 5 Padangsidempuan?"

### **E. Purpose of the Research**

Based on the above question, the purpose of the research was to explain the effectiveness picture sequence description in improving students' writing ability.

## **F. Significances of the Research**

Significances of the research were the large contributions depending on where and whoever a result of the research being useful in terms of education.

The significances of the research were:

1. For the headmaster of SMP Negeri 5 Padangsidimpuan to give the direction to the English teacher about the English teaching media that is suitable to the students' situation and materials of study that can improve the students' writing ability in English.
2. For the English teachers of SMP Negeri 5 Padangsidimpuan. The result of this research hopefully will be a source guidance to conduct the more effective writing class to improve students' writing ability.
3. This researcher will be the one of the research literatures that can be a source to get information about the research focus for other researchers who are interesting in conducting research relates to this research.

## **G. Definition of Terminologies**

Avoiding vagueness misunderstanding in assuming the title of the research, then it will be clarified the definition of terminologies variables in title: Improving Students' writing Ability through Pictures at Seventh Grade

of SMP Negeri 5 Padangsidempuan as in the following :

1. Improving was a process of becoming or making students' writing ability better through several cycles which is a change that improves students' writing ability by using a certain media.

2. Students' writing ability

a) Student is a person who is studying at a university or collage.<sup>1</sup>

b) Writing is written works of an author or persons handwriting.<sup>2</sup>

c) Ability is a level of skill or intelligence.<sup>3</sup>

So, students' writing ability is a person who has a level of skill or intelligence in written works that person is studying at Junior High School up to a University or College.

3. Picture is that reproduces the likeness of some subject- usually a physical object or a person.<sup>4</sup> Picture was visual representation or an image that can illustrate or explain the text.

So, the definition of improving students writing ability through picture is a process of becoming or making students' writing ability better through several cycles with using visual representation that can explain the text.

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<sup>1</sup> A.S. Hornby. *Oxford Advanced Learners Dictionary* (New York :Oxford University Press, 2000), p.1344.

<sup>2</sup> A.S. Hornby. *Oxford Learner's Pocket Dictionary* (New York : Oxford University Press, 2000), p.502.

<sup>3</sup> A.S Hornby, Op.Cit, p.357.

<sup>4</sup> [http://Wikipedia/wiki picture](http://Wikipedia/wiki_picture).



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

Review of related literature involved the systematic identification; location and analysis of documents containing information relate to the research problems. It proposed to determine what has already been done that relates to the topic of the research and provides the understanding and insights necessary to develop a logical framework in to the topic. This research reviews the theories of the nature of writing ability and pictures as in the following.

##### 1. The Nature of Writing Ability

###### a. Concepts of writing

Language skills are divided into two skills; receptive and productive skills which are intended to be achieved by students. According to David Nunan language generated by the students (in speech or writing) is referred to as productive. Language directed at the students (in reading and listening) is called receptive.<sup>1</sup> So, writing is referred to as productive language skills

In addition according to David Nunan.

Writing is one of the most important skills in language learning besides reading, speaking and listening. Writing as one of the four language skills requires a number of conditions to be mastered. It involves the application of grammatical knowledge which includes the

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<sup>1</sup> David Nunan. *Practical English Language Teaching* (New York : Mc Gran Hill,2003), p.48.

sentences patterns, vocabulary, or diction and cultural understanding of the target language. Writing is also a creative process and creatively means making something out of nothing. When students write composition, for example, they are being creative. Writing for the students is a process that should not only improve their language ability but also stimulate thinking, and thus develop their cognitive ability.<sup>2</sup>

Writing is a skill must be having of the students. According to Edelstein that writing is the way of discovering who you are and what you think “in other words, by or trough writing readers will be able to know your character and what you think end have on your mind.<sup>3</sup> It is relevant to Al-Qur’an in Suroh Al-Alaq verse 4:

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

Meaning: “Who has taught (the writing) by the pen”.

Based on the verse of Al-Qur’an above it can be said that writing is important thing for human to improve the knowledge. In this case writing is important in education.

In Islamics writing is very important in this life. Furthermore it can look at Suroh Al- Baqoroh verse 282 states:

يَتْلُوهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنُكُمْ بِدِينٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ ؕ وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ ؕ وَلَا يَأْب كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ ؕ

<sup>2</sup> David Nunan. *Practical English Language Teaching* (New York : Mc Gran Hill,2003), p.48.

<sup>3</sup> Fajri, *An Analysis of the Students Ability in Writing the Argumentative Essay*, (UMTS Padangsidimpuan, 2006), P.5.

Meaning: “O you who believe! When you contract a debt for a fixed period, write it down. Let a scribe write it down in justice between you. Let not the scribe refuse to write as Allah has taught him, so let him write”.<sup>4</sup>

Ability in writing begins with simple copying and ends free self-expression. As student progress in their development of the writing, they will require guidance from the teacher. Writing is the ability to put pen and paper to express ideas through symbols. This way representation on the paper will have meaning and content that could be communicated to other people by the writer.<sup>5</sup>

There are so many definitions of writing According to Harry A. Greene and friends: writing is one means for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of the individual.<sup>6</sup>

On the other hand, Fajri also concludes that: writing is a description of language, which is understandable by someone using symbols. In other words writing can be defined as a tool of language describe to

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<sup>4</sup>Muhammad Muhsin Khan, *Interpretation of the meaning of the Noble Qur'an in English Language*, (Al-Madinah Al-Munawarah:Islamic University,1993), P. 75.

<sup>5</sup>Sakiah, *An Analysis on the Students Ability In Writing Narrative based on Pictures*, (*Script UMTS Padangsidempuan*, 2005), P.3.

<sup>6</sup>Harry A. Greene and friends, *Developing Language Skills in the Elementary School*, (Boston, London,Sydney), p.284.

someone about messages by using visual writer symbol.<sup>7</sup> According to A.S Hornby, writing is written works of author or person's handwriting.<sup>8</sup>

In addition according to David Nunan.

