

**THE IMPROVEMENT OF WRITING ACHIEVEMENT BY
USING PICTURES FOR NINTH GRADE STUDENTS OF
PRIMAGAMA KARANG PLOSO MALANG**

THESIS

**BY
NILUH AYU SUKMAWATI**

NIM 115110500111034



ENGLISH LANGUAGE AND EDUCATION STUDY PROGRAM

FACULTY OF CULTURE STUDIES

UNIVERSITAS BRAWIJAYA

2015

**THE IMPROVEMENT OF WRITING ACHIEVEMENT BY
USING PICTURES FOR NINTH GRADE STUDENTS OF
PRIMAGAMA KARANG PLOSO MALANG**

THESIS

**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***

**BY
NILUH AYU SUKMAWATI**

NIM 115110500111034

ENGLISH LANGUAGE AND EDUCATION STUDY PROGRAM

FACULTY OF CULTURE STUDIES

UNIVERSITAS BRAWIJAYA

2015

Sukmawati, Ni Luh Ayu. 2015. The Improvement of Writing Achievement by Using Pictures for Ninth Grade Students of Primagama Karang Ploso Malang. English Language and Education Study Program Faculty of Cultural Studies. Universitas Brawijaya Malang. Supervisor : Dra. Ismarita Ida, M.Pd

Keywords: Writing Achievement, Pictures, Writing skill, Ninth grades, Primagama Karang Ploso Malang.

Abstract

The writer aims to improve students' writing achievement by using pictures in writing descriptive text for the ninth grade students of Primagama Karang Ploso Malang. This study used Classroom Action Research (CAR) for research design. The data in this research was obtained from the students' descriptive writing products. The descriptive writing products were descriptive text written by the ninth grade students of the second semester in Primagama Karang Ploso. The writer found the improvement of writing achievement by using picture of writing descriptive text for ninth grader students of Primagama Karang Ploso

1. Introduction

Language is one of the keys in communicating with other people. Without language, it would be difficult to establish the meaning or do communication between people. English has been established as an international language in the world. Therefore, in the globalization era, almost all demanding areas or fields require expertise on English.

The importance of English also gives impact to the education environment. English lessons are important element in the school curriculum, because it can build as foundation to open their communication to the wider world as they understand English well. Therefore, English subject becomes a compulsory subject from 7th grade Junior High School until 12th grade of Senior High school in a new curriculum in Indonesia, called Curriculum of 2013 or K13.

Indonesian students should master English Subject in four skills. Each skill consists of many kind of concepts, including writing skill. Writing skill is considered as the most difficult skill than the other skills. Raimes (1983, p.4) said that writing is not simply speech written down on paper. It is also endorsed by Harmer (2005, p.258) that writing is a complex skill. Hence, among the four

skills, writing is the most difficult to be mastered by the students. Since in writing, the writer has to consider a lot of things. There is a technique frame which is accomplished by students to make a writing product in term of prewriting, drafting, and revising stages, Brown (2001, p.348). Moreover, there are many types of text that should be understood by students before the students write a paragraph. Examples of the types of text that should be able to achieved by the students in Junior High School based on the K13 are Descriptive text, Recount Text, Narrative text, Report text, Procedure text.

Pictures help the students to arise the idea or concept of the character. Besides, visual media like pictures are able to stimulate students' interest on making a descriptive text. This thesis conducted the practice of teaching writing especially in descriptive text by using pictures for the ninth grade students of Primagama Karang Ploso Malang. The writer aims to improve students' writing achievement by using pictures in writing descriptive text for the ninth grade students of Primagama Karang Ploso Malang.

2. Review of Related Literature

Media is one of the tools or instruments that support the teaching learning process. The students will be encouraged to learn about the material when they are interested in the subject itself. Therefore, a teacher needs media to make the students interest in teaching process. Not only interesting, but it also must be weighted and focus on teaching materials. Some researchers have proposed a lot of teaching media. Latuheru (1988, p.81) stated that there are three kinds of teaching media, they are: audio media, visual media and audio-visual media. Smaldino, et al (2005, p.46) mention six media used in learning and instruction.

The consideration of the use of picture is because students are usually interested in new things which can encourage them to pay attention and learn about it. They can also imagine the chronological events of the story in the picture immediately. According to Hornby (1995, p.871) picture is a description of something or someone that enables one to form impression of it. These pictures also can elicit the power of acquiring new language.

3. Research Method

This study used Classroom Action Research (CAR) for research design. The data in this research was obtained from the students' descriptive writing products. The descriptive writing products were descriptive text written by the ninth grade students of the second semester in Primagama Karang Ploso.

