

AN UNDERGRADUATED THESIS
INCREASING THE SIMPLE SENTENCE WRITING ABILITY THROUGH
PICTURES AMONG THE EIGHTH GRADERS OF SMP N 1 KIBANG
ACADEMIC YEAR 2015/2016

Written By:

ERRY RATNASARI

STUDENT NUMBER: 1176097



TARBIYAH DEPARTMENT
English Education Study Program

STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1437 H / 2016 M

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PICTURES AMONG THE EIGHTH GRADERS OF SMP N 1
ACADEMIC YEAR 2015/2016**

Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

By:
ERRY RATNASARI
1176097

Tarbiyah Department
English Education Study Program

1st Sponsor : Drs. Kuryani Utih, M.Pd
2nd Sponsor : Dra. Yerni Amir, M.Pd

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**INCREASING THE SIMPLE SENTENCE WRITING ABILITY
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ABSTRACT

By :

ERRY RATNASARI

The problem that the writer found at SMP N 1 Kibang, especially in eighth graders most of the students have low ability in arranging sentences. It can be looked from their result of writing test. Some of them have not reached the Standard Minimum Score yet. Based on this problem, the researcher was interested to apply picture as media in teaching English because this method has no used yet.

The objectives of this classroom action research are to find out how could pictures increase the students' writing simple sentence in learning English and how far did the increasing the students' writing simple sentence through picture.

The object of this research is to know the students ability whether by using the picture. It can increase the students' participation in the process of learning writing simple sentences. The subject of this research is 30 students of eighth graders at SMPN 1 Kibang, East Lampung in academic years of 2015/2016.

The results of the study in the first cycle shows that the percentage of active students is 69% and the second cycle is 75% while the average value of the pre-test cycle 1 is 61,3 or 6 students completed, and post-test 1 was 66,3 or 11 students completed and the post test cycle 2 is 74,5 or 26 students completed. This fact is showing that the teaching of English to use the picture can increase the students' writing simple sentence, especially the VIII C graders of SMP N 1 Kibang.

**UPAYA PENINGKATAN KEMAMPUAN MENULIS KALIMAT
SEDERHANA MELALUI GAMBAR PADA SISWA KELAS VIII
SMPN 1 KIBANG TAHUN AJARAN 2015/2016**

ABSTRAK

Oleh:

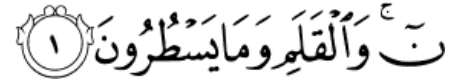
ERRY RATNASARI

Masalah yang ditemukan oleh penulis di SMP N 1 Kibang, khususnya siswa kelas delapan sebagian besar siswa memiliki kemampuan rendah dalam menyusun kalimat sederhana. Hal ini dapat dilihat dari hasil tes menulis mereka. Sebagian siswa banyak yang belum mencapai KKM yang telah ditetapkan di sekolah. Hal inilah yang membuat peneliti tertarik untuk menggunakan media gambar sebagai media pembelajaran menulis kalimat sederhana, karena metode pembelajaran menggunakan media gambar belum pernah diterapkan sebelumnya.

Tujuan penelitian tindak kelas ini adalah untuk mengetahui kemampuan siswa dengan menggunakan gambar. Penelitian ini dapat meningkatkan keikutsertaan siswa dalam proses mengajar menukis kalimat sederhana. Adapun subjek dalam penelitian ini adalah siswa kelas VIII SMPN 1 Kibang, Lampung Timur yang berjumlah 30 siswa pada Tahun Pelajaran 2015/2016.

Hasil penelitian pada siklus I menunjukkan bahwa persentasi keaktifan siswa adalah 69% dan pada siklus II adalah 75%, Sedangkan rata-rata nilai pada pre test siklus 1 adalah 61,3 atau 6 siswa tuntas, dan post- test 1 adalah 66,3 atau 11 siswa tuntas dan pada post test siklus 2 adalah 74,5 atau 26 siswa tuntas. Fakta ini menunjukkan bahwa pengajaran Bahasa Inggris dengan menggunakan gambar kata dapat meningkatkan pemahaman menulis kalimat sederhana para siswa, khususnya kelas 8C SMP N 1 Kibang.

MOTTOS



Nun. By the pen and that which they write (therewith)

(QS. Al-Qalam:1)

Writing is easy. All you have to do is stare at a blank piece of paper until drops of blood form on your forehead. — *Gene Fowler*

CHAPTER I

INTRODUCTION

A. Background of the Study

Indonesia is one of the countries that determine English as a target language. Nowadays Indonesia department of education takes it into national curriculum and also takes this language as one of the compulsory subject of the formal education that must be learned by all students in Indonesia.

English as one of international languages in the world is very important. It has many interrelationships with various aspects of life owned by human being. In Indonesia, English measured as the first foreign language and has become a compulsory subject which is taught from elementary school up to university level. The purpose of English subject is to instructing those abilities in order the students can communicate and use the English in certain literacy level. In learning English, there are four basic skills such as listening, speaking, reading, and writing.¹ The skill of writing ability is the highest-level difficulty for learners than the other three skills.²

However, writing is one of the four skills that are very important to learn. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation in situation where

¹ H. Douglas Brown, *Teaching by Principles* (San Fransisco:Addison Wesley Longman Inc, 2001) p. 232.

²Iskandar Wassid dan Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: Remaja Rosda Karya, 2008). p. 289.

English is taught for general purposes these skills should be carefully integrated and used to perform as many genuinely communicative test tasks as possible. Those skills are clusterly related; they could not separate each other.

One of the problem in this research are the students have low mastery in vocabulary, especially in writing simple sentences. The students are low interest in learning process, the technique which will use by teachers less interest. So, the teacher must use interesting technique.

In this research the writer wants to apply the media picture for teaching writing simple sentences. Picture is easily to captured to the class and picture can be used as a media to transfer the image to the real things. It makes the students easy to memorize what they learn. Moreover, Hamalik states that picture can be used as education media a have a value of education for pupils and study effectively in the school³

Based on the result of pre survey, the eighth graders of SMPN 1 Kibang at May 11, 2015. The researched find that the presentace of students score in writing is low. Moreover, the data of pre-survey test can be shown on the table below:

³ Oemar Hamalik, *Media Pendidikan*,(Bandung:PT. Citra Aditya Bhakti, 1994), p.63

Table 1
The Pre-Survey Data on May 11, 2015 at the First
Semester of the Eight Graders of SMPN 1 KIBANG

No	Name	The writing test	
		Score	Category
1	AR	30	Poor
2	CS	45	Poor
3	DF	45	Poor
4	DKS	40	Poor
5	DR	65	Fair
6	DWS	60	Fair
7	EAP	60	Fair
8	EP	35	Poor
9	FYA	35	Poor
10	FIT	50	Poor
11	FA	50	Poor
12	IDY	75	Good
13	IN	35	Poor
14	IRN	35	Poor
15	IS	55	Poor
16	LL	50	Poor
17	LE	85	Excellent
18	MI	65	Fair
19	MS	40	Poor
20	MT	30	Poor
21	NS	35	Poor
22	ODP	40	Poor
23	RDP	75	Good
24	RHP	30	Poor
25	RE	40	Poor
26	SJ	20	Poor
27	TP	80	Good
28	TDW	45	Poor
29	TRM	30	Poor
30	VLS	55	Poor
Total Score		1435	
Average		47,83	Poor

Based on the table above we can see that the students' ability in writing simple sentence is very low. So, the writer want to increase their ability with apply the technique for teaching and learning, such as using pictures as media.

Media is one way that is used by the teacher in teaching learning process. There are many media that can be used to teach or to increase the student writing simple sentence, such as words games, word selection, song, picture, etc. It makes the students interested learning English and to be able to communicate English, the teacher must create a good atmosphere in the classroom, select relevant materials, and apply a suitable technique in order to make the teaching learning process run well. Furthermore, building a relationship with and among students is very important. In a trusting, the threat that students feel is reduced, and therefore, non-defensive learning is promoted. Students can learn from their interaction which each other as well as their interaction with the teacher. A spirit of cooperation, not competition, can prevail⁴.

The statement above, indicate that most of the students find difficult in studying English. They found difficulties to make simple sentences, because they do not know the meaning most words used in a sentence. In this research, the writer uses pictures as an alternative technique in teaching English to increase the students writing simple sentences. Based on the statement to inspire to know in detail through picture the students can increase their writing simple sentences

⁴ Dianne Larsen Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford university Press, 1986), p.101

skill. Beside that, the students will be more interest in learning English, especially in learning writing simple sentences through pictures.

B. Problem Identification

The problems can be identified as follows:

1. The students have low vocabulary.
2. The students have low ability in writing simple sentences.
3. The students have difficulties to adjust pronoun with verb.
4. The students have difficulties to construct a sentence.