Writing is both a physical and a mental act. At the words or ideas to some medium, whether it is hieroglyphics inked on to parchment or one e-mail message typed in to a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to be a reader. It is both process and product. The writer images, organizes, drafts edits, reads, and rereads.<sup>9</sup>

While, David Nunan make interpretation about writing; Writing is clearly complex process, and competent writing is frequently accepted as being the last language skill to be acquired.<sup>10</sup> Further, writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience.<sup>11</sup> Writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.<sup>12</sup>

So, based explanation above, the writer concludes writing is a process where a writer needs his ability in transforms what he thought into verbal

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<sup>7</sup> Fajri, An Analysis of the Students Ability in Writing the Argumentative Essay, (UMTS Padangsidempuan, 2006), P .6.

<sup>8</sup> A.S.Hornby, *Oxford Learner's Pocket Dictionary*, (New York: University Press, 2000), p.502.

<sup>9</sup> David Nunan. *Practical English Language Teaching* (New York: Mc Gran Hill, 2003), p.48.

<sup>10</sup> David Nunan, *Language Teaching Methodology; A textbook for teachers*, (Sydney: Macquarie University, 2000), p.91.

<sup>11</sup> Mary Louise Holly and friends, *Action Research for Teachers*,( New Jersey: Columbus, Ohio, 2005), p. 235.

<sup>12</sup> J. Michael O. Malley and Friends, *Authentic Assesment for English Language Learners* (USA: Addison-Wesley Publishing Company,1996), p.136.

symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

b. The characteristics writing ability

Some characteristics of written language, from the perspective of a reader. Let's revisit those from a writer's review point.

1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw. Whatever you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.

2) Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient processes for achieving the final product. One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing, you can help your students to deal with time limitations.

3) Distance

The distance factor requires what I have called cognitive empathy, in good writers can “read” their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, cultural, an literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

5) Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For

ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.<sup>13</sup>

#### 8) Coherence

Coherence is traditionally described as the relationships that link the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve their writing<sup>14</sup>

So, from explanation above can be known that there are 8 characteristics of written language to improve your writing ability.

#### c. The process of writing

In order be to easier to understand the writing ability, it is important to know process of writing. Writing is a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product.

To have an effective performance-oriented teaching program would mean that we need to systematically teach students problem solving skills connected with the writing process that will enable them to realize specific

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<sup>13</sup> H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall,1994), p .325-326

<sup>14</sup>Zainil and Rusdi, *Language Teaching Seminar (Compiler)*, (Padang: Universitas Negeri Padang, 2006), p. 1.



goals at each stage of the composing process. Thus process writing in the classroom may be construed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point.<sup>15</sup>

Process writing as a classroom activity incorporates the four basic writing strategies-planning, drafting (writing), revising (redrafting), and editing-and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.<sup>16</sup> Process writing in the classroom is highly structure as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.

The planned learning experiences for students may be described as follows:

1. Planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Kangguru stated

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<sup>15</sup>Harry Greene, *Developing Language Skills in Elementary School* (Boston: London), p. 17.

<sup>16</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practise*, (USA :Cambridge University Press,2002), P. 316.



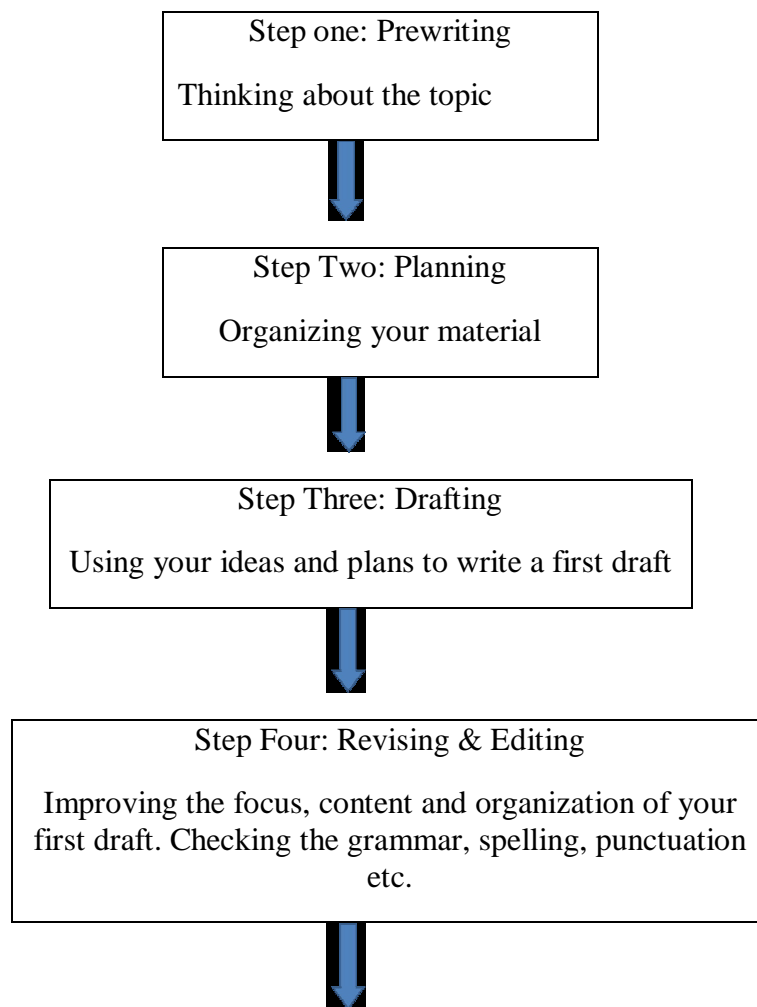
the following activities provide the learning experiences for students as this stage.<sup>17</sup>

- a) Group brainstorming
  - b) Clustering
  - c) Rapid free writing
  - d) WH-Questions
2. Drafting, at the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft
  3. Responding to student writing the teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.
  4. Revising, when students revise, they review their text on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader
  5. Editing students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal
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editing is referred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages

6. Evaluating. In evaluating student writing, the scoring may be the analytical (based on specific aspects of writing ability) or holistic (based on global interpretation of the effectiveness of that piece of writing).

