

**IMPROVING STUDENTS' ABILITY IN SHORT PARAGRAPH WRITING  
THROUGH PICTURE ANALYSIS AT THE EIGHT YEAR SMPN 4  
SUKAMAJU**



**A THESIS**

**Submitted to the English Study Program of S1 Tarbiyah Department of State  
Collage for Islamic Studies of Palopo in Partial Fulfillment of  
Requirement for S.Pd Degree in English Education  
Study English**

**By,**

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDY  
(STAIN) PALOPO  
2013**

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDY  
(STAIN) PALOPO  
2013**

## LESSON PLAN

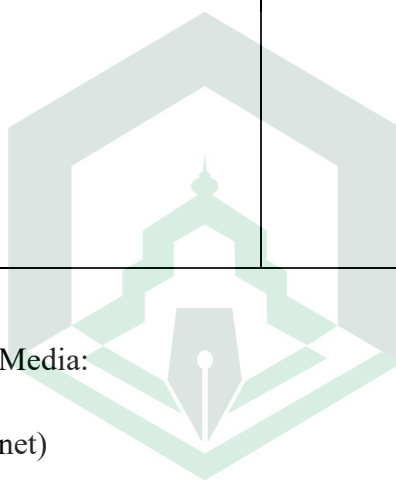
1. Subject : English
2. Time Allotment : 1 × 45 minutes
3. Venue : A Building 104
4. Class : VIII a
5. Semester : I (one)
6. Language Focus : Writing Skill
7. Standard of Competency : Telling the means of the short story (picture)
8. Basic Competency : Identifying picture
9. Indicators : Students Can Make Short Paragraph Writing
  - To result a text/paragraph (picture)
  - To use a good tense in writing a text/paragraph
10. Objectives :
  - Make a short story text by using picture.
11. Learning Materials : writing
12. Methodology : writing in short paragraph
13. Learning Activities : writing through picture analysis

1 Step/Phase	2 Estimat- ed Time	3 Teacher Role/ Activity	4 Student Role/ Activity	5 Patterns of interaction	6 Success Indicators	7 Purposes
1. Presentation / opening	30 minutes	ACTIVITY 1 1. Greeting and praying 2. Teacher gives motivation to the students 3. Teacher asks the students to sit in the groups and there are two people in the one chair. 4. Teacher gives up the students' interest by using some multicolored pictures 5. Teacher gives explanation about writing through picture analysis.	Students keeps listening to teacher's explanation and being ready to answer teacher's questions	T – S	Students can make short paragraph in writing.	Explaining the material
2. Practice / presentation	30 minutes	ACTIVITY 2 1. Teacher draw a picture in the white board to explanation of students. 2. Tteacher gives some related vocabularies which will be used by students 3. During the discussion, students can ask any new words and teacher helps by writing the words on the white board.	Write a story according to the picture	S – S	Students can make a short paragraph (writing) by them according of the picture.	To increase students' writing skill  To increase students' can know new words

3. Closing	30 minutes	<p>ACTIVITY 3</p> <ol style="list-style-type: none"> <li>1. Teacher asks the students to collect their work in front off.</li> <li>2. Teacher asks the students to move back the bench (table and chair)</li> <li>3. Teacher asks the students' problem about the materials and learning process.</li> </ol>		T-S	<p>Students can list new vocabularies related to the topic</p> <p>Students understand the lesson.</p> <p>Students are interested and motivated to come in the next meeting.</p>	evaluation

14. Learning Source and Media:

- 1) Source:
  - ✓ On line (internet)
- 2) Media:
  - ✓ Multicolored picture (narrative picture)



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## Appendix

### LESSON PLAN in the cycle 2

1. Subject : English
2. Time Allotment : 1 × 90 minutes
3. Venue : A Building 104
4. Class : VIII a
5. Semester : I (one)
6. Language Focus : Writing Skill
7. Standard of Competency : Telling the means of the short story (picture)
8. Basic Competency : Identifying picture
9. Indicators : Students Can Make Short Paragraph Writing
  - To result a text/paragraph (picture)
  - To use a good tense in writing a text/paragraph
10. Objectives :
  - Make a short story text by using picture.
11. Learning Materials : writing
12. Methodology : writing in short paragraph
13. Learning Activities : writing through picture analysis

1 Step/Phase	2 Estimat ed Time	3 Teacher Role/ Activity	4 Student Role/ Activity	5 Patterns of interaction	6 Success Indicators	7 Purposes
4. Presentation / opening	30 minutes	ACTIVITY 1 6. Greeting and praying 7. Teacher gives motivation to the students 8. Teacher asks the students to sit individually and not two people in the one chair. 9. Teacher gives up the students' interest by using pictures in the writing 10. Teacher gives explanation about writing through picture analysis.	Students keeps listening to teacher's explanation and being ready to answer teacher's questions	T – S	Students can make short paragraph in writing.	Explaining the material
5. Practice / presentation	30 minutes	ACTIVITY 2 4. Teacher draw a picture in the white board to explanation of students. 5. Tteacher gives some related vocabularies which will be used by students 6. During the discussion, students	Write a story according to the picture	S – S	Students can make a short paragraph (writing) by them according of the picture.	To increase students' writing skill  To increase students'

		can ask any new words and teacher helps by writing the words on the white board.			Students can list new vocabularies related to the topic	can know new words
6. Closing	30 minutes	<p>ACTIVITY 3</p> <p>4. Teacher asks the students to collect their work in front off.</p> <p>5. Teacher asks the students to move back the bench (table and chair)</p> <p>6. Teacher asks the students' problem about the materials and learning process.</p>		T-S	<p>Students understand the lesson.</p> <p>Students are interested and motivated to come in the next meeting.</p>	evaluation

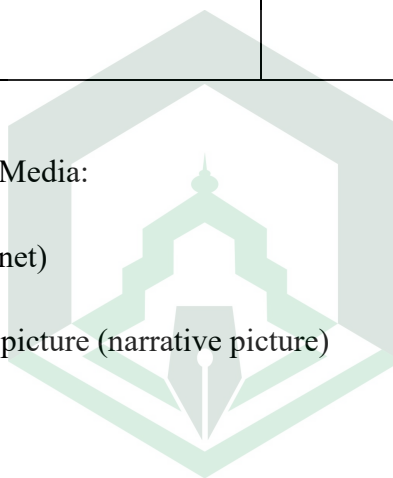
14. Learning Source and Media:

15. Source:

✓ On line (internet)

16. Media:

✓ Multicolored picture (narrative picture)



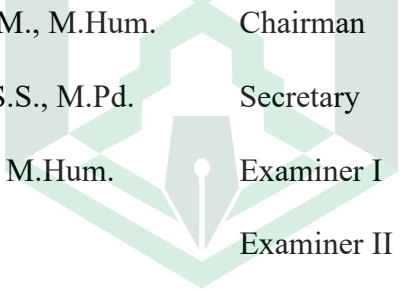
IAIN PALOPO

## THESIS APPROVAL

This thesis entitled “**Teaching Writing Using Elaboration of Deductive Paragraph at Twelfth Year Students in Senior High School of Pesantren Modern Datok Sulaeman Putri Palopo**”, which is written by **JULIARSI JUFRI, REG.NUM. 08.16.3.0040**, English S1 study program of tarbiyah Department of State College for Islamic Study Palopo, and has been examined and defended in *MUNAQASYAH* session which is carried out on Saturday, **May 18<sup>th</sup> 2013 M., coincide with Rajab 8 1434 H.** It is authorized and acceptable as partial fulfillment of requirement for S. Pd. degree in English Language teaching.

**Palopo, 18<sup>th</sup> May, 2013 M**  
**8 Rajab 1434 H**

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- 
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## ABSTRACT

Amin Sumiarsih, 2013. **“Improving Students’ Ability in Short Paragraph Writing through Picture Analysis at the Eight Year Students of SMPN 4 Sukamaju”** Thesis, English Study Program of Tarbiyah Department of State Collage for Islamic Studies (STAIN) Palopo.

Consultant : 1. Madehang, S.Ag., M.Pd. 2. Jufriadi, S.S., M.Pd

Key Words : Improving Writing Ability through Picture Analysis.

The purpose of the thesis is to find out the good procedures of picture analysis in improving students’ ability in writing short paragraph at the eight year students of SMPN 4 Sukamaju.

This thesis used Classroom Action Research (CAR) in which observation conducted tow cycle. In collecting data the researcher used interview, questioner, test picture, and camera. Data were analyzed by using percentage and describe them qualitatively.

The result of analysis showed that picture analysis can improvee students’ ability in writing, because by using picture analysis students can understand easily and the students more focus to look for ideas, imagination, and what they want to write about topic of picture. The result of score test students in cycle 2 was 79.03 higher than cycle 1 was 60.83. It indicated that the students writing improved. The result concluded some procedures that must be used in teaching by using picture analysis as follow: (a). before learning process in the class teacher prepared picture that will be used as media. The picture should be suitable with the condition of students, (b). in the learning process by using picture teacher must look capability of students in the class, and (c). In teaching writing using picture analysis, the students should not work in a group, but individually in order that they can focus in writing.

# CHAPTER I

## INTRODUCTION

### *A. Background*

We are sure that writing it's not easy but we can learn it, we usually find difficulty to write from the all of written. The first they have to interest about writing, the second they have to reading the books, and have imagination about what do their want to write, may be about animals, doll, pictures, and condition. They are considering that writing skill is difficult. So, they must be interest to write, because writing is the representation of language in a textual medium through the use of a set of signs or symbols (know as a written system).<sup>1</sup> Therefore. Writing is a language textual for communication to another people with letter or massages to send meaning. Many people said that writing is picture about ourselves and character those ourselves. So, writing is very important to help our activity no just speaking that to be communication. Therefore, the researcher interests to take this research, what the research true or not, that writing have influence to speaking. But many people said that the person has well in writing but in speaking is not good, because to speaking they use the simple words or before them speaking they must write to communication.