C. Problem Limitation

The writer focused only on the students make a simple sentences and the students have low ability and difficulties to adjust pronoun with verb in writing simple sentences. Therefore, the writer limits the problem only to increasing writing simple sentence through picture.

D. Problem Formulation

Refers to problem limitation above, the writer can formulate the problems as follows:

“Can the use of picture increase the students’ writing simple sentence at the eighth graders of SMPN 1 KIBANG?”

E. Objective and Benefits of the Study

1. Objectives of the Study

This research is aimed, as follows:

- a. To increase the students writing simple sentence through picture, so the students have high motivation in learning English.
- b. To increase the students participation in the process of learning writing simple sentence through picture, of that the students can be more active in the classroom.

2. Benefits of the Study

- a. For the Students

To motivate the students learning English writing, the researcher hope that they can construct a simple sentences through pictures easily.

- b. For the teacher

To give input to the researcher in order to research about teach English better in the future, and we can know that advantage of using media in teaching learning.

- c. For the other researchers

It can be used as information to improve learning English activity in the future.

CHAPTER II

REVIEW OF RELATED THEORIS

A. Theoretical Review

1. The Concept of Teaching and Learning

Teaching is the activities of educating or instructing or teaching; activities that impart knowledge or ability¹. Furthermore, learning is a relatively permanent change in behavior due to experience and practice².

Moreover, Nunan states that:

“Learning is a process of self-discovery, grew in experiential learning. In experiential learning, the learner’s immediate personal experiences are taken as the point of departure for deciding how to organize the learning process³”.

It means that teaching is a process of transferring knowledge from the teacher to the students, and learning is permanent change that happened relatively in our behavior. These are not separate, because both of them are related. So the learners can understanding the lesson and the subject matter can be learned more easily.

In teaching, choosing a good media is very important. To apply the media the teacher used some techniques. The students will be enjoy in studying if the media that use can make them be interested in learning,

¹ [http://ardictionary.com/Teaching/1174\(June20th,2015\)](http://ardictionary.com/Teaching/1174(June20th,2015))

² [http://www.mwls.co.uk/messageboard/learndef.htm\(June20th,2015\)](http://www.mwls.co.uk/messageboard/learndef.htm(June20th,2015))

³ David Nunan, *Second Language Teaching and Learning*, (University of Hong Kong: Heinle & Heinle Publishers, 1999), p. 5

especially in learning English. In other words, if we want to be a success in teaching and learning English is suggested to use a good methodology.

According to Setiyadi in language learning context it is believed that children will learn foreign language more effectively under certain condition. Therefore, assumption about language learning that should be considered when teaching English as foreign language to children⁴.

In learning process learning English should be fun and enjoy for the students. In order for them to be successful in learning the target language, they must be absence of stress. It is commonly believed that the environment of the foreign language learning often cause stress and anxiety. Children are not believed to learn language forms directly; commands are believed to be helpful for children to interpret meanings. This activity is believed to liberate self conscious and stressful situations⁵. It means that, the condition of the classroom very influential for the process of teaching and learning, so the students will learn effectively and feel interesting with the lesson.

The media for teaching learning English should maintain the characteristic of children in order that the students can learn the target language optimally. One of common principles that may be considered to develop or choose the technique for children is that learning a foreign

⁴ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu, 2006). P. 179

⁵ *Ibid.*

language should be fun and enjoy. From this principle a language teacher may develop their technique, such as use picture to make teaching learning process more easily; effective and the students can memorize the lesson effectively.

Based on the quotation above, the writer takes the conclusion that teaching and learning are related and both of them are not separated. Besides that, choosing the media and the condition of the class are very important in teaching and learning process. It can help the students in learning and they will be more interesting with the lesson that taught, so they students can memorize the lesson effectively.

2. The Concept of Writing

Brown's in *Teaching by Principles* defines "human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society and usually only if someone teaches us"⁶.

"Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting, and revising procedures that require specialized abilities, abilities that not every speaker develops naturally".

In order word, writing is the process of thinking that happen naturally in every body. Writing is the one of result of thinking, drafting, and revising procedures.

⁶ Brown H. Douglas, *Teaching by Principles*, (San Francisco: State University, 2001), p.334

Moreover, McCrimon states that writing is hard work. But writing is also opportunity: to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustrations a writing assignment may present⁷.

Peni R. Pramono states that a writing as a process of expressing ideas or thoughts in words should be done at our leisure. How can we do something that we do not enjoy? Writing can be very enjoyable as long as we have the ideas and the means to achieve it⁸. Furthermore, Siahaan states that “the written productive language ability is called writing”. It is the ability of a writer to communicate information to a reader or group of readers. Her or his ability is also realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in her or his mind to her or his readers (s) effectively⁹.

“Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio”¹⁰.

It means that writing is a process of communication, which uses a conventional graphic system to convey a message to a reader that should be

⁷James M. McCrimon, *Writing with a Purpose*, (The State University of New Jersey, Houghton Mifflin Company, 2008), p. 6

⁸ Peni R. Pramono, *Essay Writing, Writing is Easy*, (CV. Andi Offset, Yogyakarta, 2005), p.26.

⁹ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta :Graha Ilmu, 2008), p. 2

¹⁰ <http://en.wikipedia.org/wiki/Writing>(June18th,2015)

learnt. In this process, in order to have ability in writing someone should know the steps of arranging letters, words, sentences, by using knowledge of structure and some others related to one another. It is also important that communication will be successful if the reader understands what the message means because writing is drawing the graphic symbols that represent one language in order that people can understand it.

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly. In order to attain the purpose the writer should be able to communicate her ideas or thoughts into the written language clearly so it can be understood by the reader.

There are many reasons why writing is important to be learnt. One reason is simply that by adding another ability, the students can learn the target pattern more deeply. One ability supports another, and helps the students look at the same patterns from various angles which are crucial in the process of internalization.

In conclusion, writing is very important to develop the students' ability in English because writing is the one of main parts in English.

3. The Concept of Sentence, Simple Sentence and Simple Present Tense

a. The Concept of Sentence

According to Irwansyah, “sentence is the most important part of every language”. Sentence is used in speech and writing form. Sentence

used in written language is quite different from the one used for spoken language. Like all grammatical discussion, the following deals with the rules of written language of English. There are some characteristic of written English sentence that make it different from spoken English, among other things are: (1) it begin with capital letter [A, B, C,...], (2) it ends with a period [.] or an exclamation point [!], or a question mark [?], (3) it consist of, at least, one subject and one predicate or verb, and (4) it follows the standard word order. Those characteristics should be considered in composing a grammatically acceptable English written sentence¹¹. In order word are sentences are using in speech and writing form. In addition, a sentence is an assemblage of words so arranged as to convey a determinate sense or meaning, in other words, to express a complete thought or idea¹².

It means that sentence is a series of words that arranged based on the rules of the sentence; they consist of subject, predicate, and object.

b. The Concept of Simple Sentence

According to Peni R. Pramono that “simple sentence is the sentence which consist of one subject and one verb”. Furthermore, quantity of object and adverb that follow the subject and predicate no problem¹³.

¹¹ Dedi Irwansyah, *Structure (Course Material)*, English Education Study Programme, State of Metro, 2008, p.15

¹² <http://www.examples-help.org.uk/english-grammar/sentence.htm>(June18th,2015)

¹³ Peni R Pramono, *Op Cit*.p. 26

“A simple sentence is a sentence structure which contains one independent clause and no dependent clauses. A simple sentence contains a subject and a verb, and it expresses a complete thought”. Example: *Some children like to play sport*¹⁴.

In other words, simple sentences only contain one independent clause and no dependent clauses.

c. The Concept of the Simple Present Tense

Before talking about simple present tense, The writer need to explain about what the grammar means and try to what is the relation with simple present tense. Grammar is roles for forming word and making sentences¹⁵. The other assumption from Mccarthy said’’....Grammar is seen to have a direct role in welding clauses turn and sentences into doscourse¹⁶. Base on the quotations above, The writter can infer that grammar is a role that must followed by who learn English in order to be correct in speaking, listening, grammar and written lesson. It is make the better all skill above. Approaches to the teaching grammar have over the last fifty year almost gone around in a full circle from grammar translation method to communicative approach and a return to approaches with focus on form.

¹⁴<http://www.google.co.id/search?hl=id&client=firefox-a&hs=yM6&channel=s&defl=en&q=define:simple+sentence>(June 18th, 2015)

¹⁵ Oxford Learne’s Pocket Dictionary, 1995 p.182

¹⁶ Marianne-Celce and Olshtain Elite, *Discourse and Context in Language Teaching*, Cambridge University, Press 2000, p. 50.