The criteria for evaluation should be made known to students in advance.



Step Five: Writing the Final Draft
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Figure 1. The chart of writing process<sup>18</sup>

To make a good writing there are the writing process, according to Penny Ur the writing process has three stages:

Stages 1: writing

Stages 2: reflection

Reflecting on the writing process

- a) Preparation
- b) Process
- c) Product

Stages 3: conclusion<sup>19</sup>

While the writing process according to Mary Louise Holly and friends states that writing process related to research: 1) Free-writing, 2) Proposal writing, 3) Writing down, 4) Writing up, 5) Writing about.

To develop what is now term the process approach to writing instruction. Process approaches do most of the following:

- a. Focus on the process of writing that leads to the final written product;
- b. Help student writers to understand their own composing process;

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<sup>18</sup> Ibid, p. 21.

<sup>19</sup> Penny Ur, *A Course in Language Teaching* (USA : Cambridge University Press, 1991), p. 167-168.

- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write;
- g. Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback both from the instructor and peers;
- i. Include individual conferences between teacher and student during the process of composition;

While process writing added a valuable new dimension to language classrooms, it has also attracted criticism. One such criticism is that the process approach confines student largely to narrative forms and that this represents a serious limitation on their ability.

David Nunan said that the unfettered writing process approach has been just as artificial as the traditional high school research paper. Writing without structure accomplishes as little as writing a mock structure, students need structure, they need models to practice, they need to improve even mechanical skills, and they still need time to think through

their ideas, to revise them, and to write for real audiences and real purposes.<sup>20</sup>

From the above explanation writer concludes that the process of writing must be have a good role, they are planning (pre-writing), drafting, responding, revising, editing, evaluating and in process of writing there are writing, reflecting, and conclusion.

#### d. Principles for teaching writing

The following are a few principles that every teacher should consider while planning a planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can (and should) be adapted to the many different learning situations.

##### 1) Understand your students' reasons for writing.

The greatest dissatisfaction with writing instruction comes when the teachers' goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

##### 2) Provide many opportunities for students to write.

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<sup>20</sup> David Nunan, *Language Teaching Methodology: A text book for teachers*, (Malaysia: Longman, 2000), p .87.

Writing almost always improves with practice. My students groan when they see how much writing is required, but I draw an analogy for them: since writing is in part a physical activity, it is like other physical activities-it requires practice, and lots of it. When practice writing sessions are integrated regularly into your syllabus, students will become more comfortable with the act of writing.

Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of writing you find useful in your class should be practiced in class.

### 3) Make feedback helpful and meaningful.

Students crave feedback on their writing, yet it doesn't always have the intended effect. If you write comments on student papers, make sure they understand the vocabulary or symbols you use. Take time to discuss them in class. Be cautious about the tone of your comments. When writing short comments, we tend to leave out the words that soften our message. Feedback need not always be written in the margins. You can experiment with different forms: individual conferences, taped responses, typed summary responses and so forth.

Finally, feedback should not entail "correcting" a students writing. In order to poster independent writers, you can provide

summary comments that instruct students to look for problems and correct them on their own

- 4) Clarify for yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. Teachers often hear, "I just don't understand what you want". One way to combat that feeling is to first develop statement for yourself about what is valued in student writing, either in your classroom or in your institution as a whole.<sup>21</sup>

So, from explanation above can be known that there are 4 principles of written teaching to improve writing of students.

e. The assessment criteria of writing ability

The assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study. There are some criteria of writing assessment:

1. Grammar

Grammar is the part of the study of language which deals with forms and structure of words, with their customary arrangement in

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<sup>21</sup> David Nunan. *Practical English Language Teaching* (New York : Mc Gran Hill, 2003), p.92-94.

phrase and sentence and often with language sounds and word meanings

## 2. Vocabulary

Based on Michael and O'Dell, English vocabulary has a remarkable range, flexibility, and adaptability.<sup>22</sup> There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary in Victoria Neufeldt is defined as an interrelated group of non-verbal system, symbols, signs, gesture, ect.<sup>23</sup> It is simply understood as all the words that writer uses in writing.

## 3. Mechanics

This criterion is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.<sup>24</sup>

## 4. Fluency

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<sup>22</sup> Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use: Upper-intermediate & Advanced*, (Cambridge: University Press, 1994), p.2.

<sup>23</sup>Victoria Neufeldt, *Webster's New world College Dictionary*, (USA: Macmilan, 1998), p.1287.

<sup>24</sup>H.Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), p .244-245.



In fluency of writing must be consistence between choice of structures with vocabulary and also both of them must be appropriate.

#### 5. Form (organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

## 2. Pictures

Teachers have always used pictures or graphics-whether drawn, taken from books, newspaper and magazines, or photograph- to facilitate learning. Pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see) large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or group work), photographs, or illustration (typically in a textbook). Some teachers also use projected slides, images from an overhead projector. Teachers also draw pictures on the board to help with explanation and language work.<sup>25</sup>

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<sup>25</sup> Abdur Rahman Hasibuan, *The Influence, of Giving Text Pictures to Reading comprehension*, (Script UMTS Padangsidempuan, 2006, p .11

### a. The definition of pictures

The term of picture has so many definitions. According to a website (<http://Wikipedia.org/wiki/picture>), pictures are defined as:

- a. A visual representation (of an object or person or abstraction) produced on a surface.
- b. An image (from Latin *imago*) or pictures is that reproduces the likeness of some subject-usually a physical object or a person.
- c. Graphic illustration of them
- d. Illustration used to decorate or explain a text the dictionary had many pictures.