4. Finding and Discussion

The writer found the improvement of writing achievement by using picture of writing descriptive text for ninth grader students of Primagama Karang Ploso. It was proven by the percentage of students America class in Primagama Karang Ploso Malang who passed minimum mastery criteria (Minimum score 75) in the 1st writing test was 41% and the 2nd writing test was 100%. The students showed positive response by showing their interest, enthusiasm, and motivation during the action. It was known from observation checklist, field note, and questionnaire done during the research. The writer solved problem faced by the teacher in the preliminary study. The solution for the teachers were used calendar, poster, or slide show which are contain pictures. Those media were able to be used as media in teaching English, especially for teaching writing descriptive text. Therefore, the writer concluded the use of pictures can improve students' writing achievement in writing descriptive text.

5. Conclusion and Suggestion

There were several suggestions for English teachers, students, and next researchers based on the result study. First, English teacher should provide pictures as media in teaching writing descriptive text. Pictures were very helpful to improve the writing skill especially for writing descriptive text. Second, students were expected that they could learn more about how to make a good paragraph in descriptive text from the English magazine, English story book, or even comic that contain pictures. Third, next researchers hopefully can use pictures as media in teaching English applied in other skills such as speaking, reading, listening, or even integrated. The next researcher may use qualitative descriptive manner to find how pictures used in the classroom.

REFERENCES

- Ary, et al. (2010). *Introduction to research in education 8th edition*. Wadsworth : Cengage Learning
- Brown, H. D. (2001). *Principles of language learning and teaching third edition*. New York: San Francisco state university.
- Brown, H. D. (2003). *Language assessment principles and classroom practice*. New York: San Francisco state university.
- Franzoni, et al. (2009). *Student learning styles adaptation method based on teaching strategies and electronic*. Mexico: Instituto Tecnológico Autónomo de México
- Ganguly, S. (2007). *Participatory adult learning, documentation and information networking (PALDIN) documentation dissemination and networking course 02*. New Delhi : Jawaharlal Nehru University
- Hammer, J. (2005). *The practice of English language teaching the third edition*. Longman
- Harmer, J. (2004). *How to teach writing*. New York: Longman.
- Hornby, A.S. (2004). *Oxford advanced learner's dictionary*. London: Oxford University Press.
- Latuheru, J. (1998). *Media pembelajaran dalam proses belajarmengajarmasakini*. Jakarta : Depdikbud Dirjen Dikti Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan.
- Kamaludin, et al. (2009). *Communicative and meaningful English*. Jakarta : Yudistira
- [Kementrian Pendidikan Nasional. \(2013\). Kurikulum 2013. Retrived Juni 24, 2014, from http://www.kemdiknas.go.id/kemdikbud/uji-publik-kurikulum-2013-4](http://www.kemdiknas.go.id/kemdikbud/uji-publik-kurikulum-2013-4)
- Kemmis, et al. (1988a). *The action research planner (3rd edition)*. Geelong Australia: Deakin University Press.

- Khatimah et al. (2014). *Buku guru bahasa Inggris when English rings a bell*. Jakarta :Kementrian Pendidikan dan Kebudayaan.
- Knapp, et al. (2005). *Genre text grammar technologies for teaching and assessing writing*. South Wales :University of New South Wales (UNSW) Press
- Nursahid, et al. (2013). *Panduan belajar 9 SMP bahasa Inggris*. Primagama : Yogyakarta
- Mudjiono. (2006). *Belajar dan pembelajaran*. Jakarta :Rineka Cipta
- Rachmawati, W. (2013). *The implementation of picture series in teaching narrative writing for the tenth graders of SMAN 2 Ponorogo*. Unpublished. Universitas Negeri Surabaya.
- Raimes, A. (1983). *Techniques in teaching writing (teaching technique in English as a second language)*. Oxford University Press
- Smaldino, et al. (2005). *Instructional technology and media for learning 8th edition*. New Jersey: Pearson Educational Inc.
- Strauss, et al. (1999). *Instructional technology selection* [Web Page]. Retrived November 18, 2014, from <http://unr.edu/homepage/jstrauss/merpaper.html>.
- Sundari, S. (2011). *The effectiveness of pictures as authentic material to improve students' writing in descriptive text*. Unpublised. Universitas Airlangga.
- Supranto, J. (2007). *Statistik untuk pemimpin berwawasan global edisi 2*. Jakarta :Penerbit Salemba Empat.
- Tinaworo, T. (2012). *The effectiveness of teaching writing descriptive text using English tourism brochure at eighth grade students of SMPN 1 Kepil Wonosobo in the academic year 2012/2013*. Unpublised. Universitas Airlangga