Although formal teaching of grammar is not usually a major objective in young learners' class room. Teacher can most usefully contribute to children's understanding of grammar by using form focusing techniques in meaningful and interesting contexts in which pupils are involved actively without the acquisition of basic structures and consequently accuracy will continue and children will be unable to participate in activities which focus on purposeful communication. Appropriate language use requires a knowledge of both the form and the function of language children should therefore be provided with opportunities from an early stage to use grammatical structures for real communicative purposes.

To support what have some written above, Batstone, add proposes three useful stages:

- a. Noticing new language input which involves focusing the pupil's attention on the language form so they notice and become aware of structure and meaning
- b. Structuring knowledge of the language system which involves pupils in manipulating form and meaning controlled notice
- c. Proceduralizing, involving learner in language use and communication where they formulate their own meaning in contexts over which they have considerable control¹⁷

Tenses as a part important in the structure and grammar of language. Any one who study English must be master on tenses actually.

As basically, there are four time of tenses, past, present, future, and past

¹⁷ Jean Brewster and Gail Ellis, *The Primary English Teacher's Guide*, Person Education Limited English 1992, p.94

future. Then fourth of tenses time above has a individually part, there are simple, continuous, perfect, past continuous. Simple present is expresses daily habits or usual activities¹⁸ .

Simple present tense explain the daily activities simply. The formula of simple present tense are:

I / we / you / they Infinitive

He / she / it Infinitive + s

The formula of nominal sentence:

Subject + to be (is /am /are) + object

Subject + Verb 1 + Object

The example of the simple present tense:

(+) We are busy everyday

Kami sibuk setiap hari

(-) We are not busy everyday

Kami tidak sibuk setiap hari

(?) Are we busy everyday ?

Apakah kami sibuk setiap hari?

(+) He is a teacher in my school

Dia adalah seorang guru di sekolah saya

(-) He is not a teacher in my school

Dia bukan seorang guru di sekolah saya

¹⁸ Betty Schramper Azar, *Fundamental of English Grammar*, USA, 1992, p.3

(?) Is he a teacher in my school?

Apakah dia seorang guru di sekolah saya?

The function of the simple present tense

Use for explain daily activities

Examples : I go to school everyday

Saya pergi ke sekolah setiap hari

: He usually eat an egg for breakfast

Ia biasanya makan sebutir telur untuk makan pagi

Use for explain general of truth

Examples : A week has seven days

Seminggu ada tujuh hari

: The sun rises in the East

Matahari terbit dari sebelah timur.¹⁹

4. Using Picture in Teaching Writing Simple Sentences

a. Picture

According to Sulaiman, picture is one of visual aid that can be used by the teacher. Picture is the important visual aid and easy to be gotten. Picture made people receivers some idea and information on it clearly. Beside that, picture can be used as education media and have a value of education for pupils and could they study effectively in the school²⁰.

“Picture is a representation of anything (as a person, a landscape, a building) upon canvas, paper, or other surface, produced by means of painting, drawing, engraving, photography, etc; a representation in colors. By extension, a figure, a model”²¹.

¹⁹AKh.Kardimin, *Basic Grammar for your better TOEFL*, Pustaka Widyatama, 2006, P.95-96

²⁰ Amir Hamzah Sulaiman, *Media Audio Visual*, (Jakarta: Gramedia, 1985). P.26

²¹ <http://www.brainyquote.com/words/pi/picture202820.htm>(June18th,2015)

In other words, picture is a representation of anything that shows the situation in a place or etc. Picture is the media that is used by the teacher to teaching English.

From the explanation above, the writer can conclude that by understanding the function of the pictures, it means that picture has important thing in teaching learning process. Picture also assumed has a positive effect toward the students' ability in memorized new vocabulary.

In teaching learning process of target language including English, the learner should be given how to learn English and the teacher should be able to create interesting situation so that the students could learn and understand the materials. Therefore, Brown says that the poster, charts, and magazine pictures also represent are probably the oldest from a classroom, but their affectivities in helping the students to connect language to reality cannot under estimated ²². Picture as a kind of visual aids were expected to be able to help the students in learning the target language. And teaching by using picture would be more attractive and effective to the students.

Addition, Brown defines that instructional media is tool, method, and technique which is used to combine the communication more

²² H. Douglas Brown, *Teaching by Principles*, (San Francisco: State University, 2001), p.143

effective and interaction among teacher and students in teaching learning process in the school²³.

Based on the quotation above, the media as an effective tool in extending lesson. Nevertheless, it is only the In simple media, but also it very helps the communication be effective. The instructional media whole the things it can be distribute a message, think of stimulus, feel, and students are interested, it can be created in learning process for the students and instructional media is used in learning activity that influence of effective learning. There are good pictures that can be made as instructional media such as authentic, simple, and relative size picture.

b. The Criteria of Selecting Picture

Before the pictures are presented in the class, the teacher has to think whether the picture can be used or not in teaching learning process in order to increase the students writing simple sentences through pictures. In other words, the teacher must select the picture which will be proposed. In selecting picture, there some requirement should be taken into account.

Sadiman classifies the criteria of the chosen pictures as follows:

- 1) The size of picture must be appropriate. So the students can see all of the pictures well although from the back seat or the corner of classroom.
- 2) The picture must be clear and interesting, in order that the students can understand the lesson well.
- 3) The picture must be appropriate to the level of students.
- 4) The picture must be simple and natural.

²³ *Op.Cit.* p.23

- 5) The colors of picture must be suitable with the real condition.
- 6) The picture should be familiar to the students; it should have relationship with the students' intelligence²⁴.

From the statement above, there are many steps that must be done by a teacher to choose a picture which will be used. The teacher must be careful, or the students will not feel interest in your picture. The most important characteristic of a picture is simple language, because in here we teach writing simple sentences, so the picture which is used must have a simple language and clearly.

Moreover Hornby states that "picture is painting, drawing, sketch, of something especially work of art"²⁵. It means that, by showing a picture as a media, it would be very helpful to learn English in writing because it can be more easily to write about writing simple sentences that students have not understood yet and it is shown for the students.

"Pictures function as media to attach any object, which are considered valuable to support presentation of a lesson. The purpose of using a picture is to gain students' interest toward the lesson taught not only in class but also outside the class".

Based on the quotation above, the writer takes a conclusion that a picture can be used as an educational media in an informal institute or in a formal institute and it must be suitable with the range of the class.

²⁴ Arif S. Sadiman, *Op. Cit.*, p.29

²⁵ A. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (New York, Oxford University Press, 1994). P.730

c. Steps of using Picture

Here are the steps of writing simple sentences through picture. They are as follows:

a) Pre Activity

- 1) Pray and greets to the students.
- 2) Ask the students condition.
- 3) Check attendance list.
- 4) The teacher preparing the materials that will be taught, that is about daily activity.

b) While Activity

- 1) The teacher introduce the topic.
- 2) The teacher shows a picture and asks to the students to guess what the picture that is.
- 3) The teacher explains about the picture.
- 4) The teacher explains about the using of verb be (to be)
- 5) The teacher gives more pictures in order to make the students more understood about the topic.

For example:

- My mother *is* cooking in the kitchen.
- Rio and Mary *are* in the garden.

- 6) The teacher shows the pictures and then explains about the differences between “is” and “are”.

c) Post Activity

- 1) The teacher asks the students to answer some question based on picture
- 2) The teacher gives conclusion of the materials
- 3) The teacher gives homework for the students
- 4) The teacher gives spirit to the students to study hard
- 5) The teacher closes the meeting by greeting to the students.

B. Action Hypothesis

In addition, Kusnadi states that hypothesis is a temporary answer toward problems of research, that the truth must be examined empirically²⁶. In order words, the hypothesis must be done by the researcher to get the truth empirically.

Based on the frame of theories and assumption the writer formulates the hypothesis as follows:

- a. By using picture as media, the students will be able to increase their writing ability.
- b. By using picture as media, the students will be able to increase their motivation and their interest in following the class.

²⁶ Edi Kusnadi, *Metode Penelitian, Ramayana Pres & STAIN Metro*, 2008, p. 59

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research, writer used the Classroom Action Research (CAR) that was done together with collaborative research. It was caused because the writer as a new researcher. Moreover, Arikunto defines that collaborative research was "*a research which be done by helping a friend*".¹ In this research the writer asked to Mr. Suryadi S.Pd as a collaborator. He was an English teacher in SMP N 1 KIBANG.

B. Setting of the Study

The research was conducted at SMP N 1 KIBANG. It was located at Margototo street, Metro Kibang, East Lampung. The total of the teachers here were fourty one and the staff are ten and the subject in this research were the eighth graders at the first semester. There were thirty students in the class C. Below the total of eighth graders students of SMP N 1 KIBANG.