Pictures are media of teaching and learning process. According to Arief S Sadiman “Gambar/foto adalah media yang paling umum di pakai. Dia merupakan bahasa yang umum, yang dapat dimengerti dan dinikmati di mana-mana. Oleh karena itu ada pepatah Cina yang mengatakan bahwa sebuah gambar bercerita lebih banyak daripada seribu kata.”<sup>26</sup> (Pictures/photo is media most general to use. It is general language, that can understood and comfort in every where. So, there is China’s aphorism said that a picture tell many than a million words)

While pictures according to M.Basyiruddin Usman and Asnawir said that pictures is effective visual tool because can visually something that will clarified more concrete and realistic. Information

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<sup>26</sup> Arief S Sadiman, *Media Pembelajaran*, p.29.

sending understood and easy because the product can be a model and children achieve the materiel.<sup>27</sup>

Based on definition I mentioned above, it can be concluded that pictures are a visual representation or effective visual that can illustrate or explain the information in general language to the human being.

#### **b. The characteristics of picture sequence description**

Picture sequence description have the characteristics, they are:

1. Drills: with lower-level students a traditional use for pictures-especially flashcards-is in cue-response drills. Flashcards are particularly useful for 'drilling' grammar items, for cueing different sentences, or practicing vocabulary.
2. (Communication) games: pictures are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities. Teachers sometimes use pictures for creative writing. Understanding: one of the most appropriate uses for pictures is for the presenting and checking of meaning

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<sup>27</sup> M.Basyiruddin Usman &H.Asnawir ,*Media Pembelajaran*,(Jakarta:DeliaCitra Utama:,2002), p.47.

3. Ornamentation: pictures of various kinds are often to make work more appealing; pictures are interesting they will appeal to at least some members of the class strongly. They have power to engage students.
4. Prediction: pictures are useful for getting students to predict what is coming next in lesson. Thus students might look at a picture and try to guess what it shows.
5. Discussion: pictures can simulate questions such as: What is it showing? Pictures can also be used for creative language use, whether they are in a book or on cue cards, flashcards, or wall pictures. Teacher might ask students to write a description of a picture; teacher might ask them to invent the conversation taking place between two people.<sup>28</sup>

So, there are 5 characteristics of picture sequence description to make the students understand about a good writing through picture.

### **c. The advantages and disadvantages of picture sequence description**

There are some advantages of picture sequence description:

- a. Pictures are concrete and more realistic.

Pictures are concrete and more realistic to show the problem

- b. Pictures can to exceed limitation of room and time.

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<sup>28</sup>Jeremy Harmer, *THE practice English Language Teaching*, (England: longman, 2003) , p. 134-136.

Not of all things, object, or event can to bring to the classroom and not usually the students can to bring in a event or object, so it can solve the problems.

- c. Pictures can to exceed limitation of our of the five senses.

Cell of the human, animal, or plant can not we see with our eyes, so pictures can to show with clearly in a good pictures form.

- d. Pictures can clarify a problem.

The pictures can clarify the problems in all of sector and all of age, so its can prohibit misunderstanding.

- e. They are low cost and easy to make.<sup>29</sup>

Pictures the cost is cheap and easy to use without using special tools.

- f. Pictures are interesting to see.

From a good picture make the students more interesting to study.

- g. Pictures are unique.

Unique pictures make the students motivate to study or pictures as a motivation to study to students in process of learning English.

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<sup>29</sup>Barbara Matiru, Anna Mwangi and Ruth Schlette, *Teach Your Best: A Handbook for University Lectures*, (Germany: Institute for Socio-cultural Studies University of Kassel), p. 54.

- h. Clarify something abstract.<sup>30</sup>

Pictures can clarify something abstract, and students more comprehend about the object.

- i. The teacher does not have to spend time in the lesson drawing on the blackboard.

Using pictures make the teacher more effective and efficient in using time and process of learning more comfortable.

- j. The pictures can keep and used again with the same class.<sup>31</sup>

In the same level of the class the teacher can to use the pictures again. So, the teacher not again draws in the blackboard.

There are some disadvantages of picture sequence description:

- a. They are not useful for a large audience during a lecture.

Pictures are limitation in form, so in large classroom not suitable in using because not of all students can to see the object.

- b. They can be easily stolen or destroyed.

Pictures were easily destroyed because it was small things.

- c. They are hard to stolen in good conditions over long periods.

In over long periods the pictures are bad in using.

- d. You need artistic to produce good quality ones.<sup>32</sup>

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<sup>30</sup>H.Hamzah B.Uno, *Profesi Kependidikan:Problema, Solusi, dan Reformasi Pendidikan di Indonesia*, (Bumi Aksara: Jakarta,2011), p. 119.

<sup>31</sup>Adrian Doff, *Teach English A Training Course for Teacher*, (USA: Cambridge University Press, 1990), p. 88.

To produce good quality of pictures, so the teacher must be have artistic. So if the teacher doesn't have the artistic soothe picture is bad.

## **B. Conceptual Framework**

Conceptual framework was necessary used to show a certain assumption about research topic in order to arrange or organize the research problems, resolution, and its evidence criteria.

The research problems are most of students can not write English well. This caused by students' internal and external factors. Students don't have desire to write English, students don't have interest in writing English, and English teachers don't have appropriate method and used media.

To solve the problem, the writer conducted classroom action research, by implementing picture sequence description. The writer applied two cycles in this research. Each cycle consist of three meetings. After conducting picture sequence description, writer would do reflection to analyze what will have been happened in the classroom whether picture improves or does not. If there will be a students' writing ability achievement staying in low, writer re-conducts the second and the next pictures by considering the influential

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<sup>32</sup> Ibid, p. 90.

factors to be eliminated so that writing ability will be achieved comprehensively.

The result of this research hopefully will be a source of guidance to conduct the more effective writing class to improve students' writing ability.

### **C. Review of Related Findings**

Research is the study about certain objects to find out new facts about it. There have been many researchers who have done research regarding this research problem, writing skill improvement. They are shown to present related elements with the research topic in order that researchers here need to conduct another research to complete an empty side of the research focus. The related findings are firstly, a script by Sakiah "An Analysis on the Students' Ability in Writing Narrative based on Pictures".<sup>33</sup> The kind of research is qualitative research. Research found that pictures are a good media in writing ability. Then, the conclusions are: the students' achievement in writing narrative based on pictures is 7.2

Secondly, a script by Tiarna Marpaung "The Influence of the Students' Structure Ability to the Writing Skill".<sup>34</sup> The kind of research is quantitative research by gathering data through samples' testing students of SMK Swasta

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<sup>33</sup> Sakiah, An Analysis on the Students' Ability in Writing Narrative based on Pictures, (Script UMTS Padangsidempuan, 2005).