But now writing has become the lesson in the classroom and applying has ever been modern specially English. Because English is used some specific

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<sup>1</sup> <http://en.wikipedia.org/wiki/writing>. 3 January 2012

knowledge and in all affairs in this globalization era. That makes English become globalization language or international language because it can be used in all in the country, especially in writing skill. So, as a teacher should be have a good technique or methods process in the classroom, especially in teaching writing. However in reality, the teaching writing in the classroom the students are demanded to learn more about structure and grammatical in the text book rather than practice to write. Automatically, we need to practice by express our idea in the write through analyzes picture will be a paragraph from picture that will analyzes. In this problem students will express their idea to write, because why. We have to have some ideas to be an article.

Expressing their own ideas in writing, it seems to be done by the learners in SMPN 4 Sukamaju. The Students will be invited to think and analysis picture. The students can write a result from their analysis then the students will be explained, releasing that problem. Teachers have to try to develop student's thinking abilities to express their idea in producing their writing through analysis picture and will be a short paragraph. And this media is considered effective to improving the students to writing.

The researcher interests to create the students motivation to improving students ability in short paragraph writing through analysis picture at the eight year of SMPN 4 Sukamaju, especially in writing.

## ***B. Problem Statement***

Based on the background above, the researcher formulates this research question as follow:

“Does the use analysis picture give the positive improvement want to students in the short paragraph writing at the eight year students of SMPN 4 Sukamaju”?

## ***C. Objective of the Research***

Relevant to the research question that the above the researcher states the specific objective of this research as follow:

“To find out whether analyses picture for students give impact in the ability writing at the eight year students of SMPN 4 Sukamaju.

## ***D. Significance of the Research***

The result of the research is expected to useful information for all learners of English as foreign language to develop their writing ability in English through analysis picture especially the result of this research will be useful.

1. Picture analysis be able a media to improve the thinking or fell that form writing.
2. How is the students' perception toward picture analysis is whether can improve their writing.

3. To improving students in the write paragraph through picture analysis for students of SMPN 4 Sukamaju to solve difficult in writing.

### ***E. Operational Definition***

Based on the title is “improving student’s ability in writing short paragraph through analysis picture at the eight year students’ of SMPN 4 Sukamaju. The researcher gives definition as follow:

1) Improving is making or become something that batter.<sup>2</sup> It means that a writing will be better if have skill for improving our capability.

2) Writing is a physical and mental act of inventing ideas. Thinking about how to express and organizing those sentences and paragraph that will be clear to the reader.<sup>3</sup> It means that write a paragraph to express their ideas, opinions and thoughts in written in English.

3) Analysis is study of something by examining its parts.<sup>4</sup> It means that the write will be right if have analysis with method that used.

4) Picture is the art in the form of made with paper media to make painting which wanted.

So, writing short paragraph through picture analysis is a written version of the immediate a creatively stage. Where the students might to see of picture and they

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<sup>2</sup> *Longman handy learner’s dictionary of American English* (new edition), p. 207

<sup>3</sup> David Nunan, *practical of English Language Teacher, Ed International*, p. 88

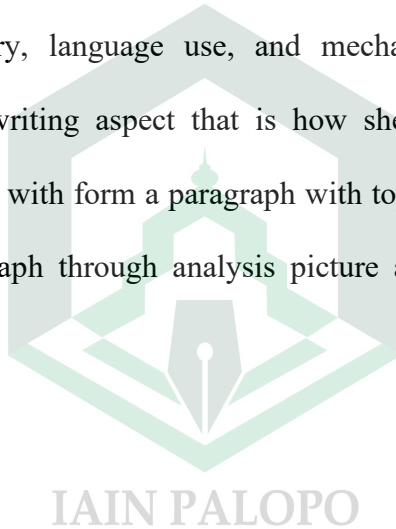
<sup>4</sup> *Oxford Learner’s Pocket Dictionary*, (new edition), p. 13



can description what is the meaning of from that picture. So, from the picture that sees the students will show and guide how to express their writing ability.

#### ***F. Scope of the Research***

The scope of the research is the researchers only want to implement ability in writing students into short paragraph through analysis picture. Where the researcher will be focus on five aspects of writing assessment, namely: content, organization, vocabulary, language use, and mechanic. This research result of analysis a picture of writing aspect that is how she/he can write short sentence through his/her analysis with form a paragraph with topic improving student's ability in writing short paragraph through analysis picture at the eight year of SMPN 4 Sukamaju.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous of Study

In writing this thesis, the researcher found some researches closely related to this research as follow:

- a. Maryam Djalil had conducted a research inspiring students at the tenth year students of SMA 2 Beabunta to write through picture. She concludes that describing picture is one of way in developing students<sup>5</sup> writing skill. Then she suggests that the students should be more practices their writing skill by describing picture because this is one of way to inspire the students.
- b. Yusuf had conducted a research about improving students' speaking skill in retelling story through picture at the third semester students of STAIN Palopo. He concludes that retelling story through picture method is formulated as a teaching speaking technique is effective in improving the speaking ability. Then, he suggests that to improve the quality in English speaking, the teacher should apply effective method or way for example retelling story through picture method.<sup>6</sup>
- c. , Nurhasan had conducted a research about teaching speaking procedure text using pictures. He says that pictures are able to give information about the instruction in

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<sup>5</sup> Maryam Djalil, *Inspiring Students At The Tenth Students of SMA Baebunta To Write Through Picture*, (Palopo: STAIN Palopo, 2010), p. 78

<sup>6</sup> Yusuf, *Improving Students' Speaking Skill in Retelling Story Through Picture at the Third Semester Students of STAIN Palopo*, (Palopo: STAIN Palopo, 2010), p. 78

speaking in procedure text, through by looking at the picture students are easier to tell the materials and the step, and also the pictures can develop students' ideas in speaking procedure text. The pictures are drawn on a paper which tells a sequence of events, so they will lead speakers to develop their idea and speak the procedure orderly.<sup>7</sup>

Based on the pervious of study above, the researcher wants to conduct a classroom action research in writing. Especially to improving students' ability in short paragraph through picture media.

### **B. Teaching Writing Methodology**

Generally teaching is not only transferring knowledge or tough to the student, but it is guiding the students in order that they are able to be success. The process of teaching has three main components, the components are teacher who teacher, students who accept the knowledge and the last is material or knowledge itself which is taught.

From the statement above shows that teaching is the unique way to create the good situation in teaching learning process; teacher will keep students paying attentions about what teacher is conveyed. Thus, the material can be easier obtained by students. Teaching also one of the effort of teacher in guiding the students in learning and also facilitating everything which has related to the material. Teaching also can be defined as creating the condition for learning. As H. Douglas

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<sup>7</sup> [Http://purwarno-linguistics.blogspot.com](http://purwarno-linguistics.blogspot.com), accessed on juny 14 2012

Brown states in his book “Teaching is guiding and facilitating learning, enabling the learner to learn getting the condition for learning.

The writing class should take into account the learner’s purpose the writing which transcends that of producing texts for teacher evaluation. Writing skill can improve rapidly when students concerns and interests are knowledge, when they are given numerous opportunities to write and when they are encouraged to become participants in a community of writers.<sup>8</sup>

Product- oriented approaches to improve of writing favor classroom activities’ in which the learner is engaged in imitating, copying, and transforming models of correct language process approaches do most of following

- a. Help student’s writers to understand their own composing process;
- b. Give students time to write and rewrite;
- c. Teacher together students make conclusion to lesson item;
- d. Give the opportunity to students to the questioning;
- e. Let the students discover what they want to say as they write;
- f. Give students feedback throughout the composing process;

Methodologically, these ideas found their way into practice in the process instance to write. In this approach, the focus in the first instance is on quality and beginning writers are encouraged to get their ideas on paper in way shape or form without worrying too much about formal correctness.

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<sup>8</sup> Irmawati Ismail, *developing the student’s writing ability in the second year students of MAN Palopo through picture (2007)* , p. 4

A number of interesting classroom action research method, including conferencing emerged from the process approach to writing. The aim of conferencing is to encourage young writers to talk about their initial drafts with the teacher or with fellow students. The technique draws on principles of discovery learning, as well as the notion of linking reading with writing. While process writing added a valuable new dimension to language classroom. So, it has many variations for assorted of ideas for one picture which have been giving from 30 students. The writing class should take into account the learners propose for writing which transcend that of reducing texts for teacher evaluation. Writing skill can rapidly when students concerns and interests are acknowledged, when they are given numerous opportunities to write, and when they are encouraged to become participant in community of writers. Lastly, that teacher them selves become action researcher in their own classroom and that by engaging in the types of inquiry and investigation she advocates, they can apply insights from what they have learned in the most profound way.

There are three aspect of the learning and teaching of written English, the first is writing as channel of foreign language learning; that is, the use of writing alongside listening. Speaking and reading in the process of learning important elements of the language and developing command of the language. The second is

writing as goal foreign language learning. The third is writing letters or symbols written or imprinted on a surface to represent the sound or words of a language.<sup>9</sup>

## C. Concept of Writing

### 1. The Definition of Writing

Pardiyono, M. Pd. Said that the language forms write, or writing basically does not simply pouring the information, message, or idea in correct sentence in grammatically.<sup>10</sup> Writing is a part of reading, because without reading we cannot know what the main about that. May be we want to write letters, message of mobile and act, automatically we must read first to reply their letter or message. In the oxford learner's pocket dictionary said that writing is produce something in written from so that people can read, perform or use it.<sup>11</sup>

Based on the concepts of writing above, the researcher comes to conclusion that writing is the achievement that somebody has to express with her/his idea or opinion by writing. Writing as a process of expressing ideas or troughs in words should be done at our leisure.<sup>12</sup> As one of the language skill, writing is used to express ideas. It could not be mastered in once but the need practice. There are many ways that can help them to practice writing. One of media we can use is a picture.