¹ Suharsimi Arikunto, *Penelitian Tindakan Kelas*,(Jakarta: Bumi Aksara, 2007), p.22

Table 1
The Total of Eighth Graders Students of SMP N 1 KIBANG
Metro Kibang, East Lampung

No.	Grade	Number
1.	Grade VIII. A	34
2.	Grade VIII. B	34
3.	Grade VIII. C	30
4.	Grade VIII. D	32
Total Numbers		130

Source: Documents of SMP N 1 KIBANG, Metro Kibang, East Lampung

C. Object of the Study

In this research, the writer was applied classroom action research (CAR), because the writer wanted to know whether the use of picture could increase the simple sentence writing ability. The object of classroom action research was students of class eighth of SMP N 1 KIBANG. The writer had chosen this class because most of the students were low ability especially in writing, so the writer wanted to increase the simple sentences writing ability through pictures.

Moreover, Arikunto states that Classroom Action Research (CAR) consists of three words that can be understood the meaning are:

1. Research – examine the activities of an object using a rule specific methodology for obtaining data or information useful to improve quality of a thing that interest and important for researchers.
2. Action – the motivation activities that deliberately done with a purpose, which in this study form a series of cycle of the activity.

3. Classroom – a group of students who are in the same time receive the same lesson from a teacher².

Action research dealt with social practice and involves the direct interaction of teachers and groups of students. It was portrayed as a cyclical spiral process involving steps of planning, acting, observing, and reflecting³.

Based on the explanation above, Classroom Action Research (CAR) was an accuracy of activity that arisen and happen in the class.

“Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (Carr and Kemmis 1986: 162)”⁴.

Action research was accuracied toward the study activity as an action which was appeared and happened together in a class⁵. Moreover, Sukardi states that:

“Action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience accessible to others”. (Kemmis and McTaggart, 1982)⁶.

In action research, the researcher as an agent of change, subject or object that be researched to get the benefit from the result of our action and the researcher have active rule in teaching learning process.

It means that, the action research was the research which was done by the researcher. The researcher saw directly the condition of the students in the class during the processing of teaching and learning go on, then the researcher take the conclusion of processing teaching and learning.

² *Ibid*, *Prosedur Penelitian Suatu Pendekatan Praktik*, , p.91

³ *Op,Cit* p.16

⁴ <http://www.infed.org/research/b-actres.html>

⁵ *Ibid* p.3

⁶ Sukardi, Ph.D. *Metodologi Penelitian Pendidikan*, (Jakarta: PT. Bumi Aksara,2003), p.210

1. Action Plan

a. Pre-Survey

The first action in this research was pre-survey by giving try out test. This action was conducted in the class which had gotten the material but in learning process this material in this class was given by using different media. This action was conducted to know whether the students had high ability in their simple sentence writing ability or not. After the writer done the pre-survey, apparently the students of SMP N 1 KIBANG had low ability in writing, so the writer wanted to help them with increase their ability especially in writing.

Table 2
The Student's English Writing Result

No.	Score	Category	Frequency	Percentage (%)
1.	≥ 70	Passed	4	13.33%
2.	≤ 70	Failed	26	86, 67%
Total			30	100%

Source: Result of Students Writing Simple Senteces pretest at May 11, 2015.

The result from pre-survey that was conducted in SMP N 1 KIBANG at the eighth graders, there were 30 students. Based on the result from pre-survey examination, only 13,3% students who passed for material of learning writing simple sentence and 86,7% the students failed with the highest grade 85 and the lowest grade 30 with the minimum mastery criteria (KKM) for English 70

2. Action

This action research was conducted at the eighth graders of SMP N 1 KIBANG, at least for five meetings or more until the students achieve to criteria. The steps were follows:

a. Preparing

The writer observes the students that was the subject the research, the writer wanted to know the problems in the process of learning, after got the problem, the writer arranged a learning design/lesson plan (RPP), a media, and evaluation.

b. Process of Learning

In the process of learning, the writer used an observation sheet. It was used to make some notes of the activities in the process of learning simple sentences writing ability through pictures.

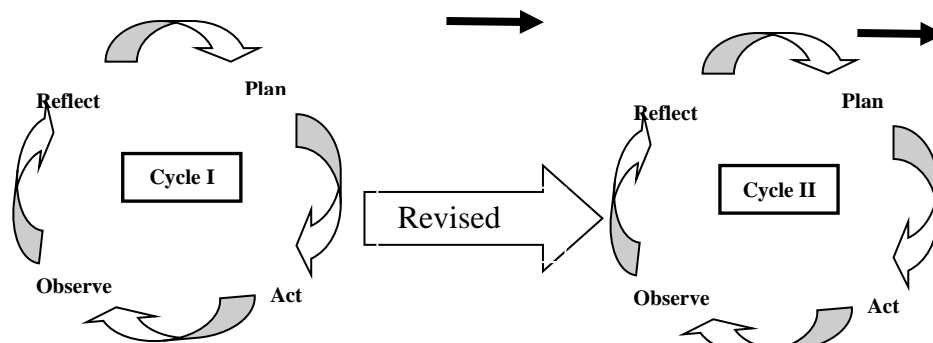
c. Evaluation

After teaching, the teacher gave pre-test to the students to know the early students ability before treatment and post-test was used to know the student ability after they have been taught simple sentences writing ability through pictures. In this case, the writer compared the scores before and after using pictures. It aimed to see whether the students' scores increase or not.

In this classroom action research, the writer was like to hold the research in two cycles. This was relationship between one and other. They were:

- 1) Planning
- 2) Acting
- 3) Observing
- 4) Reflecting

Here was steps classroom action research design:



Source: Kemmis and McTaggart Model⁷

- 1) Planning

Planning was the first step in each activity. In the planning, the writer and collaborator gave the material that was daily activity, job, fruits, and animals that relate to the material. There was step that the writer could make in planning:

- a) The writer prepared the lesson, the material, and the pictures as media
- b) The writer planned to give the task and evaluation

⁷ Sukardi, *Metodologi Penelitian Pendidikan*, (Yogyakarta, Bumi Aksara, 2002), p. 215

- c) The writer prepared the test (pre-test and post-test) and observation sheet.

2) Acting

The second step in this action research was acting. It was implementation about the planning which had made by the researcher. In this step, the writer acts as follows:

a) Pre Activity

- 1) Praying and greeting to the students.
- 2) Asking the students condition.
- 3) Checking attendance list.
- 4) The teacher preparing the materials that will be taught, that was about daily activity.

b) While Activity

- 1) The teacher introduced the topic
- 2) The teacher showed a picture and asked to the students to guess what the picture that was.
- 3) The teacher explained about the picture.
- 4) The teacher explained about the using of verb be (to be)
- 5) The teacher gave more pictures in order to make the students more understood about the topic.

For example:

- My mother *is* cooking in the kitchen.
- Rio and Mary *are* in the garden.

- 6) The teacher showed the pictures and then explained about the differences between “is” and “are”.

c) Post Activity

- 1) The teacher asked the students to answer some question based on pictures.
- 2) The teacher gave conclusion of the materials.
- 3) The teacher gave homework for the students.
- 4) The teacher gave spirit to the students to study hard.
- 5) The teacher closed the meeting by greeting to the students.

3) Observing

The next step was observing. The writer observed the process of teaching and learning by using format observation to collect the data in action plan II. In other word, this observation was done together with action.

4) Reflecting

The last step was reflecting. By doing reflecting, the writer knew the strength and weakness of the action. In this step the writer compared the score before and after using the picture and I compared their score in every cycle. It was aim to see whether the students’ score increase or not.

3. Target in Teaching

In order to see whether using of pictures as a media could be increase the simple sentences writing ability and make the students actived in the process of learning. I determined the criteria dealing with the learning process and product.

The observation in learning process was done by filling the observation sheet. Responding by asking and answering among the students were the activities observed. The target should be achieved was 75% from the result of the observation. Beside those activities above, the teacher observed their vocabulary with the target 60%, grammar 75%, and their pronunciation 50%. While the target of the student' achievement was 75% students got score >70.

D. Data Collection Method

The data is collected by using several techniques as follows:

1. Observation

Observation was data collection method by observing directly to the object that examined. Observation was conducted to see directly the situation and condition in the class.

2. Test

In this research, the writer gave two tests to the students, those were pre-test at the beginning and post-test at the end. It was purposed to know the score of students before and after the learning process.

a. Pre-test

Pre-test had purpose to know the students' ability before they were given treatment. For the kind of the pre-test, the writer gave try-out to the students. That was describe a condition of the pictures in simple sentence by using the formula and total number of item were 20 items.

b. Post-test

This test was given to know the students' ability after they had gotten the treatment. For the kind of post-test, the writer asked the students to make a simple sentence based on the picture that had given and total number of item were 20 items. Both of the pre-test and post test were not same.

3. Documentation

In addition Kurnadi defined that "documentation as the method which was used to get information from the writer source or document, for example: books, magazine, roles, notes, and others. Source of information was all of information sources that related to formal and informal documents"⁸. In this research, I took the data from the documentation of school such as the total of students, teachers, school history and condition of the school.