<sup>34</sup> Tiarna Marpaung, The Influence of the Students' Structure Ability to the Writing Skill, (Script UMTS Padangsidempuan, 2005).



Ekasatria. Research found that students writing ability influenced the writing skill of the students. Then, the conclusions are: the students achievement in writing is 7.30.

Finally, a script of AB.Rahman Hasibuan in “The Influence of Giving Text Pictures to the Reading Comprehension”.<sup>35</sup> The kind of research is quantitative research by gathering data through sample’s testing students of ninth grade in MTS. Swasta Islamiyah Sibolga. Research found that text pictures influenced in reading comprehensions. Then, the conclusions are: the students’ achievement in reading comprehension is 7.50.

Based on these researchers presentations, writer finds there were researchers had done for improving writing ability at vocational. Hopefully, this research would complete and contribute a finding in writing teaching focus to enrich knowledge in teaching literature for students in specific schools.

#### **D. Indicators of Action**

Action research was any systematic inquiry conducted by teachers’ researchers, principals, schools counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they taught, and how well their students

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<sup>35</sup> A.B.Rahman Hasibuan, The Influence of Giving Text Pictures to the Reading Comprehension, (Script UMTS Padangsidempuan, 2008).

learned. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved.<sup>36</sup>

Action means the activities that would be done. The writer would make the teaching program, lesson plan and also media that use to teach writing to the students, in the end of the actions that have been done. In this research, the writer collaborated with teacher to become a team work who work together to solve the students' problem in increasing writing ability through picture sequence description.

There were some picture sequence description would be taught in the classroom. In the first cycle the picture sequence description, they were Play station, Wake-up, and Library of School. Then, in the second cycle they were Diligent read the books, Go to school by motorcycle and Doing the Glue.

#### **E. Hypothesis of the Action**

The hypothesis is needed to show the writer's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: "Picture sequence description can improve students' writing ability at seventh grade of SMP Negeri 5 Padangsidempuan.

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<sup>36</sup> Geoffery E. Mills. *Action Research a guide for the Teacher Researcher*, (New Jersey: PrenticeHall, 2000), p. 6.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Schedule of the Research**

The research would be conducted at SMP Negeri 5 Padangsidempuan that is located on Jln.Perintis Kemerdekaan no.65 Padangsidempuan.

This research was done from January 2012 to August 2012. This time determination refers to the educational calendar of Padangsidempuan when the second semester of the second year of school study is started in January to August 2012.

#### **B. Kinds of the Research**

This research is designed by classroom action research (CAR). Based on Gay and Eurasian classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something.<sup>1</sup> Accordingly, this research is conducted which is used to improve the teacher's practice in the classroom for writing ability teaching, teaching applies pictures or changing student's prior writing ability at low competence to the better competence by its criteria.

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<sup>1</sup>L.R.Gay & Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc, 2000), p. 593.

The main concept of classroom action research consists of four steps; namely planning, acting, observing and reflecting. According to PH.Simaremare, and friends the concept of classroom action research consists of five steps, they are 1) pengembangan focus masalah penelitian, 2) Perencanaan tindakan perbaikan, 3) Pelaksanaan tindakan perbaikan, observasi dan interpretasi, 4) Analisis dan refleksi serta, 5)Perencanaan tindak lanjut.<sup>2</sup>

It means 1). Development problem focus of research 2). Repair action of planning, 3). Repair action of doing, observation and interpretation, 4). Analysis and reflection, 5). Continuo action of planning.

Interpretation on cycles in classroom action research as Iskandar, quoted there will be basics' cycles of the research. They are general identification, reconnaissance, plan arrangement, development, implementation, evaluating, and finally repairing plan.<sup>3</sup> This designed shows the improvement of practice in the classroom will be done through cycles to be implemented continuously to reach what the research want to do at first.

In this research the writer applied two cycles. Each cycle consists of three meetings each meeting consist of 90 minutes. So, there were six

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<sup>2</sup>P.H.Simaremare and friends, *Modul Program Pendidikan dan Latihan Profesi Guru (PLPG) Tahun 2010*,(Medan: Universitas Nomension, 2010), p. 141.

<sup>3</sup>Iskandar, *Penelitian Tindakan Kelas*,(Jakarta: Gaung Persada Press, 2011), p. 29.

meetings during research process. Each cycle consist of four steps; planning, acting, observing, and reflecting.

### **C. Participants**

In this research, participants were the students in seven two (VII-2) of SMP Negeri 5 Padangsidempuan in academic year 2011/2012 where they were totally 39 students.

### **D. Data Sources**

In this research writer got the data sources from English teacher and students.

### **E. Instrumentation**

A research must be having a good instrument because good instrument can guarantee for taking the valid data. For gathering information about the topic or the research problems, writer used writing test type controlled observation to gather data regards to students' writing ability achievement. According to Brown defined a test as a method of measuring a persons' ability: knowledge or performance in given domain.<sup>4</sup>

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<sup>4</sup> Brown, H.Douglas, *Language Assessment: Principles and Classroom Practise*,(New York: Pearson Education,2004).p.3

Because the test is writing, the writer divided the score into five criteria. Which are the scores of grammar, vocabulary, mechanics, fluency, and form (organization). The score of this test would be explained more clearly, the highest score was 6 and the lowest was 1 in every criteria. Because the criteria of writing test there were 5, so the highest score were 30 in all of criteria.

It can be described about the score of the criteria as follow:

### **Grammar**

Score 6= Few (if any) noticeable errors of grammar or word order.

Score 5= Some errors of grammar or word order which do not however, interfere with comprehension.

Score 4=Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.

Score 3=Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.