The practice may including imitating or copying words and sentences and form given model, making sentences and developing paragraph based on the given

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<sup>9</sup> <http://en.wikipedia.org/wiki/writing>, op.cit., 13 January 2012

<sup>10</sup> Pardiyono, P. Pd. *Pasti bisa Teaching Genre-based Writing* (Andi Yogyakarta, 2007), p. 2.

<sup>11</sup> *Oxford Learner's Pocket Dictionary* (New Edition: Oxford University Press), p. 502

<sup>12</sup> Leo Susanto, Et. Al., *Essay Writing* (Yogyakarta, 2007), p. 1

ideas on opinion or expression free based on the writer knowledge experience and point of view. Writing is a process of expressing ideas or thoughts in words should be done at our leisure.<sup>13</sup> Writing can be very enjoyable as long as we have the ideas and the mean to achieve it. To describe our writing is the act of making up correct sentence and transmitting them through visual medium to manifest the graphology and grammatical system.

Description gives sense impressions the feel, sounds, taste, smell, and look of things. Emotions may be description too felling such as happiness, fear, loneliness, gloom, and enjoy. Description helps the reader, through his/her imagination to visualize a scene or person or to understand a sensation or an emotion.

Michael McCarthy said that written is problem associated whit spoken transcripts are absent: we do not have to contend with people all speaking at once, the writer has usually had time to think about what to say and how to say it, and the sentence are usually well formed in a way that the utterances of nature, spontaneous talk or not.<sup>14</sup>

Based on the definition above, the researcher concludes that writing just not writing and speaking but we must think about what you write, we must have idea, express about some imagination, and writer have to usually think about what to say and how to say it.

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<sup>13</sup> *Op cit*, p. 1

<sup>14</sup> Michael McCarthy, *Discourse Analysis for Language Teacher* ( Cambridge University Press), p. 25.

## 2. The Component of Writing

There are five component of writing: contents, organization, vocabulary, language use, and mechanic.<sup>15</sup>

### a) Contents

The contents of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are at least think that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed.

### b) Organization

In organization of writing concerns with the way he writes arrange and organized the ideas or the message in the writing. The purpose of the organizing materials in writing involves coherence, order of importance, general to specific, specific to general, chronological order which happened from the beginning to the end.

### c) Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because

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<sup>15</sup>J.B Heaton, *Writing English Language Test* ( New York, 1988), p. 146



she/he feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understand.

#### d) Language Use

Language use in writing description and other form of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

#### e) Mechanic

There are at least two-parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in quotations, a formal statement and proper adjectives, act. This aspect is very important since it leads readers to understand or recognizes immediately what the writer means to express definitely<sup>16</sup>.

### **3. The process of writing**

Writing is commonly seen as the three stage process: pre- writing, writing and rewriting, they are:

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<sup>16</sup> Irmawati Ismail, *developing the student's writing ability in the second year students of MAN Palopo through picture (2007)*. P.

#### a) Pre-writing

Before actual composition begins, there is always a period of getting ready, and this period can be few moments, a few days, weeks, or even years. We can consider the problem involved in this pre-writing stage of composition, namely: finding usable topic, discovering ideas, defining our audience, and defining limitation.

#### b) Writing

One way to think the process of the writing process is to break it down into its' major units, such as sentences which together to make up coherent paragraph and paragraph that make up coherent essay. Therefore, we can say that his major problems in the writing process are:

- 1) Producing effective sentence (sentence structure)
- 2) Constructing paragraph (paragraph development)
- 3) Creating a coherent overall from for the essay (organization)

#### c) Rewriting

Rewriting is the process of making of deletion, rearrangement, and substitutions. When one writer makes of significant change in the paper. Rewriting should not be confused by editing. We mean cleaning up the manuscript, punctuating correctly, eliminating misspelling, making sure that verb agree with their subject and so on. When we write, we can delete, add, rearrange, substitute of some words, phrases, sentences, and paragraph section.

Revising and editing a paper is the next step you have to do after the writing process is completed. However, writing should try to wait at least one day before coming back to the paper, especially if it is a large scale writing project. For lamellar ones, even a five

There are three main areas that a writer should pay attention to while revising his paper. Firstly, he has to pay attention to the content and organization of his paper. Secondly, he has to attention to the style. And thirdly, he needs to check the format of the paper.

a. Content and Organization

You have to make sure that:

- 1) The introduction is interesting and it explains what the paper is about.
- 2) The introduction contains a clear thesis statement.
- 3) The body of the paper is organized in logical way.

b. Style

You have to check that:

- 1) All paragraphs are well-developed.
- 2) You use variety of ways to begin your paragraph to avoid boring repetition.
- 3) Each one picture has one topic to make in the one paragraph too.
- 4) All paragraphs are well connected by the appropriate transitional sentence.
- 5) You avoid using too many words without specific and concrete meaning, such as “it”, “someone”, “or”, “everyone”.
- 6) You use the correct grammar

- 7) You use the correct punctuation
- 8) All the words are spelled correctly.

c. Format

You have to ensure that:

- 1) Your paper has the correct margins, heading, and section.
- 2) You have followed the correct line for typing
- 3) You include all necessary parts, as required (including abstract and table of contents if required).<sup>17</sup>

**D. Types of classroom writing performance**

While various genres written test about, classroom performances are comparison and limited consider following some major categories of classroom writing performance.

a. Imitative or, writing down

At the beginning level of learning of writing, students will simply “writing down” English letter, words, and possible sentence in order to learn the conventions of the orthography code. Some form of dictation fall into category although dictation can served to teach and test higher order processing as well dictation typically involves the following steps:

- 1) Teacher read and short paragraph once twice at normal speeds.
- 2) During the pause, students write exactly what they hear.

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<sup>17</sup> Leo Susanto, dkk., *Essay Writing For English Academic Purpose*, (Ed, 1; Yogyakarta: CV. Andi Offset, 2007), p. 149- 151

3)Teacher than reads the whole paragraph once more at normal speeds so students can check their writing.

4)Scoring of student's written work can utilize a number of rubrics for.

5)Assigning points, usually spelling and punctuation error are not considered server as grammatical errors.

b. Intensive, or controlled

Writing is sometimes used as a production mode of learning, or tasting grammatical concepts, this intensive writing grammar exercise. This type of writing would not allow much, if any creativity on the part of the writing.<sup>18</sup>

#### **4. Definition of paragraph**

##### **a. Definition of Paragraph**

Paragraph is a portion of an article or chapter in a scientific work which means the writing must begin with a new line. Paragraphs also known by other names paragraph. Paragraphs are made by making the first word in the first line into the (slide to the right) some beats or spaces. Similarly, the next paragraph as the first paragraph following the presentation.<sup>19</sup>

##### **b. Mean Parts of paragraph**

According to F. Scoth Walters a good paragraph must consist of three main structural parts, namely topic sentences, supporting sentence, and concluding sentence.

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<sup>18</sup> H. Douglas Brouwn, *Teaching By Principles an interactive Approach to Language Pedagogy*(Unite State of America, 1994), p. 32.

<sup>19</sup> <http://ardilazuardi.wordpress.com/2009/11/04/definisi-paragraf/> 12<sup>th</sup> des 2012

### 1) Topic sentence

A topic sentence usually comes at the beginning of paragraph, that is, it is usually the first sentence in a formal academic paragraph. Not only is a topic sentences the first sentence in a paragraph, but more importantly, it is the most general sentence in a paragraph.

### 2) Supporting Sentence

Supporting sentence usually comes after topic sentence. Supporting sentence support of example, that ideas the express in a topic sentence and paragraph in English often have more than two supporting.

### 3) Concluding Sentence

In formal paragraph you will sometimes see a sentence at the end of the paragraph which summarizes the importation that has been presented.<sup>20</sup>

Not all academic paragraphs contain concluding sentence, especially if the paragraph is very short. However, if your paragraph is very long, it is good idea to used concluding sentence.<sup>21</sup>

## c. Structure of Paragraph

The structure of paragraph is involved in two types as follow:

### 1) Deductive

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<sup>20</sup> Hartawati, *Developing Students' Writing Ability Through Picture at the Eleventh Years Students of SMAN 4 Palopo.* (Palopo: STAIN Palopo, 2011),p. 27

<sup>21</sup> Scott Walter, *Basic Paragraph Structure*, (Online).2000(<http://www.Paragraph.com/>)online November 27<sup>th</sup> 2012

The deductive structure places the controlling idea for the near beginning and the topic of paragraph is the first few sentences and provides some background information or makes general statement.

## 2) Inductive

The inductive paragraph structure begins with evidence reason leading to the statement of the writer claim of the end of paragraph. The main conclusion is the most important parts of reasoning and usually comes at the end of a paragraph.<sup>22</sup>

## 5. The Concept of Media

### a) Definition of Media

Association for education and communication technology (AECH) defines media that is all the form of utilized to process of information channeling. While education association (NEA) defines that media is an art of things which can be manipulated, seen, listened, and can read with instrument which is use appropriately in teaching learning process, so it can influence the effectiveness of instructional program.<sup>23</sup>

Media derived from the Latin is the plural of “medium” which literally means “intermediary” or “introduction” is an intermediary or an introduction to the source of the message recipient. Some experts provide a definition of instructional media.

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<sup>22</sup>Wikipedia the Free Encyclopedia, *Deductive and Inductive Paragraph Organization* (<http://www.englishsoftware.org/articles/write-better-english/deductive-inductive-paragraph-organization/>)online desember 4<sup>th</sup> 2012.

<sup>23</sup> Tawakkal, *Encouraging Students to Speaking English by Using Picture at the Second Level Students of ESC Family Palopo*. (STAIN Palopo: 2011), p. 16

Schramm (1977) argues that learning is a technology media messenger which can be used for learning purposes. Meanwhile, Bribbs (1977) found that learning media is the infrastructure to deliver content/learning materials such as books, movies, videos, and so on. Meanwhile, the National Education Association (1969) revealed that learning media is the means of communication in print and view heard, including hardware technology.