⁸ Edi Kurnadi, *Metode Penelitian, Ramayana Pres & STAIN METRO* 2008, p. 102

E. Data Analysis Technique

Furthermore, Kusnadi stated “that data analysis was a simple process of the data into easy form to be read and interpreted”⁹.

Data analysis conducted by step by taking the average score of the cycle I and cycle II. To know the students achievement after the actions were conducted and given test at the early and the last cycles.

The Formula:

$$X = \frac{\sum X}{\sum N}$$

Where: X = mean or average score
 $\sum X$ = the total score of respondent
 $\sum N$ = the total number of students¹⁰.

F. Indicator of the Successes

From the result of the research, it can be stated succesful in learning process if the result of the cycle 2 more succesfull than cycle 1. Aspect those were inspected of the research are the studnts’ activity. The parameters were: (1) the students could response the teacher’s question (2) The students could answer the questions (3) The students did the assigment.

This research took the indicator of success to know increasing the simple sentences writing ability through pictures in English learning. Indicator of the success research was if $\geq 80\%$ of the students got score minimum 70 in the post test.

⁹ *Op.cit.*, p.122

¹⁰ Zainal Aqib, *Penelitian Tindakan Kelas*, (Bandung, Yrama Widya, 2010), p.204

It means that the used of pictures in English learning was succes to increase the simple sentences writing ability.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. The description of SMPN 1 Kibang

This research was conducted at SMPN 1 Kibang, which was located Jl. Harapan, Margototo village, district of Kibang, East Lampung, that had wide about 13250m². At the date June 20th, 1990, the certificate building school was 091.2.1038.2301.012.5 and at June 20th, 1991, The certificate operational license was 0306/C/1991. The location was near from the main street and the environment surrounding is peaceful. The leader headmaster of the school were Drs. Hi. M. Ngadenan, M.Pd.

The leadership history of headmaster SMP N 1 Kibang started by Drs. Ngadimin since 1991 until 1994, then Drs. Kamiludin since 1994 until 1997, Jamaludin S.Pd as the third headmaster started from 1997 until 2004, and the last is Drs. H. M. Ngadenan, M.MPd until now.

2. School Identity

School Name	: SMPN 1 Kibang
No. School Statistic / NPSN	: 201120401035/ 10805971
Type	: B
Address	: Harapan Street, Margototo, Kibang,

: Lampung Timur
Telephone/HP/Fax : 0725 7853123
Distance between School to Regency official :40 Km
Status : Negeri
School Accreditation : B

3. The Vision and Mission of SMPN 1 Kibang

a. Vision of SMPN 1 Kibang

The vision of SMPN 1 Kibang are more qualified and religiously in some aspects such as technology, sports, and art.

Indicated by:

- 1) Foremost in academic achievement (Average of UN, US)
- 2) Foremost in non academic achievement:
 - a) Sports Aspect
 - b) Art and culture Aspect
 - c) Religion Aspect
 - d) Scout Aspect
 - e) Health School Aspect

b. Mission of SMPN 1 Kibang

- 1) Guiding the students in arranging scientific writing based on technology, conducting the learning program regularly and contextually.
- 2) Improving the capability of students in sports aspect.

- 3) Improving the aptitude of the students in art and culture aspect.
- 4) Motivating the students' self confidence to accomplish tuition in religion.
- 5) Improving the aptitude of the students in Scout aspect.
Improving an awareness of the students about health.

4. The Teachers and Staffs

SMPN 1 Kibang had 51 teachers and official employees. The data of the teacher's educational background and the staff of SMPN 1 Kibang academic year 2015/2016 could be seen through this table as follows :

Table 1.
The Data of the Teachers and Official Employees in SMPN 1 Kibang in Academic Year 2015/2016

No	Name	Sex	Subject
1.	Drs. Hi. M. Ngadenan, M.Pd	Male	Headmaster
2.	Elisabet Asih Dwiantari, S.Pd	Female	BK
3.	Drs. Imam SF	Male	PAI
4.	Drs. Imam Sh	Male	Indonesian
5.	Sulistiorini, S.Pd	Female	Math
6.	Solecha, S.Pd	Female	History
7.	Hasan Basri, S.Pd	Male	PAI
8.	Agus Priono, S.Pd	Male	Math
9.	A. Suwardi, S.Pd.Ing	Male	English
10.	Jamaluddin, S.Pd	Male	PKN
11.	Ambar Astati, S.Pd	Female	Economy
12.	Srihartati, S.Pd	Female	Biology
13.	Titik Sumiyati, S.Pd	Female	Physics
14.	Hendra Buana, A.Md.Pd	Male	TIK
15.	Rumiyati, A.Ma.Pd	Female	Indonesian
16.	Musirahwati, S.Pd	Female	Math
17.	Erwanda, S.Pd	Male	Sport
18.	Siswaniatun, S.Pd	Female	Indonesian
19.	T. Mulatsih, H, S.Pd	Female	Biology

No	Name	Sex	Subject
20.	Boyatno, S.Pd	Male	Indonesian
21.	Wiji Utami, S.Pd	Female	Math
22.	Sumanto, A. Ma. Pd	Male	Art
23.	Sri Mujiati, S.Pd	Female	English
24.	Neti Susilawati, S.Pd	Female	English
25.	Defi Yulia, S.Pd	Female	Social
26.	Solmawati, S.Pd	Female	Indonesian
27.	Ngadiono	Male	PKN
28.	Aloycius Hc	Male	Mulok
29.	Megaria Susanti, S.Pd	Female	English
30.	Sugiyanti, S.Pd	Female	History
31.	Ngatino, A.Md. Pd	Male	Scient
32.	Nanung Sugandi	Male	Sport
33.	Srimurni, S.Pd	Female	PKN
34.	Sumarti, S.Pd	Female	Geography
35.	Suryadi, S.Pd	Male	English
36.	Ayunda Gaetama	Female	Mulok
37.	Samsul Hadi R, S.Pd	Male	Mulok
38.	Rosyati, A.Ma.Pd	Female	Mulok
39.	Riana	Female	Mulok
40.	Yudi Prasetyo, S.Pd	Male	Biology
41.	Sudarmin, A.Ma.Pd	Female	Sport
42.	Sumarni	Female	Library
43.	Agus Sugiyatman	Male	Library
44.	Amelia	Female	Staff
45.	Sumirah	Female	Staff
46.	Supami	Female	Staff
47.	Manurung	Male	Staff
48.	Mulyata	Male	Staff
49.	Sumarni	Female	Staff
50.	Agus Sugiyatman	Male	Staff
51.	Krisdianto	Male	Staff

5. The Condition of Students

SMPN 1 Kibang, in academic year 2015/2016 consist of 752 person, class VII consist of 268 students, class VIII consist of 257 students, and class IX consist of 227 students. And it could be seen on the table bellow:

Tabel 2.
The condition of the students in SMPN 1 Kibang Academic Year 2015/2016

No.	Class	Sex		Amount
		Male	Female	
1.	VII (Seven)	137	131	268
2.	VIII (Eight)	115	142	257
3.	IX (Nine)	95	132	227
Amount				752