Score 2= Errors of grammar or word order very frequent; reader often has to rely on own interpretation.

Score 1=Errors of grammar or word order so severe as to make comprehension virtually impossible

### **Vocabulary**

Score 6= Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.

Score 5= occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.

Score 4=Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

Score 3=Limited vocabulary and frequent errors clearly hinder expression of ideas.

Score 2=Vocabulary so limited and so frequently misused that readers must often rely on own interpretation

Score 1=Vocabulary limitations so extreme as to make comprehension virtually impossible

### **Mechanics**

Score 6=Few (if any) noticeable lapses in punctuation or spelling.

Score 5= occasionally lapses in punctuation or spelling which do not, however, interfere with comprehension.

Score 4=Errors in punctuation or spelling fairly frequent; occasionally re-reading necessary for full comprehension.

Score 3= Frequent errors in spelling or punctuation; lead sometimes to obscurity.

Score 2=Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.

Score 1= Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

### **Fluency**

Score 6= Choice of structures and vocabulary consistently appropriate; like that of educated native writer.

Score 5= Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

Score 4='Patchy', with some structures or vocabulary items noticeably inappropriate to general style.

Score 3=Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.

Score 2=Communication often impaired by completely inappropriate or misused structures or vocabulary items.

Score 1=A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost impossible.



**Form ( Organisation)**

Score 6=Highly organized; clear progression of ideas well linked; like educated native writer.

Score 5=Material well organized; links could occasionally be clearer but communication not impaired.

Score 4=Some lack of organization; re-reading required for clarification of ideas.

Score 3=Little or no attempt at connectivity, though reader can deduce some organization.

Score 2=Individual ideas may be clear, but very difficult to deduce connection between them.

Score 1=Lack of organization so severe that communication is seriously impaired.

**SCORE:** Grammar: \_\_\_ + Vocabulary: \_\_\_ + Mechanics: \_\_\_ + Form: \_\_\_ = \_\_\_

Analytic methods of scoring for test writing.<sup>5</sup>

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<sup>5</sup>Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press,1990), p. 91-93.

## **F. Research Procedures**

The required data would be collected by testing and observing. The main data would be observed by field notes as the qualitative data. It was used to describe data which are not amenable to being counted or measured in an objectively, and are therefore subjective, this kinds of data would be gathered through field notes. The data was used to describe the situation in the classroom during the learning process by pictures in the term of students, teacher and influential factors.

The quantitative data was used to present what would have been measured and it is considered as the objective data. This data would form as the students performance data to help teachers assess the pictures effectiveness on students' writing achievement.

Classroom action research concerns on certain procedures, namely planning, action, observation, and reflection. Kunandar stated that planning means developing an action plan which is critically done to improve what had been happened.<sup>6</sup>

Then, action was the chosen action which is believed as the resolution for the problems. Observation, the third step in the classroom action research would be done comprehensively to figure out the process of the action. And finally reflection was recognizing and analyzed the action that

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<sup>6</sup>Kunandar, *Langkah M udah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*,(Jakarta: PT Rajawali Pers,2011), p.71.

would have been conducted in classroom as it will be figured out on the observation notes.

In this research the writer would applied two cycles. Each cycle consists of three meetings. Each meeting consists of 80 minutes. So, there were six meetings during research process. Each cycle consist of four steps; planning, acting, observing and reflecting.

### **First Cycle**

The first cycle the writer would conduct for three meetings. Every meeting would do for eighty minutes. The writer would observe all the activities in the classroom.

#### **a. Planning**

In this stage, the writer would plan and design activities prepare the topic picture that would use to solve students' problem in writing.

#### **b. Action**

The first cycle would apply in three meetings. In this cycle, the writer would apply pictures in teaching writing.

#### **c. Observation**

Observation would do during the action

d. Reflection

In this cycle, the writer could reflect the data and do improvement.

The reflection would gather from the result of writing test through pictures.

### **Second Cycle**

The second cycle the writer would conduct for three meetings. Every meeting would do for eighty minutes, the writer observed all the activities in the classroom

a. Planning

In this stage, the writer would plan and design activities prepare the topic picture that would use to solve students' problem in writing.

1. Preparing all material that will be used in this cycle
2. Preparing media that will be needed in teaching learning process.
3. Redesign a procedure teaching writing through picture sequence description.
4. The writer prepare new interesting topic for writing.
5. The writer gave the information about the topic before the students do write. So, they can discuss with their friend about the topic.

b. Action

The second cycle would conduct in three meetings. In opening the class, the writer would motivate the students to do the lesson. And also would motivate them to explore their writing ability and more active in teaching learning process.

c. Observation

The items of observation in second cycle are similar with first cycle.

d. Reflection

Base on observation sheet, the writer ability in think writing by using pictures will improve.

From the cycle of this research we would know the ability of the students in writing and would improve their writing ability.

## **G. Technique of Data Analysis**

The data collected must be summarized and interpreted in order to help teacher makes decisions about the practice. The process of data analysis involves making sense out of text and image data. According to Creswell it involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making and interpretation of the larger meaning of the data.<sup>7</sup>

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<sup>7</sup>Alison Wray, Kate Trott and Aileen Bloomer, *Projects in Linguistics: A Practical Guide to Researching Language*, (London: Arnold, 1998), p.187.

Primarily, writer counted quantitative data by computing the score of writing test students. The formula was in the following.

$$X = \frac{\sum x}{N} \times 100\%$$

Where:

X : the mean of the students

$\sum x$  : the total scores

N : the students' size

Finally, writer summarized qualitative data by six steps as suggested by Creswell as in the following.<sup>8</sup>

Step 1: organize and prepare the data for analysis.

Step 2: read through all the data.

Step 3: begin detail analysis with a coding process it is organizing materials into 'chunks' before bringing meaning to those chunks.

Step 4: use the coding process to generate a description of the setting or people as well as categories or analysis.

Step 5: advances how the description and themes will be represented in the qualitative narrative.

Step 6: make interpretation or meaning of the data.

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<sup>8</sup>Ibid, p. 191-194.