#### b) The Function of Media

1. Media learning can overcome the limitation of experience possessed by the learners. The experience of each student is different, depending on the factors that determine the wealth of experience the child, such as the availability of books, traveled up the opportunity, and so on

3. Media learning allows for direct interaction between learners with their environment.

4. Media produces uniformity observations

5. Media can instill the basic concepts of the true, concrete, and realistic.

6. Media arouse desires and new interests.

7. Media arouse and stimulate the child's motivation to learn.

8. Media provide an integral / holistic from the concrete to the abstract<sup>24</sup>

#### c) Picture as Media

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<sup>24</sup>Akhmad Sudrajat. Wikipedia the Free Encyclopedia, *Media Pembelajaran* (<http://www.bing.com/search?q=media+pembelajaran&src=IE-SearchBox&FORM=IE8SRC>)



One of teaching aids that could be used to teach or reinforce some language skills are pictures. First of all, picture could be used to teach some grammatical structures. Secondly, since they are more vivid than words, they are much easier to recall than words. Therefore, pictures could be used to teach vocabulary. Thirdly, certain kinds of picture can be used to develop and sustain motivation. Last, they could be used to produce positive attitudes toward English.<sup>25</sup> The kinds of pictures vary. According to Yuswotomo in Yusuf, there are two kinds of pictures: illustration and original pictures. Illustration maybe in the form of stick figures and drawings, and original pictures may be in the form of photograph. The failsafe of media comes from Latin medium language generally that means is a tool of communication or anything that bring information between speaker and receiver. Those tools instructional media if those tools are used to give contribution in education environment.<sup>26</sup>

Of the three opinions in the media concluded that learning is anything that delivers the message, to stimulate thoughts, feelings, and the willingness of students so as to encourage the creation of learning to self-learners.

#### d) Picture

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<sup>25</sup> Bambang yudi Cahyono, "*Teknik, Strategi Dan Hasil Penelitian*", (Malang: IKIP Malang, 1997), p. 114

<sup>26</sup> Yusuf, *Improving students' speaking skill in retelling story through picture at the third semester students of STAIN Palopo*, (Palopo: STAIN Palopo, 2010), p. 16.

Picture is a visual representation (of an object or scenes or person or abstraction) produced on a surface, they showed us the picture of their wedding, and a movie is a series of image projected so rapidly that the eye integrates them.<sup>27</sup>

e) Kinds of Picture

(1) A visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface.

(2) A visible image, especially one on a flat surface or screen: the picture reflected in the lake; focused the picture on the movie screen.

(3) A vivid or realistic verbal description: a Shakespearean picture of guilt.

(4) A person or object bearing a marked resemblance to another: She's the picture of her mother.<sup>28</sup>

**E. Hypothesis**

This hypothesis is temporary answer toward the result that be expected. On the explanation at the chapter one, that is introduction. So the hypothesis I this research is formulated, as follow:

Ha. There is no significance between students' writing ability by using picture and those without using picture.

Ho, there is significance between students' writing ability by using picture and those without using picture.

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<sup>27</sup> [Http://www.thefreedictionary.Com/Picture](http://www.thefreedictionary.Com/Picture). 29 April 2012

<sup>28</sup> <http://www.thefreedictionary.com/picture>. 26 Nov 2012

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Time and place of the research**

This research was conducted at SMPN 4 Sukamaju. In academic year 2012/2013.

#### **B. Place of the research**

This class action is executed in SMPN 4 Sukamaju. Especially in district Sukamaju, countryside Tulung Indah, time execution of research is in mart 2012 at semester II. In academic year 2012/2013.

#### **C. Object of research**

The object of the research was the implementation of analysis picture in improving students' ability in short paragraph writing. The research was conducted in the form of cycles namely, planning, acting, observation, and reflection.

#### **D. Subject of research**

This research will be carried out at SMPN 4 Sukamaju. The subject will take from the eight year, in academic year 2011/2012. The total number of students was 30 students.

## **E. Preparation of the Action Research**

The basic competence which has been focused in this classroom action research, namely, the competence in mastering vocabulary and grammar in English writing. Classroom action research the use study method contextual with preparation:

- a. Planning of execution of study to be drawing and is easy to comprehend the students.
- b. Sheet assessment of process to watch liveliness, attendants, interest, and know optimisation, study with writing through analysis picture.
- c. Draw up and determine the study location as according to study items.
- d. Draw up the study model and study media.
- e. Making of sheet instrument research.
- f. Preparation pre test, pos test making of peripheral of assessment.

## **F. Classroom Action Research**

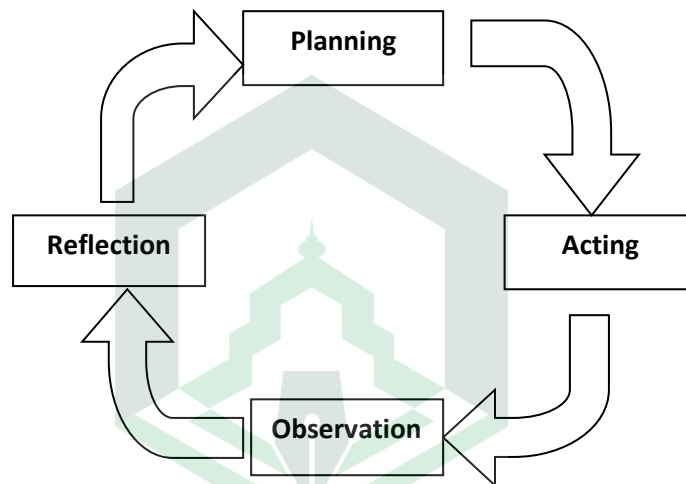
Definition and characteristic of classroom action research

Lately (CAR) classroom action research has become trend to be done by professionals as trouble-shooting effort and improvement of quality various the areas. Early as beginning CAR used to look for the solution to social problem (unemployment, adolescent mischief, and act) is than done by the evaluation and observation wearer as input to do reflect to what is going on execution phase.

Briefly CAR is a form of assessment that is reflective of the perpetrators actions, to increase the stability of rational-action them in carrying out tasks, to

deepen understanding of the actions taken, and improve where learning practices implemented.

To achieve these objectives perform the CAR review process cyclical, which comprises four stages as follows:



The four phases of a cycle within a CAR can be described as the follow:

- a. Planning in this case need to formulate action plans that will be taken. Actions taken can be formulated into a form hypothesis about the alleged action in the sense of change that will occur if an action from happening.
- b. Acting on this draft strategy and set of learning scenarios. Scenarios of action must be implemented correctly and fairly.
- c. Observation in this case is actually running concurrently at the time of exercise of the action. Observations were made at the time the action is running, both took place at the same time.

d. Reflection in this case as a whole is intended to examine the actions that have been implemented. based on the data collected, and then conduct an evaluation to improve the follow-up, reflection in the CAR include analysis, synthesis, and evaluation of the results of observations on the action taken. If there are problems and the process of reflection, then re-tested through the next cycle.<sup>29</sup>

In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observing, and reflection.

### **G. Characteristic of Classroom Action Research**

a. Characteristic of classroom action research among others:

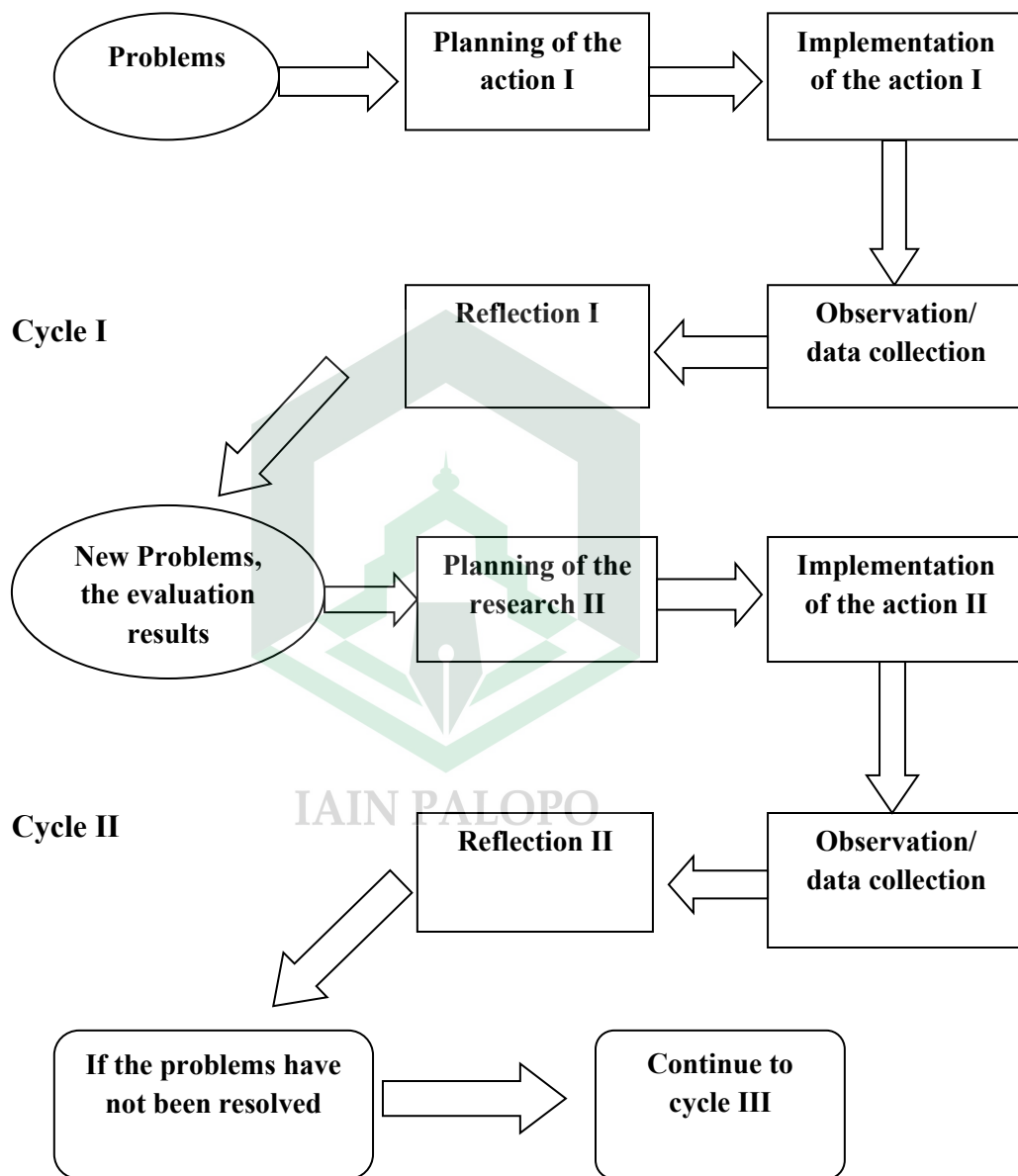
The first characteristic of CAR is that its activity is triggered by practical problems that lived in the teacher teaching in class. Therefore, CAR is practice-driven and action-driven in the sense of CAR goal to improve practical, direct,-here, now often referred to as research or practical (practical inequality).