Source: Documentation of data in SMPN 1 Kibang 2015

6. The Building of SMPN 1 Kibang

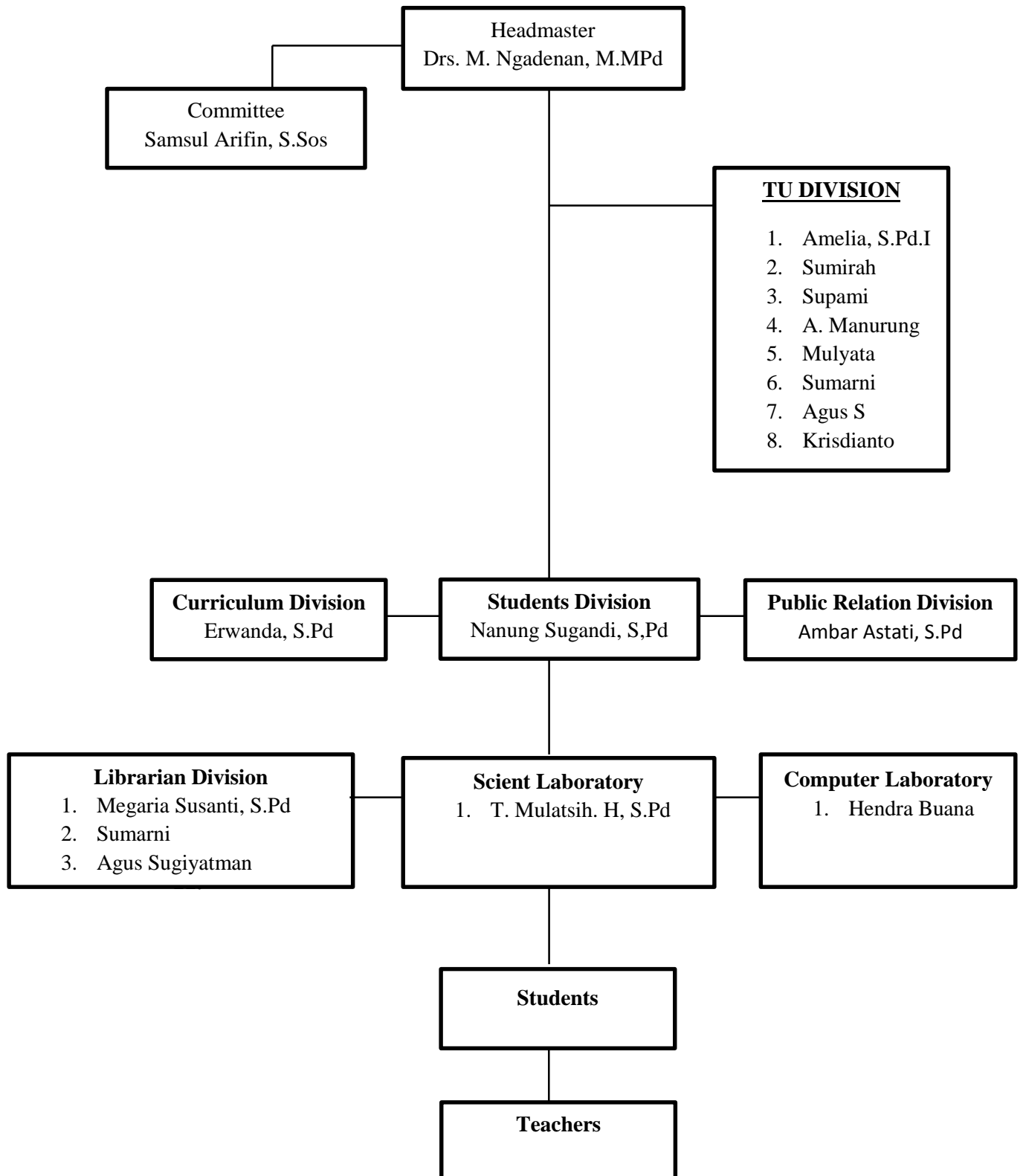
Table 3
Table of the building of SMPN 1 Kibang

No.	Names of Buildings	Total	The Condition of Buildings now		
			Good	Light Broken	Heavy Broken
1	Classes	26	17	7	2
2	Library	1	1		
3	Multimedia	1	1		
4	Lab. of Language	-	-		
5	Lab. of Sains	1	1		
6	Lab. of Computer	1	1		
7	Headmaster Room	1	1		
8	Deputy of Headmaster Room	1	1		
9	Teacher Room	2	2		
10	Mosque	1	1		
11	Staff Room	1	1		
12	OSIS Room	1	1		
13	BK Room	1	1		
14	Teachers' Toilet	5	3	2	
15	Students' Toilet	8	8		
16	Canteen	5	5		
17	Keeper Room	1	1		
18	Storage	1	1		

Source: Documentation of data in SMPN 1 Kibang 2015

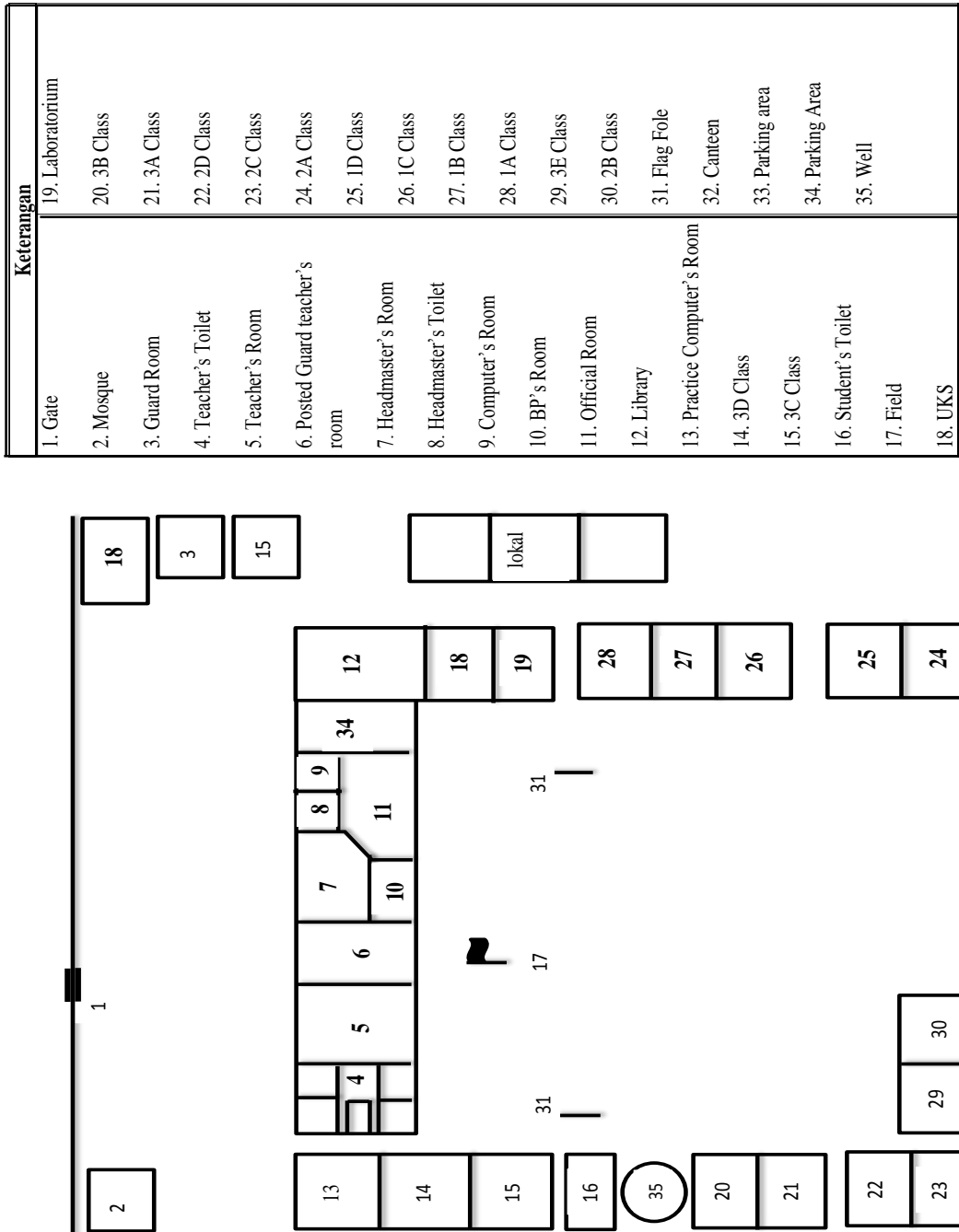
7. Organization Structure

Figure I



12. The Location sketch of SMPN 1 Kibang

**Figure II
Location Sketch of SMPN 1 Kibang
in Academic Year of 2015/2016**



B. Research Finding Description.

This research used classroom action research. It was conducted in two cycles. The action in cycle 1 and cycle 2 were conducted about two meetings in each cycle and each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, researcher made lesson plan.

The students result was gotten through test that was given to the students in the begin research and the end of every cycle, while the activity data was gotten from the observation the learning activity was happened. The material of the classroom action research was writing simple sentences through picture.

1. Cycle I

a. Planning

In this planning stage, the researcher prepared several things related to learning process such as: prepared the lesson plan, material, picture, made the instrument that would be examined as the pre-test and post-test in the cycle 1, made the observation sheet of the student's activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned to giving the evaluation to measure the students ability in received the material that have been taught. The researcher planned to giving the material about writing simple sentences.

b. Action

1) The First Meeting.

This meeting was conducted on Tuesday, November 3rd 2015 for 2x40 minutes, used as the pre-test before the students. The meeting was opened by praying, greeting and checking the attendance list, asking the students condition and introducing the researcher to the students.

In this section, the condition of the class was effected because the collaborator handed the class before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher. The researcher gave pre-test to the students. The test was writing simple sentences through picture and that pre-test consist of 20 pictures. In that picture the students must wrote a simple sentences in the each picture.