These steps actually supported by Kracauer in Denzin who depicted that the main task of researcher was to discover hidden meaning beyond text as a unity totally.<sup>9</sup>

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<sup>9</sup>Norman K.Denzin and Yvonna S.Lincoln,*A Handbook of Qualitative Research*, translated by Dariyatno and friends, (Yogyakarta:Pustaka Pelajar, 2009), p. 499.

**CHAPTER IV**  
**RESEARCH FINDINGS**

**A. Description of Data**

**1. The First Condition**

The participants of this research were the seventh grade students of SMP Negeri 5 Padangsidempuan. The research participants were the students of class VII-2. It consists of 39 students. This class was chosen because the writer found the problems of writing in this class.

In the first condition the writer gave pretest to know their writing ability, and their problem in writing. The students could write what ever according to their ability and their hobbies. The following about the score of the students in the first meeting or score of pretest;

**Table 1. The First Meeting/ Pretest**

<b>Criteria of Writing</b>	<b>Writing Score</b>						<b>Total of Students</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>Grammar</b>	-	14	17	8	-	-	39 students
<b>Vocabulary</b>	2	17	13	7	-	-	39 students
<b>Mechanics</b>	11	17	10	1	-	-	39 students
<b>Fluency</b>	12	17	10	-	-	-	39



							students
<b>Form</b>	11	15	12	1	-	-	39 students

Based on the data in the table above writer concluded that in criteria of grammar students got score 1 no student, got score 2 there were 14 students, got score 3 there were 17 students, got score 4 there were 8 students, got score 5 and 6 no student. Total all of the students there were 39 students.

In vocabulary criteria students got score 1 there were 2 students, got score 2 there were 17 students, got score 3 there were 13 students, got score 4 there were 7 students, and got score 5 and 6 no student. Total all of the students there were 39 students.

In mechanics criteria students got score 1 there were 11 students, got score 2 there were 17 students, got score 3 there were 10 students, got score 4 there was 1 student, got score 5 and 6 no student. Total all of the students there were 39 students.

In fluency criteria students got score 1 there were 12 students, got score 2 there were 17 students, got score 3 there were 10 students, got score 4, 5 and 6 no students. Total all of the students there were 39 students.

In form criteria students got score 1 there were 11 students, got score 2 there were 15 students, got score 3 there were 12 students, got

score 4 there was 1 student, got score 5 and 6 no student. Total all of the students there were 39 students.

So, from description of score pretest above writer concluded that the mean score of grammar was 3. 7, vocabulary was 3. 37, mechanics was 2. 63, fluency was 2. 53 and form was 2. 7. The mean score of pre test was 38. 46.

Before doing the cycles, the writer gave pretest to the students to know their writing ability. The result of the pretest showed that students did not understand about a good writing and points of the writing like grammar, vocabulary, mechanics, fluency and form. They did not enthusiastic and interested in writing activity. Some of the students were lazy to do the writing and also they made noisy while doing writing test. So the teacher must work hard to improve them.

## **2. Score of Students Writing Ability in Every Cycles**

### **a. First Cycle**

In the first cycle the writer applied three meetings. After doing an action in the first cycle, the writer found the result of writing test through pictures sequence description in the last meeting of the first cycle.

The writer would explain as followed;

**Table 2. The Result of the First Cycle**

Criteria of Writing	Writing Score						Total of Students
	1	2	3	4	5	6	
Grammar	-	-	23	15	1	-	39 students
Vocabulary	-	2	24	13	-	-	39 students
Mechanics	-	9	23	7	-	-	39 students
Fluency	-	17	19	3	-	-	39 students
Form	-	15	18	6	-	-	39 students

Based on the data in the table above writer concluded that in criteria of grammar students got score 1 and 2 no student, got score 3 there were 23 students, got score 4 there were 15 students, got score 5 there was 1 student, and got score 6 no student. Total all of the students there were 39 students.

In vocabulary criteria students got score 1 no student, got score 2 there were 2 students, got score 3 there were 24 students, got score 4 there were 13 students, got score 5 and 6 no students. Total all of the students there were 39 students.

In mechanics criteria students got score 1 no student, got score 2 there were 9 students, got score 3 there were 23 students, got score 4 there was 7 students, got score 5 and 6 no student. Total all of the students there were 39 students.

In fluency criteria students got score 1 no student, got score 2 there were 17 students, got score 3 there were 19 students, got score 4 there were 3 students, got score 5 and 6 no student. Total all of the students there were 39 students.

In form criteria students got score 1 no student, got score 2 there were 15 students, got score 3 there were 18 students, got score 4 there were 6 students, got score 5 and 6 no student. Total all of the students there were 39 students.

From the score all of the criteria in the first cycle the students' ability keep increasing from the first meeting up to third meeting, but there were some students not interested in learning activity. So, from this phenomenon the writer would improve her ability in taught the students.

So, from description of score first cycle above writer concluded that the mean score of grammar was 4.46, vocabulary was 4.23, mechanics was 3.9, fluency was 3.47 and form was 2.93. The mean score of first cycle was 50.51.

b. Second Cycle

In the second cycle the writer improved her ability in taught to make the students more interested in learning specially in writing lesson. The writer gave motivated to students and made them more diligent in study.

In the second cycle in the last meeting the writer also gave the writing test to know about how long their ability in writing through picture sequence description. In the last meeting in the second cycle the writer easier to taught the students, because the students interested in learning activity. The score of the students' ability we could see from the table as followed;

**Table 3. The Result of the Second Cycle**

Criteria of Writing	Writing Score						Total of Students
	1	2	3	4	5	6	
<b>Grammar</b>	-	-	-	6	31	2	39 students
<b>Vocabulary</b>	-	-	-	6	31	2	39 students
<b>Mechanics</b>	-	-	-	12	27	-	39 students
<b>Fluency</b>	-	-	-	20	19	-	39 students
<b>Form</b>	-	-	1	22	16	-	39 students

Based on the data in the table above writer concluded that in criteria of grammar students got score 1, 2 and 3 no student, got score 4 there were 6 students, got score 5 there were 31 students, and got score 6 there were 2 students. Total all of the students there were 39 students.