c. A collaborative effort of school Between Teachers and teacher educators. Because lecturers not have direct access, then the CAR held collaborative with her class teacher who became the arena of CAR. Therefore must be consistent feature of collaborative cooperation shown as in the overall implementation of CAR stages, ranging from problem identification and diagnosis of the situation, the design of

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<sup>29</sup> Baedhowi, *bimbingan guru dalam penelitian tindakan kelas* (Jakarta, Januari 2010 Direktorat Jendral PMPTK). P.19 - 23

corrective action, up to the collection and analysis of data and reflects about the findings in addition to preparing the report.



**The cycle of Classroom action research<sup>30</sup>**

<sup>30</sup> Baedhowi, *Membimbing Guru Dalam Penelitian tindakan kelas*. (kementerian pendidikan nasional 2010), p. 15.

## **H. Procedures of the Research**

The first cycle of this classroom based research consisted of planning, acting, and observation and reflecting.

### **1. First Cycle**

#### **a) Planning**

- a) Analyzing the curriculum, especially the basic competence after doing the need analysis of the students at the eight year SMPN 4 Sukamaju.
- b) Made a lesson plan about writing in short paragraph in the text of the analysis picture.
- c) Classroom management numbers of students were 30, make the classroom was comfortable.
- d) Prepared the picture to make a write in the short paragraph.
- e). Making the instrument which used in each cycle of the classroom action research.

#### **b) Acting**

The researcher prepared all of the instruments in the class before start teaching such as picture, and paper.

- a) The researcher prepared the picture to teach writing.
  - b) The researcher introduced of materials of the lesson included vocabulary and grammar.
-



c) The researcher asked the students to write down of the result analysis a picture which have been allotted.

d) The researcher discussed the picture with the students, then writes down in the form short paragraph from analysis students explained and list of vocabulary and also practices how to write correctly the sentence.

e) Closed the class

### **c) Observation**

This implementation since in learning process and use observation sheet which have prepared and write everything in learning process from the teacher performance in opening until closing learning process, and the students' activity in learning process. The result of this observation then collected and analyzed to be matter of reflection.

There were some important things that has been observed, those were:

a) Writing test.

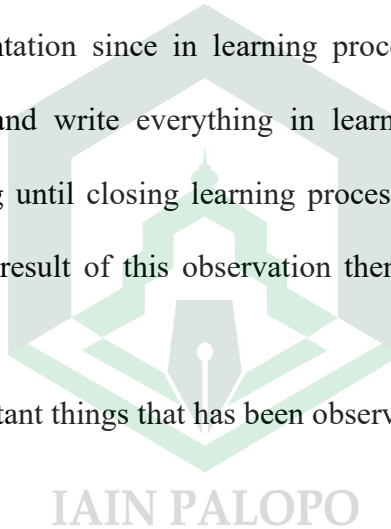
b) Students' participation during the learning process.

### **d) Reflecting**

This classroom action research was success if some of the following requirement were fulfilled:

a) Most of the students have a good score in evaluation (writing test) (78).

b) Most of the students' active in learning process (80%)



## 2. The Second Cycle and the Third Cycle

Action plan in the second cycle is intended as a result of reflection and mend toward implement learning in the first cycle. And in the third cycle is intended as a result of reflection and mend toward cycle. Stage action in the second and third cycle following stage action in the first cycle.

### 1) Procedure of Data Collection

Overview of research will become apparent when the view is supported by the data collection tools that have been provided. For researchers, it is determined by the tools available, so that the maturation of the preparation of both theory and experience, are very influential on the instrument and also affect the results of field data collection. Handle of the instrument as a field officer is the only guidelines are deliberately put in the desired form to be used simultaneously in a given time.<sup>31</sup> The instrument in question is as follows:

#### a) Library research

Library research is a method for collecting data by reading literatures that have connection with the problem in this thesis.

#### b) Field research

Field research is a method for collecting data with observation at the field.

Furthermore, the sources of the data in this research consist of the few sources. They are as follows:

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<sup>31</sup> Joko Subagyo, *Metode Penelitian dalam Teori dan Praktek*, (Cet. III; Jakarta: Rineka Cipta, 1999), P. 37.

(1) Student

To get data about the result of learning and the students' active participation in the learning and teaching process.

(2) Teacher

To see the level of the teaching implementation success with cooperative model by using STAD (Student Team Achievement Divisions) type and the result of studying and students' activity in teaching and learning process.

(3) Partner and Collaborator

Partner and collaborator are intended to be the source of data to see the implementation of CAR comprehensively, either from the students or teacher.<sup>32</sup>

The technique and instrument of data collection in this research were providing observation, interview, discussion, questionnaire, camera, multicolored pictures, prizes and radio tape.

a. Observation

Observation is a technique to collect data by observing every incident is ongoing and recorded by means of observations about the things that will be observed or researched. Observations carried out to observe the correspondence between implementation and planning of actions that have been prepared and to determine the extent of implementation of the action may result in changes in accordance with the desired. In this observation is also used to observe

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<sup>32</sup> Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta; Rajagrafindo Persada, 2008). p. 279

directly the interest of researchers studied student researched, the interest is reflected in the sight of people exiting, attention and enthusiasm of students in learning to follow.

Observation in order to work well, it would require a tool or instrument of observation. Observation instruments in CAR as a guideline for observation to observe the things that will be observed. To facilitate research or observation to make observations then use a tool or instrument of observation is a check list or check list. Check list is the observation that contains a list of all the aspects to be observed so that the observation of live tick (√) on aspects of the observations.

#### b. Interview

The interview is a conversation with a purpose. The conversation was conducted by two parties, namely the interviewer and the interviewee to ask questions that provide answers to that question. This interview is the collection of data / information held by verbal questioning to uncover the opinions of students about learning. In this interview was conducted to obtain information related to the students in the learning process.

Interviews with students conducted after extensive interviews with the teacher in advance about the things that concerns about the habits of students in the learning process.

Interviews with students in order to be successful need to create an atmosphere of fun, free and open to students who were interviewed can be open as well in providing the necessary information.

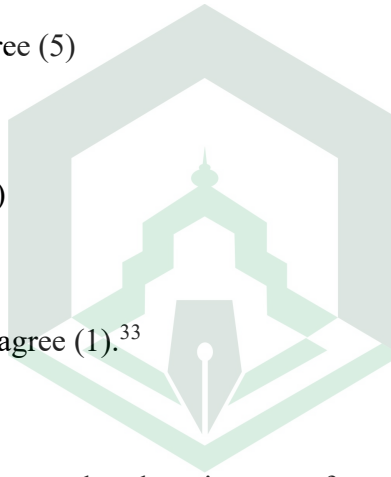
c. Discussion

The research discuss with the teacher, partner or colaborator to reflect the result of each cyle in CAR.

d. Questionnaire

Questionnaire technique is a method that be used with made list question then be given to the respondent by letter and be answered by letter too. In this case writer uses five alternative choise as follow:

- 1) Strongly Agree (5)
- 2) Agree (4)
- 3) Uncertain (3)
- 4) Disagree (2)
- 5) Strongly Disagree (1).<sup>33</sup>



e. Camera

Camera is used to take the pictures of students' teachers' and partner's activity and also used to do interview.

f. Multicolored picture

The research uses the picture (multicolored picture) of students' writing task as one of media in method

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<sup>33</sup> Tawakkal, *Encouraging Students to speak english by using picture at the secon level students of ESC Family Palopo*, (Palopo; STAIN Palopo, 2011), p. 41

## **I. Why Classroom Action Research Important?**

There are several reasons why CAR is a need for teachers to improve the professional a teacher:

- a. CAR is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class. He became reflective and critical of what he and his student's have to do.
- b. CAR can improve the performance of teachers to become professionals. Teachers are no longer as a practical, who already feel satisfied with what is done for many years without any improvement and innovation.
- c. By carrying out the stages in the CAR, teachers are able to improve the learning process through a review in to what is to what happens in class.
- d. Implementation of CAR in education and learning has a purpose to improve and or enhance the practice of continuous learning so that the quality of the results of instructional skills of teachers, improving the relevance, improve management efficiency and grow the culture of instructional research on teacher communities.