All of the students were given a pre-test that should be done individually. The pre-test was done to measure how far the students ability in mastering the meaning of the text and their answers which given before giving action. The result of pre-test can be seen on table bellow:

Table 4
The Students Pre-test Score of Writing Simple Sentences

No	Students' Name	Score	Target>70
1	AR	50	Failed
2	CS	72	Pass
3	DF	68	Failed

4	DKS	44	Failed
5	DR	72	Pass
6	DWS	76	Pass
7	EAP	65	Failed
8	EP	76	Pass
9	FYA	67	Failed
10	FIT	48	Failed
11	FA	52	Failed
12	IDY	65	Failed
13	IN	44	Failed
14	IRN	75	Pass
15	IS	48	Failed
16	LL	46	Failed
17	LE	72	Pass
18	MI	63	Failed
19	MS	42	Failed
20	MT	32	Failed
21	NS	54	Failed
22	ODP	48	Failed
23	RDP	56	Failed
24	RHP	40	Failed
25	RE	36	Failed
26	SJ	76	Pass
27	TP	50	Failed
28	TDW	70	Pass
29	TRM	68	Failed
30	VLS	44	Failed
	Total	1719	
	Average	57,3	

From the result of pre-test, it can be seen that the highest is 76 and the lowest score was 32. So the average score of pre-test was 57,3. From the table 4, that were 22 students who got the below target of score (under the MSC) and 8 students got above score from the MSC. Than, based on the result of pre-test, it could be seen that the target based on Minimum Standard Criteria (MSC) had not been achieved yet.

2) The Second Meeting

The second meeting was conducted on Thursday, November 5th 2015 for 2x40 minutes. The meeting opened by praying, greeting, checking the attendance list and asking about students condition. In this meeting was used as the implementation of the action in cycle 1. Before begun to the material, the researcher asked the students understanding about simple sentences. But they didn't answered it yet. The researcher explained well the simple sentences, so she gave more explanation about writing simple sentence. Than the researcher gave some example of simple sentences and than wrote how make simple sentence on the white board.

After finishing students wrote the example and hearing the material, the researcher and the students review and discuss about the pre test of last meeting. Then, the researcher explained to the students who can not make a simple sentence through pictures. Some of students were noisy and less active in teaching and learning process. In the last meeting the researcher asked to the students about the material above and conclude it. So the researcher closed the meeting.

3) The Third Meeting

The third meeting was conducted on Saturday, 7th November, 2015 for 2x40 minutes. This meeting used as post-

test 1 after giving the treatment. It started by praying, greeting, checking attendance list and asking about students condition. The researcher continued the material of the last meeting, than the researcher gave them the post-test to the students. The kind of the test were wrote simple sentences through pictures with consist of 20 pictures, than researcher gave them 60 minutes to answered it well. In the post-test 1 only 14 students who got good score, but the result of the students test was better than the students test before giving treatment.

Table 5
The Students post-test 1 Score of Writing Simple Sentences

No	Students' Name	Score	Target>70
1	AR	72	Pass
2	CS	78	Pass
3	DF	56	Failed
4	DKS	46	Failed
5	DR	54	Failed
6	DWS	58	Failed
7	EAP	78	Pass
8	EP	42	Failed
9	FYA	80	Pass
10	FIT	48	Failed
11	FA	67	Failed
12	IDY	75	Pass
13	IN	76	Pass
14	IRN	72	Pass
15	IS	48	Failed
16	LL	75	Pass
17	LE	68	Failed
18	MI	76	Pass
19	MS	54	Failed
20	MT	65	Failed
21	NS	86	Pass
22	ODP	46	Failed
23	RDP	75	Pass

24	RHP	48	Failed
25	RE	78	Pass
26	SJ	65	Failed
27	TP	67	Failed
28	TDW	78	Pass
29	TRM	76	Pass
30	VLS	46	Failed
	Total	1953	
	Average	65,1	

From the result of post test I, it can be seen that the highest is 86 and the lowest score was 42. So the average score of pre- test was 65,1. From the table 5, that were 16 students who got the below target of score (under the MSC) and 14 students got above score from the MSC. Than, based on the result of post test I, it could be seen that the target based on Minimum Standard Criteria (MSC) has not been achieved yet.

c. Observation

The observing was done by researcher and collaborator during learning process. There were some observations that had been done such as; observation on the students' activities, teacher notes, and observation on the result of the evaluation.

These were explanations from the points above:

1) The Students and Teacher Activities Result

In classroom action research, every meeting in cycle I was done by researcher and collaborator, he was Mr. Suryadi as an English teacher at SMPN 1 KIBANG East Lampung. The researcher was conducted the learning process and collaborator

observed the situation of teaching and learning that happen in the classroom.

Table 6
The Result of Students' Learning Activities in Cycle 1

No.	Students Activities	Cycle 1		Increasing
		Meeting 1	Meeting 2	
1.	Attention to the teacher	73,33%	73,33%	0%
2.	Active in class	60%	70%	10%
3.	To do task	60%	70%	10%
4.	Active to practice the material	56,67%	90%	33,33%
5.	Ask/answer the question to/from the teacher	66,67%	70%	3,33%
Total		316,67%	373,33%	56,66%
Average		63,33%	74,67%	11,33%

2) Evaluation

Evaluation was given in cycle 1 are pre-test in beginning of learning and post-test was given at the end of learning. From the result of pre-test that was given the researcher obtained the result: the highest score was 76 and the lowest score was 32. The average at the pre-test was 57.3. Then the result of post-test 1 that was given the researcher obtained the result: the highest score was 86 and the lowest score was 42. The average score of post-test 1 was 65,1. It showed that there was any significant effect between pre-test and post test in this cycle.

d. Reflecting

Generally, there was increasing the simple sentences writing ability through pictures in this cycle. It showed on the score and the students' activities that increased. Nevertheless, the improvement of the score from the average in pre test were 57,3 and the average of the score in the post-test were 65,1, but it was not fulfill KKM that at least the average of the students score were ≥ 70 .

There were also some problems in learning process that must be corrected in the next cycle. Other factor that was not make it effective because the researcher didn't teach how to write well, the researcher couldn't explain the material well, the researcher couldn't make the class in good condition. In this meeting, there were many students felt bored in the class because the material not interesting enough.

The reflection result can be inferred that:

- 1) The researcher should be paying more attention to the students.
- 2) The researcher should monitor the students one by one while learning process.
- 3) The researcher should give more attention to the students who are responsive and try to give more attention to students who are irresponsive.

Based on the table students' score pre-test and post test-test in cycle I, there were eight students in pre test and fourteen students in

post test I got score improved. It showed that there were increasing score of pre-test to post-test, but there was improvement not yet fulfilled the complete standard assess that is 80%. So, the researcher must be done the second cycles to know simple sentences writing ability through pictures in order that students' score reach the complete standard.

2. Cycle II

Based on the result of cycle 1 was not success enough, in the stage need to be held the cycle II again to repair the weakness in the cycle I. The step of cycle II as follow:

a. Planning

Based on the activity in cycle I, the process at the cycle II was focused on the problem in Cycle I. There were still many weaknesses on cycle I such as the students not focus to join the class and they were hard to understand the materials. The researcher and the collaborator planned the materials. The researcher prepared the lesson plan, material, gave the pot-test and gave evaluation.

b. Acting

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting explained below:

1) The First Meeting

The first meeting was done on Tuesday, November 10th, 2015 for 2x40 minutes. This meeting was opened by greeting, praying, asking the students' condition, checking the attendance list and motivating the students. Before doing the next action, the researcher asked the students still remind the lesson yesterday. Only a few students that could answer the question by using Indonesia. Then the researcher remember them about the lesson yesterday was make simple sentence formula. In this meeting, the researcher brought different pictures that related to the topic that was taught in the eighth students.

The researcher gave an example how make simple sentence based on the pictures in the whiteboard. After that the researcher read these sentences and the students imitate every sentence that the researcher say, and correct the students' pronunciation.

2) The Second Meeting

The second meeting was conducted on Thursday, November 12th, 2015. This meeting used to post-test 2 in the end of cycle II for 2x40 minutes. The researcher gave post-test to the students. In this meeting, most of the students

could practice how to write well. It can be seen from the result of post-test II.

Table 7.
The Result of Students' Post-test 2 Score of Writing Simple Sentence

No	Students' Name	Score	Target>70
1	AR	76	Pass
2	CS	73	Pass
3	DF	84	Pass
4	DKS	92	Pass
5	DR	78	Pass
6	DWS	76	Pass
7	EAP	72	Pass
8	EP	56	Failed
9	FYA	74	Pass
10	FIT	67	Failed
11	FA	86	Pass
12	IDY	52	Failed
13	IN	76	Pass
14	IRN	92	Pass
15	IS	76	Pass
16	LL	88	Pass
17	LE	68	Failed
18	MI	84	Pass
19	MS	80	Pass
20	MT	72	Pass
21	NS	58	Failed
22	ODP	84	Pass
23	RDP	76	Pass
24	RHP	78	Pass
25	RE	56	Failed
26	SJ	72	Pass
27	TP	76	Pass
28	TDW	73	Pass
29	TRM	84	Pass
30	VLS	92	Pass
	Total	2271	
	Average	75,7	

There were 21 of 30 students got score above the MSC (Minimum Standard Criteria).

c. Observing

At this stage, the observation was done by the researcher and collaborator during learning process. There were some observations that had been done such as: observations on the students' activities, and observation on the teachers' activities.