In vocabulary criteria students got score 1, 2 and 3 no student, got score 4 there were 6 students, got score 5 there were 31 students, and got score 6 there were 2 students. Total all of the students there were 39 students.

In mechanics criteria students got score 1, 2 and 3 no student got score 4 there was 12 students, got score 5 there were 27 students, and got score 6 no student. Total all of the students there were 39 students.

In fluency criteria students got score 1, 2 and 3 no student, got score 4 there were 20 students, got score 5 there were 19 students, and got score 6 no student. Total all of the students there were 39 students.

In form criteria students got score 1, 2 and 3 no student, got score 4 there were 22 students, got score 5 there were 16 students, and got score 6 no student. Total all of the students there were 39 students.

So, from description of score second cycle above writer concluded that the mean score of grammar was 6.33, vocabulary was

6. 38, mechanics was 6. 1, fluency was 5. 83 and form was 5. 7. The mean score of second cycle was 77. 94.

## **B. The Comparative Result of the Action**

In the first cycle, the writer gave pretest to know their writing ability, and their problem in writing. There was a topic that students got from the teachers. Many students were difficult to express their idea. They had problem with grammar, vocabulary, mechanics, fluency and form.

In the first meeting (pretest), the students understand about points of writing: grammar there were 8 students, in vocabulary there were 7 students, in mechanics there was 1 student, in fluency nobody know about it and in form there were 2 students. The mean score of students in first meeting was 38. 46.

In the first cycle the writer applied three meetings. After doing an action in first cycle, the writer found the result of writing test through picture sequence description. It could be seen from the mean score of the students in this cycle. In the first cycle, the students understood about points of writing: grammar there were 16 students, in vocabulary there were 13 students, in mechanics there were 7 students, in fluency there were 3 students and in form there were 6 students. The mean score of students in third meeting was 50. 51.

In second cycle the writer applied three meetings. After doing an action in second cycle the result of the writing test through picture sequence description could also be seen from the mean score of the students in the second cycle. In the second cycle in the last meeting, the students understood about points of writing: grammar there were 39 students, in vocabulary there were 39 students, in mechanics there were 39 students, in fluency there were 39 students and in form there were 38 students. The mean of students in sixth meeting was 77. 94.

The mean score of the students' score in the second cycle was higher than first meeting. So it can be said that the students' writing ability through picture sequence description increased from 38.46 to 77. 94. It can be seen in the following table.

**Table 4. The Improvement of Students Mean**

<b>Meeting</b>	<b>Total Score</b>	<b>Mean</b>
<b>Pretest</b>	450	38,46
<b>Cycle 1</b>	591	50,51
<b>Cycle 2</b>	912	77,94

Based on the data analysis, it could be concluded that all of the students got improvement on their score. There was high



improvement. The first meeting/ pretest, there was no student got 65 points. In cycle 1 in the last meetings were 2 students (5. 12 %) got 65 points. In cycle 2 in the last meeting were 38 students (97. 49 %) got 65 points.

The percentage of the improvement students' writing ability could be seen in the following table:

**Table 5. The percentage of students' writing ability  
Through picture sequence description.**

<b>Meeting</b>	<b>The students got the points up 65</b>	<b>The total number of students</b>	<b>percentage</b>
<b>Pretest</b>	<b>0</b>	<b>39 students</b>	<b>0%</b>
<b>Cycle 1</b>	<b>2</b>	<b>39 students</b>	<b>5. 12%</b>
<b>Cycle 2</b>	<b>38</b>	<b>39 students</b>	<b>97. 49%</b>

The result indicated that there was an improvement on the students' writing ability through picture sequence description. It consisted of two cycles. Each cycle consisted of three meeting. There was first meeting until three meeting concluded cycle I and forth

meeting until six meeting concluded cycle II. So, the total meetings were eight meetings, because the researcher made pretest before.

### **C. Analysis the Result of the Research**

Classroom activities in using picture sequence description should maximize opportunity to learners to use target language for meaningful purposes, with the attention on the message they are writing rather than correction of language structure. Students were given opportunities to focus on their own learning process and developing of appropriate techniques for learning. The teacher would give more topics, giving students time to think and active in writing activities. After making students feel comfortable and understand in writing text, it seems advisable to challenge them to think critically with it. By using picture sequence description the students' writing ability would improve.

In this studied, it had found that the improvement of the students' score, in the first meeting/ pretest, the mean of the students were 38. 46. In this meeting there was no students got 65 point. The result of the research in the first cycle, the mean of the students were 50. 51 there were 2 students got 65 point, the result of the research in the second cycle, the mean of the students were 77. 94 there were 38 students got 65 point. So, from the result above the students' writing ability improved by using picture sequence description.

Writer would described about students' ability score increased from pretest, first cycle up to second cycle. See in appendix F.

From the interpretation of the score of the students, the implementation of picture sequence description to improve students' writing ability at SMP Negeri 5 Padngsidimpuan, has become one of media that can be used by the English teacher and can assist students in learning writing.

So, from analysis the result of the research writer explains that picture sequence description can improve writing ability of students can be show with hypothesis of action. Hypothesis of action can be accepted.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzing the data, it was found out that the students' score increased from the first cycle to the second cycle. In the first cycle the mean of the students' score was 50.51. In the second cycle the score was 77.94. Thus, it is also can be stated that the hypothesis of action can be accept because there was a good improvement on the students' writing ability by using picture sequence description.

#### **B. Suggestion**

The result of this study showed that the use of picture sequence description improved students' writing ability. Therefore, the following suggestions are offered:

- a. Picture sequence description media can be used as an alternative way of teaching in teaching writing.
- b. For the teacher, it very wise to use picture sequence description in teaching writing because this media can motivation the students especially in writing.
- c. For the students, it is hoped that by using picture sequence description the students more interested in studying English writing.

- d. For the writer, picture sequence description as reference to further or other classroom action research more paying attention in the efficiency of time.

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