## **J. Data analysis**

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

- a. Writing Test result : Students' score of writing test was counted by using the formula, as follow:

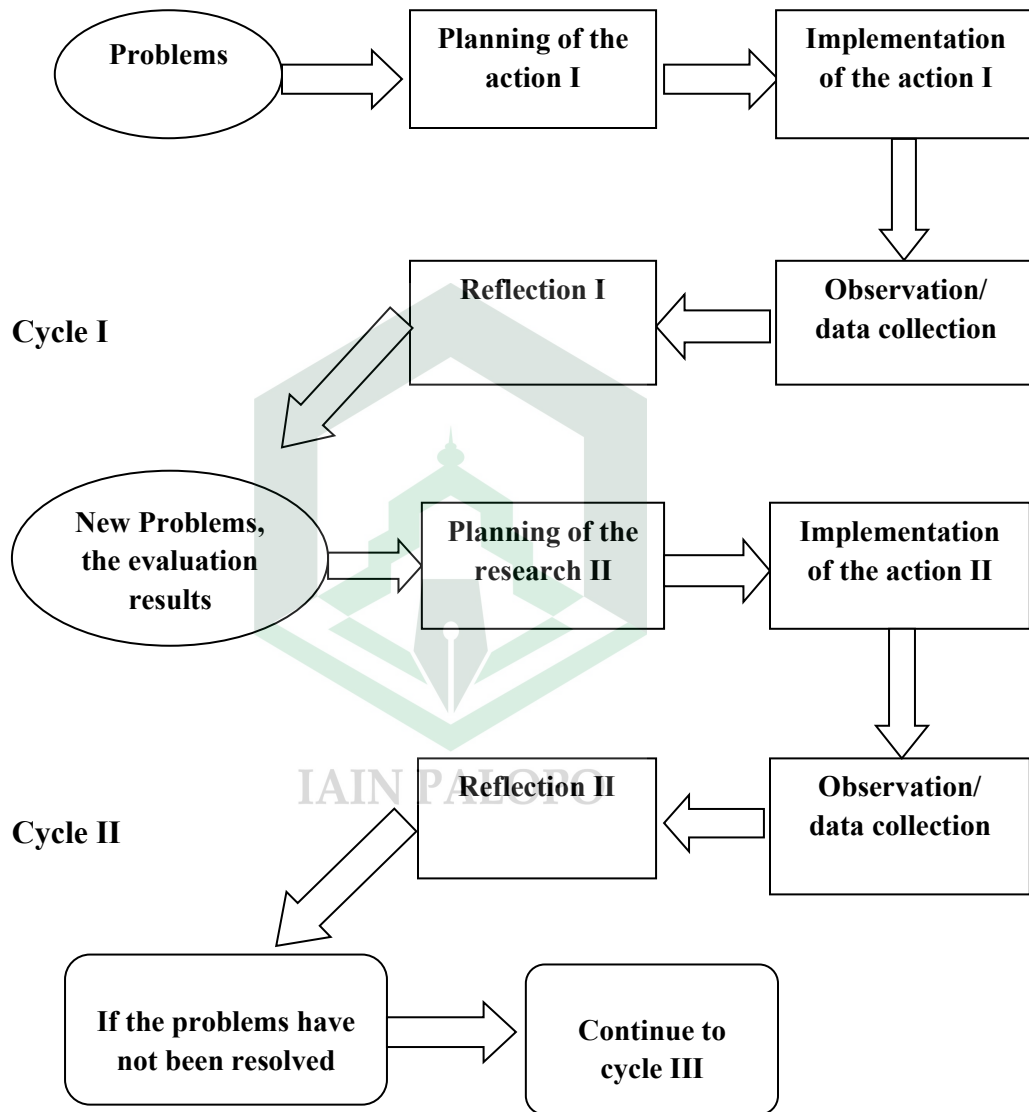
$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} \times 100$$

b. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

c. Implementation of learning by using picture in teaching writing by analyzing the successful level of implementation, then it categorized into success, less success and not success.



**CHAPTER IV**  
**FINDING AND DISCUSSION**



**The cycle of Classroom action research<sup>34</sup>**

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<sup>34</sup> *Ibit*, p. 15



This chapter presents the research findings and discussion. Before proceeding to the findings, it is important to explain the cycle of the research.

## **A. The Explanation of Cycle 1**

### **a. Planning**

In planning section, the researcher prepared to carry out the action research class that required different tools which had been created and developed previously, namely: learning implementation plan (LIP/RPP), the supported instrument: guidelines for questionnaires, observation checklist, camera, and picture of illustration. In this section, the researcher prepared what had to do in the section steps.

In this section, the preparations which were prepared by the researcher before acting in the cycle 1 are:

1. Introduction to the students about picture of illustration.
2. The researcher explained the material about daily routines which would be short paragraph in the writing class.
3. The researcher explained how to used picture illustration in the writing class.
4. The researcher told the students that they would write what the happened in the picture.
5. The researcher, partner, collaborator discussed about students' problem and activity since they teach in the Classroom VIII A.
6. The researcher would give solution in the problem that happened of students in the cycle II.

7. The researcher gave change to the students for asked their difficulties in writing class or in the learning process.

b. Action

Action based on the schedule of the students' regular days, they are Tuesdays and Saturdays in SMPN 4 Sukamaju. The material that had been presented in the cycle 1 was written by picture media in the short paragraph.

It was on October, 17<sup>th</sup>, 2012. The cycle 1 was done. The researcher started the class by telling the importance of writing skill in English then researcher told the steps and formed the students into five (15) groups. Each groups consisted of three (2) students. Before using the teaching media, the researcher posed some questions to the students about the related material to know students in writing skill. But in fact, it was still confused for used the grammar to writing some stance.

To encourage the students to written their idea, the researcher shared different picture of illustrations to the students. The researcher asked the students to have a look at picture and discussed it with their group members.

### The picture 1 and 2: sample of picture in the cycle 1



After 15 minutes, the researcher asked for each groups to tell activity in the picture. And tell it by using their own words and creativity such as renaming the person in the picture or included them in the activity. The students were asked to stand and tell the picture. To activate the students, the researcher asked the students also to describe and explain the things, condition, and situation according to the picture of illustration. And furthermore, the other students were also supposed to response and have a chance to pose questions based on their friends' story. Meanwhile, the researcher and partner studied and observed the students' active participation and once in a while the researcher corrected the students' mistakes in writing and using grammar.

#### c. Observation

Based on observation activity made by researcher and partner (observer) in the cycle 1, the researcher and observer observed that the media had been already good which was proved by the activity of most students were encouraged to written that were shown by their active participation in writing class. But the partner found

that there were still some of the students were less active caused by the domination of his/her group member in writing or responding the material, so that she/ he got a little chance to write. They actually wanted to write; it was claimed after giving a chance to the students to give suggestion and interviewed some of them. It was the problem that attracted the researcher and partner to rearrange the students' seat positions, then gave the students just one picture and had them described what it is in the picture, it means that each student got different picture and being spokesman by their own way. This was done to repair the weakness in cycle 1 in order to know and get the better result.

Here were the interviews done by researcher toward some students:

T: hi

S: hi

T: are you enjoying in the learning process today?

S: "I enjoyed it"

T. do you agree picture can improve your writing in the short paragraph?

S. yes, the picture is good (media/tools). It makes the lesson too easy. Especial for writing. I wanted the all of material used picture were writing or speaking because there was media we can see as media that used.

The next, the researcher was with other students called (Sa). This was interview:

T: good morning?

Sa: morning miss.



T: what are you difficult to write paragraph in used picture. Why?

Sa: because I cannot express my mind and imagination in the writing. Because it's stranger media and the first happened used here.

The prove and get the valid date, the researcher also prepared an interview through video.

#### d. Reflection

The reflection was done by the researcher and partner caused by there were still weakness in implementation or using the media and this was needed to be repaired.

**Picture 3 and 4: the researcher were doing reflection**



### **B. The explanation of cycle 2**

#### a. Planning/ revised plan

The researcher hoped in the cycle 2 the students would be more active in the class than before. The plan in the cycle 2 was closely same with cycle 1. In the cycle 2 the researcher made the students to be active in writing class by using picture as the selected educational media. But in the cycle 2 the researcher and partner had a little different plan as it had been done in cycle 1, such as: (a) in the second cycle, the researcher provided one picture for one student, it means that each of students got different picture from cycle 1 to cycle 2. (b) The researcher asked the students to sit separately not in groups. (c) Asked the students to be more intense.

At the end of the cycle 2, the researchers were given the prepared questionnaire to know the students perception about picture as the media to encourage them to write. The researcher hoped in the cycle 2 would be success.

#### b. Action

All actions in this cycle were based on the revised plan. The material in the cycle 2 was describing cycle 1. At the beginning of the meeting of this cycle, the researcher did apperception such as asking some questions related to the previous material then gave the students some motivational words by telling them how important the English writing skill is. When the students were ready to study, the researcher asked the students to sit not in a group like in the previous meeting in the cycle 1. Before moving to the core activity, once again the researcher posed a question about students' condition and moods as the brainstorm in the picture.

**Picture 5: the researcher gave example to analysis the different picture**



It was different from cycle 1, at this cycle the researcher did not arrange the students to sit in groups but separately.

The picture of analysis which tells about one's family lives were given to the students and the researcher let them to have a look and find out more and more information about the condition and situation of one's family life. The researcher also got the students to be more flexible. For example, they were also allowed to name or use their own creation to make the illustration being more interesting to tell. It was fifteen minutes given to the students to discover the picture of illustration. After fifteen minutes, then each of students was invited one by one to present the picture of illustration. Once in a while, the researcher helped and activated the students to do activity by posing questions and invited the other students to ask.

c. Observation

Based on the observation activity made by researcher and partner in the cycle 1, the researcher and partner observed the learning activity about condition of the learning and teaching process that covered the students' active participation in the writing class by using picture analysis. As it was mentioned before that the students found themselves success in writing class with was proved through the all students found their imagination to write, they found written by picture were easy. The researcher said to them that indeed English is easy. Then the researcher said to the students that he would give them more challenge. The students greeted the challenge enthusiastically.

The students were really encouraged, the researcher and partner knew this from their face and manners. This is a pretty good condition for the learning and the researcher is sure that they would fill the empty call outs with their best answer. Furthermore, here were the partner's observation results in the cycle 2:

1. The students were able to figure out an idea, information or story in the picture.
2. The students were more active than in the cycle 1 because they got much opportunity to write.
3. The students were able to make their own creation by writing out their mind by using picture analysis.



4. The students found themselves being encouraged, because the picture analysis helped them to write. They found the picture analysis as the right media to be used in every writing.

Then, the researcher (S) made interview with some students to prove the success of the learning and teaching activity. Here was one of the interviews:

S: “good day”

Sa: “good day miss”

S: “does the picture analysis help you to write?”

Sa: “yes, I can understand the material easy and fast”.

S: “according to you, what makes you understand it easily?”

Sa: “the colorful picture and the picture analysis can give more inspiration, imagination and idea to write.”

To prove and get the valid data, the researcher also prepared an interview through video.

Based on the observation activity made by the researcher and partner, it was satisfying because most students were active compared with the condition in cycle1.

#### e) Reflection

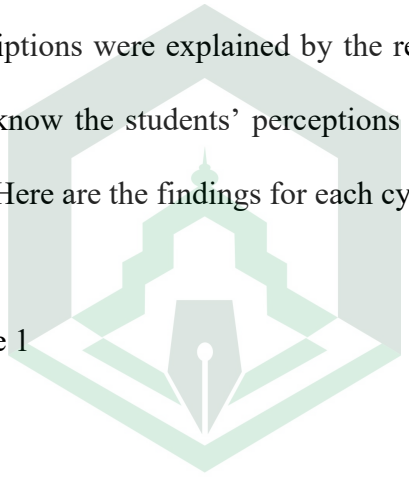
The researcher believes that picture of illustration would be an effective media to learn English especially to write in English. But the selected picture analysis should be familiar with the students’.

The process of evaluation that used observation checklist done by researcher and partner proved that at the last cycle (cycle 2), the students were totally involved in the learning process. They were also motivated and encouraged.

Based on the both explanation of cycle 1 and 2 above, in this research the data collected by questionnaire, observation, interview and discussion among the teacher, partner and collaborator. The data were presented which covered two fields, namely the findings about students' active participation to write English by using picture which the descriptions were explained by the result of observation checklist, and the next one is to know the students' perceptions which were explained by the result of questionnaire. Here are the findings for each cycle as follows:

**A. Findings**

Findings in cycle 1



**Table 1**

**The result of students' active participations**

Students				
	Very active	Active	Less active	Not active
<b>Adillah Fajriani</b>				
<b>Agus Pratama</b>				
<b>Andi Mulia</b>				
<b>Andi Syahri Bulan</b>				
<b>Anggi Lestari</b>				
<b>Ardiansyah</b>				

<b>Asmaul Khotimah</b>				
<b>Atik</b>				
<b>Cica Arialisi</b>				
<b>Dwi Stiawati</b>				
<b>Fatma Windaryanti</b>				
<b>Frandika</b>				
<b>Haeril</b>				
<b>Hasmiliana</b>				
<b>I Putu Arimbawa</b>				
<b>Icha Sekarjati</b>				
<b>Ifni Balqis Nafra</b>				
<b>Ilham Abdillah</b>				
<b>Indah</b>				
<b>Lady Therenten Nigrat</b>				
<b>Mega Wati</b>				
<b>Neneng</b>				
<b>Nike Amelia Sari</b>				
<b>Puji Lestari</b>				
<b>Pujianti</b>				
<b>Rahmat</b>				
<b>Rosi Nuriani</b>				
<b>Sila Imawa</b>				
<b>Siti Syamsiah</b>				
<b>Tuti Windayana</b>				

**Note:**

1. **Very active** : the student is responsive and participate fully in all activities in the learning teaching process.
2. **Active** : the student response the material by writing and interact with the teacher and the others.

3. **Less active** : the student pays attention and gives response once in a while.
4. **Not active** : the student does not give respond to the material, she/he looks confused, bored and sometimes leaves the class.

**Table 2**

**The percentage of student's active participant**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Very active</b>	<b>5</b>	<b>16,7%</b>
<b>Active</b>	<b>13</b>	<b>43,3%</b>
<b>Less active</b>	<b>6</b>	<b>20%</b>
<b>Not active</b>	<b>6</b>	<b>20%</b>

Based on research data in the cycle 1 which is shown by the description above that included 30 respondents, there were 5 students were very active in the writing by using picture analysis as the educational media, and the percentage reached 16,7 %. The active students were 13, and the percentage reached 43,3 %. The less active students were 6, and the percentage reached 20 %. And there were 6 students who are not active and the percentage 20 %. To reach the requirement criteria of success which is determined 78 %, the two very active and active classifications were accumulated but only reached 60 %. It was not the expected nominal percentage.

Referred to the result of cycle 1, the researcher and partner intended to continue the research to the cycle 2 by repairing and making planning and doing the

action to reach the criteria of success in the learning process. The both researcher and partner found that actually the students in the cycle 1 were most active to participate but there were still some who were less active and even not active caused by the domination of their active friends in group so that they did not get opportunity to writing their mind. And the thing to be repaired or rearranged were the students' seats position and giving them various picture in order to get them all to write, because some of them found that the different picture which were provided in the cycle 1 have various different appearance like the series of one's daily activity and it was a difficult picture to tell. Furthermore, the findings in this cycle 1 are explained as follows:

- a. Some of the students in the cycle 1 were not active because some of the students said that they wanted to write but they not understand like what the written that there was in the mind.
- b. Some of the students found that the different picture is difficult to tell because it contains many different appearances. Meanwhile, in the previous chapter also were explained in one of the items in Erna's, it says that showing the picture one by one so that the students are focused in one picture only. It means that, focus is one of determining factors in using picture.

**Table 3**  
**The instrument of observing the students' activity to writing by using**  
**Picture of illustration**

Questionnaires				
	Very active	Active	Less active	Not active
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				
011				
012				
013				
014				
015				
016				
017				
018				
019				
020				
021				
022				
023				
024				
025				

<b>026</b>				
<b>027</b>				
<b>028</b>				
<b>029</b>				
<b>030</b>				

**Table 4**

**The percentage of student's active participant**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Very active</b>	<b>14</b>	<b>46,7%</b>
<b>Active</b>	<b>13</b>	<b>43,33%</b>
<b>Less active</b>	<b>3</b>	<b>10%</b>
<b>Not active</b>	<b>-</b>	

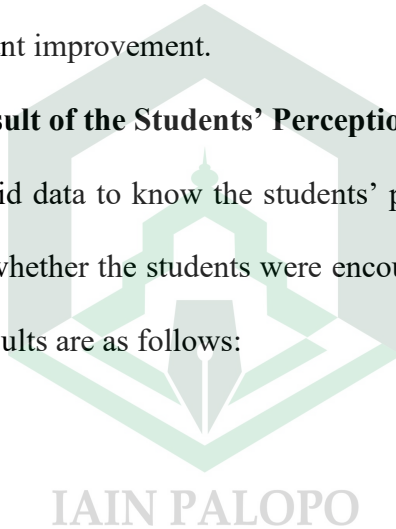
Based on research of data analysis can be known that from 30 respondents, there were 14 students were observed *very active* in the writing class by using picture , and the percentage reached 46,7%. There were 13 students were observed as the *active* ones, and the percentage reached 43, 33%. And there were still 3 students who were *less active* with the percentage reached 20% and surprisingly, no *not active* student in the cycle 2 was found. Based on the result of data analysis above, the researcher found that in the cycle 2 the students' active participation was better than the result in the cycle 1. Because in the cycle 2, the students sat separately not in group so every student got enough opportunity to writing and beside that they were encouraged because the provided pictures were familiar to their daily lives and the

picture. The researcher also believes that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of *very active* and *active*. It reached 90,03%.

The finding in this cycle indicates that the researcher or the teacher had maximized students' opportunities to write by giving pictures for each of students, automatically it gives much time for the students to explore and focus on the picture that they got and written their mind so that most of them being active in the writing class and show significant improvement.

#### **The Questionnaire Result of the Students' Perception**

To get more valid data to know the students' perception, the researcher used questionnaire to know whether the students were encouraged or not to write by using picture analysis. The results are as follows:





**Table 5**

**The result of students' perception through questionnaire**

<b>Questionnaires</b>	<b>Strongly agree (SA)</b>	<b>Agree (R)</b>	<b>Uncertain (U)</b>	<b>Disagree (D)</b>	<b>Strongly disagree (SD)</b>
01	19	12			
02	27	3			
03	21	14	5		
04	10	15	4	1	
05		3			27
06	17	8	2		3

Based on the table 5 above, most of the respondents show positive perception towards the every item which gives or display positive statements. The statements which give positive statements are from number 1 to 3. And the statements which show the negative perception are from number 4 to 6 and number 4, only some of the statements got the uncertain perception.

The following tables are the detail description or explanation of the data that were used to know the students' perception about picture analysis as the media to improve them to writing.

**Table 6**

**By using picture, the students can improve their idea and imagination in the writing English**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	<b>19</b>	<b>63,33%</b>
<b>Agree</b>	<b>12</b>	<b>40%</b>
<b>Uncertain</b>	<b>-</b>	<b>-</b>
<b>Disagree</b>	<b>-</b>	<b>-</b>
<b>Strongly Disagree</b>	<b>-</b>	<b>-</b>

The table 6 above indicates that most of the respondents said strongly agree that by using picture analysis, they can improve their idea and imagination (self confidence) in writing class. There were 19 (63, 33%) respondents said strongly agree, and there 12 (40%) respondents said agree, and not of the respondents said uncertain, disagree, and strongly disagree. It means that by using picture analysis in writing class, it can improve the students' idea and imagination to writing English.

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**Table 7**

**Are you interest to write short paragraph with use picture**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	<b>24</b>	<b>80%</b>
<b>Agree</b>	<b>3</b>	<b>10%</b>
<b>Uncertain</b>	<b>-</b>	<b>-</b>
<b>Disagree</b>	<b>-</b>	<b>-</b>
<b>Strongly Disagree</b>	<b>-</b>	<b>-</b>

Table 7 above indicates that most of the respondents said strongly agree that studying in writing class by using picture analysis can improve the students' in writing skill because the students most interest used this media. Where 24 (80%) respondents said strongly agree 3 (10%) respondents said agree and not respondents said uncertain, disagree, and strongly disagree. It can be concluded that using picture in writing class can improve the students' writing skill.

**Table 8**  
**Do you agree if the teacher teach writing through picture to make a short paragraph? What this not makes you bored**

Classification	Frequency	Percentage
<b>Strongly agree</b>	21	70%
<b>Agree</b>	14	46,66%
<b>Uncertain</b>	5	16,66%
<b>Disagree</b>	-	-
<b>Strongly Disagree</b>	-	-

Table 8 above indicates that there were 21 (70%) of respondents said strongly agree, 14 (46, 66%) of respondents said agree, 5 (16, 66%) of respondents said uncertain, and none of the respondents said, disagree, and strongly disagree. It means that using picture the students can improve their idea and imagination because students like or enjoy if the teacher teach using picture in writing class.

**Table 9**  
**Do you agree by using picture can improve your writing in the short paragraph**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	<b>10</b>	<b>33, 33%</b>
<b>Agree</b>	<b>15</b>	<b>50%</b>
<b>Uncertain</b>	<b>4</b>	<b>13, 33%</b>
<b>Disagree</b>	<b>1</b>	<b>3, 33%</b>
<b>Strongly Disagree</b>	<b>-</b>	<b>-</b>

Table 9 above indicates that there were 10 (33, 33%) of respondents said strongly agree, 15 (50%) of respondents said agree, 4 (13, 33%) of respondents said uncertain, 1 (3, 33%) of respondent said disagree, and none of respondents said strongly agree. In this question respondents had been confuses because there were students said used picture were easy but there were some also said it's difficult because they cannot to imagination and what it's mean about picture.

**Table 10**  
**Do you feel easier write a story/paragraph by using picture that has been prepared by the teacher than using any picture**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	<b>-</b>	<b>-</b>
<b>Agree</b>	<b>3</b>	<b>10%</b>
<b>Uncertain</b>	<b>-</b>	<b>-</b>
<b>Disagree</b>	<b>-</b>	<b>-</b>
<b>Strongly Disagree</b>	<b>27</b>	<b>90%</b>

Table 10 shows that most of respondents said strongly disagree that using picture of analysis does not have significant influence for the students' for English writing skill. As the table above shows that there were 27 (90%) of respondents said strongly disagree, and 3 (10%) of respondents said agree, and none of respondent said strongly agree, uncertain, and disagree. It is shows of respondents gave point poor to teach by other method to improve writing skill by using picture analysis.

**Table 11**  
**What are you difficult that experience of writing paragraph in use picture?**

Classification	Frequency	Percentages
<b>Strongly agree</b>	<b>17</b>	<b>56,6%</b>
<b>Agree</b>	<b>8</b>	<b>26,66%</b>
<b>Uncertain</b>	<b>2</b>	<b>6,66%</b>
<b>Disagree</b>	<b>-</b>	<b>-</b>
<b>Strongly Disagree</b>	<b>3</b>	<b>10%</b>

Table 11 the most of respondents said strongly agrees that using picture analysis in writing class for difficult experience. As the table above shows that there were 17 (56,6%) of respondents said strongly agree, 8 (26,66%) of respondents said agree, 2 (6,66%) of respondents said uncertain, 3 (10%) of respondents said strongly disagree, and none of respondent said disagree. It is concluded that students had not felt of difficult that experience of writing paragraph in used picture analysis.

## **A. Discussions**

Based on the result of the previous findings, it can be discussed that:

1. In relation to the observation checklist to know the students' active participation in writing English by using picture analysis in the cycle 1, it was found that there were 6 students were *very active* in the writing class by using picture analysis as the educational media, and the percentage reached 20%. The *active* students were 13, and the percentage reached 43, 33 %. The *less active* students were 6, and the percentage reached 20%. And there were only 5 students who were *not active* and the percentage 16.66%. To reach the criteria of success which is determined 78%, the two *very active* and *active* classifications were accumulated but only reached 60%. It was not the expected nominal percentage. In this cycle, it was based on the plan and action that to encourage the students to write out their idea, the researcher shared different picture analysis to the students then asked them to have a look at picture and discussed it with their group members. And after few minutes the researcher (teacher) asked them to tell related picture that tells about one's routines, asked them to respond the picture by commenting on the people and the activity that they are taking a part in, and to activate the students the teacher posed some questions once in a while and asked the students to find out some different things in the picture and explained or described them. Some students were able to write out by their own way and actively to write but there were some observed less active and even not active as it was explained above. It was just because of some students did not like to be in groups, they wanted to sit and get one picture for one student to tell.

The problem in the cycle 1 attracted the researcher and partner to continue to the next cycle. In the cycle 2, the researcher (teacher) did new plan such as rearranged the students' seat positions, then gave the students just one picture of illustration and had them described what it is in the picture, it means that each student got different picture and being writer by their own way. The picture which were presented like picture "familiar with them" which tell about one's family lives, they were given to the students and the researcher let them to have a look and find out more and more information about the condition and situation For example, they were also allowed to name or use their own creation to make the analysis being more interesting to tell. It was fifteen minutes given to the students to discover the picture. After fifteen minutes, then each of students was invited one by one to present the picture. Once in a while, the researcher helped and activated the students to do activity by posing questions and invited the other students to ask. By doing the procedures above, the researcher and partner found that there were 14 students were observed *very active* in the writing class by using picture analysis and the percentage reached 46, 66%. There were 13 students were observed as the *active* ones, and the percentage reached 43, 33%. And there were still 3 student who was *less active* with the percentage reached 10% and surprisingly there was no *not active* student in the cycle 2 were found. Referred to the result of data analysis, the researcher found that the students' active participation was better than the result in the cycle 1. The researcher also believes that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of *very active* and *active*. It reached 90, 03%.

The pictures are drawn on a paper which tells a sequence of events, so they will lead writer to develop their idea and write the procedure orderly. Furthermore, one of theories by Brown about the value of picture has some implication for teaching and learning process, as follows:

- a. The utilization of picture can stimulate an interest and the attention of students.
- b. Selected picture and being adapted correctly, helps the students to understand and remember the items of verbal information.
- c. Non verbal requirement or symbols like arrows or other signs in the picture can clarify or change the original messages.

So, it can be discussed that the use of picture as an aid to encourage students to speak was proven by the findings of this research and supported by some previous studies and theories and the most important is the way in using picture to encourage the students to speak as it was done by the researcher (teacher).

2. In relation to the students' perception which is indicated through the result of questionnaire, most of the students gave positive perception toward the using picture of illustration to encourage the students to speak English. It is showed by the high percentage of positive statements of the each item in the questionnaire.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

#### *A. Conclusions*

Based on the result of data analysis and findings in the previous chapter, the conclusion that could be drawn from this study are as follows:

1. Most of the second level students of SMPN 4 Sukamaju in the classroom VIII A either in the cycle 1 or cycle 2 were active and even very active when the students studied in writing class by using picture analysis.
2. In the cycle 1, the researcher (teacher) shared different picture analysis to the students then asked them to have a look at picture and discussed it with their group members. And after few minutes the researcher (teacher) asked them to tell related to the series picture analysis that tells about one's routines, asked them to respond the picture by commenting on the people and the activity that they are taking a part in, and to activate the students the teacher posed some questions once in a while and asked the students to find out some different things in the picture and explained or described them. Some students were able to write out by their own way and actively written but there were some observed less active and even not active as it was explained above. It was just because of some students did not like to be in groups; they wanted to sit and get one picture for one student to tell. And it made the

researcher and his partner to conduct the cycle 2 because the result of the students' active participation showed that the criteria of success had not been achieved which was determined 78% as the total accumulation of *Very active* and *Active* classification.

3. In the cycle 2, based on the previous cycle the researcher (teacher) did new plan such as rearranged the students' seat positions, then gave the students just one picture and had them described what it is in the picture, it means that each student got different picture and being writer by their own way. Once in a while, the researcher helped and activated the students to do activity by posing questions and invited the other students to ask. Above all, in this cycle 2 the researcher and partner got the better result. It was proven through the students' active participation that criteria of success had been achieved in the cycle 2.

4. The students' active participation in every cycle (cycle 1 and 2) proved that the students were really encouraged, the researcher and partner knew this from their face and manners. Furthermore, in the cycle 2 the students were able to figure out an idea, information or story in the picture analysis easily, the students were more active than in the cycle 1 because they got much opportunity to write the students were able to make their own creation by writing out their mind by using picture analysis, the students found themselves being encouraged, because the picture analysis helped them to write. They found the picture analysis as the right media to be used in every write class, and the students were all involved in the learning process; this would improve the successfulness of learning.

5. The students' perception which was shown by questionnaire indicated that most of respondents had positive perception that using picture analysis encouraged the students to write English.

### ***B. Suggestions***

Based on the conclusions above the researcher put some suggestions as follows:

1. To encourage the students to write English, the teacher should apply an effective educational media for example by using picture of illustration.

2. The teacher should always bring the media or teaching aids to the every writing class, because it will attract, motivate and encourage the students to write out their mind.

3. It is suggested to English teacher to use picture analysis when they are going to explain or teach any English lesson, but the teacher must really choose the right picture of illustration as the learning media.

4. Teacher should not use picture of illustration which is not familiar with the students' lives, because it will make the students a little bit confused.

5. It is also suggested to English teachers to be more creative in using the picture analysis for example they can also make picture or draw to illustrate things, events and any kinds of objects.

6. The teacher should not give the series picture analysis, such picture is full of appearances and the students will not focus because it can disturb the students'

concentration in building their idea, argument, opinion and creativity to speak out their mind.

7. It will be better if the teacher arrange the students to sit separately with a picture of illustration to explore then to tell. Not in groups!.



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