1) Students' Activities

Observation was done on the cycle II, the result was more high than cycle I. In this stage, the students more enthusiastic in following instructional and doing the task. It can be seen in this table below:

Table 8.
The Result of Students' Learning Activities in Cycle 2

No.	Students Activities	Cycle 2		Increasing
		Meeting 1	Meeting 2	
1.	Attention to the teacher	73,33%	76,67%	3,34%
2.	Active in class	86,67%	93,33%	6,66%
3.	To do task	80%	83,33%	3,33%
4.	Active to practice the material	90%	93,33%	3,33%
5.	Ask/answer the question to/from the teacher	80%	90%	10%
Total		410%	436,66%	26,66%
Average		82%	87,33%	5,33%

The observation that was conducted on students' activities in cycle II in meeting 1 to the meeting 2, it showed that increasment were; pay an attention to the teachers' explanation 3,3%, asking / answering the question to / from

the teacher / other students 10%, active in the class 6,6% and to do the task 3,3%. From the table above, it showed that the average of whole percentage of students activities was higher than the cycle 1.

2) Teachers' Note

From the observation on cycle II, most of the students were interested in following the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

3) Evaluation

Evaluation was given on cycle II was post-test 2 was given at the end of learning. The result of test, the highest score was 92 and the lowest score was 52. The average score of post-test 2 was 75,7.

d. Reflecting

Based on the end part of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher and they could accept the material more clearly. From the test result, it can be seen that the teaching learning process was successful, because The students' score increased in cycle 2. In post test 1 of cycle 1 was gotten average 65,1 there were 14 students (46,67%) who

were success and 16 students (53,33%) who were not success. While In the post test 2 of cycle 2 was gotten average 75,7. There were 24 students (80%) who were succes and 6 students (20%) who were not success. Eventhough there were five students who were not success but the percentage of success students was 83,33%. So, it was fulfill KKM that 80% of the students in the class got score at least 70.

From the result of learning process in cycle 2 the researcher analyzed that the increasing the simple sentences writing ability through pictures in cycle 2 was better than in cycle 1.

Most of students enjoyed when they were studying through pictures and also it made the students had good interest in writing English which was in the beginning before the treatment done, the students felt confused.

C. Discussion

During research process, the researcher observed that the students were interested in teaching and learning writing. They were enthusiastic the learning process. The researcher assumed that teaching by pictures can enrich the simple sentences writing ability. By using pictures the students learned writing simple sentences easier because the students could practice how to write, how to answer, how the students make a sentence, and how to understand English language more easily and effectively. So, it had proved

that pictures be one of the interesting way to learning writing. Especially for the students at the eighth graders of SMPN 1 Kibang.

1. The Result of Student Learning

a. Action and learning result at cycle 1

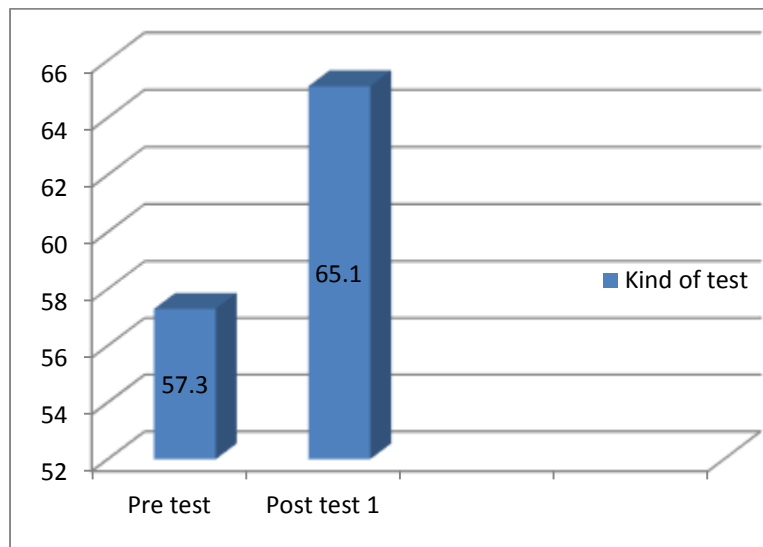
In cycle 1, English learning process was done successfully, although the students' average score is still low. Nevertheless, there is an improvement score of the students' post-test 1 than pre-test. This is the table of illustration score in cycle 1, as follow:

Table 9
The Increase Score of Students' Pre-test and Post-test 1

No	Name	Pre test Score	Post test 1 Score	Increasing	Explanation
1	AR	50	72	22	Increased
2	CS	72	78	6	Increased
3	DF	68	56	-12	Decreased
4	DKS	44	46	2	Increased
5	DR	72	54	-18	Decreased
6	DWS	76	58	-18	Decreased
7	EAP	65	78	13	Increased
8	EP	76	42	-34	Decreased
9	FYA	67	80	13	Increased
10	FIT	48	48	0	Constant
11	FA	52	67	15	Increased
12	IDY	65	75	10	Increased
13	IN	44	76	32	Increased
14	IRN	75	72	-3	Decreased
15	IS	48	48	0	Constant
16	LL	46	75	29	Increased
17	LE	72	68	-4	Decreased
18	MI	63	76	13	Increased
19	MS	42	54	12	Increased
20	MT	32	65	33	Constant
21	NS	54	86	32	Constant

22	ODP	48	46	-2	Decreased
23	RDP	56	75	19	Increased
24	RHP	40	48	8	Increased
25	RE	36	78	42	Increased
26	SJ	76	65	-11	Decreased
27	TP	50	67	17	Increased
28	TDW	70	78	8	Increased
29	TRM	68	76	8	Increased
30	VLS	44	46	2	Increased
Total		1719	1953	234	
Average		57,3	65,1	7,8	

The Graph 1.
The Average of The Students` Score on Pre-test and Post-test 1



In this research, pre-test and post test had done individually. It was aimed to know the ability of students before and after giving a treatment. From the result of pre-test and post test, we knew that there was an increasing from the result of students' score. It could be seen from the average 57,3 became 65,1.

From the analysis done by the researcher, the students' result in pre-test found that most of the students had difficulty in make a sentences, because there was no discussion between teacher and students, students and student. The teaching and learning process was more teacher centered. Unfortunately they also had low vocabulary. They were confuse when they did the test because I did not give the material firstly.

To see the students ability in writing simple sentence, the researcher and the collaborator applied post test after finishing the treatment. It was intended to know whether or not there was an increasing of students' score. From the post test cycle 1 score, it could be seen that there was increasing, because the researcher had given the treatment based on the lesson plan. We also wanted to see the difference between the result of the students' pre-test and the result of students' post test and to find out whether the treatment improved the students' writing simple sentences.

b. Action and learning result at cycle 2

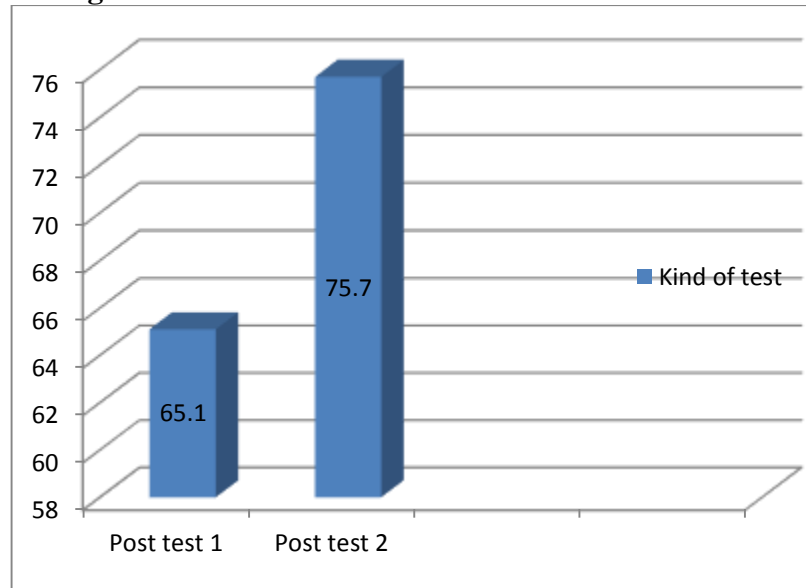
In cycle 2, process of teaching, and learning stay on climax situation, there are very grateful progresses of students

Table 10
The Increasment Score of Students' Post-Test 1 And Post-Test 2

No	Name	Post test 1 Score	Post test 2 Score	Increasing	Explanation
1	AR	72	76	4	Increased
2	CS	78	73	-5	Decreased
3	DF	56	84	28	Increased
4	DKS	46	92	46	Increased
5	DR	54	78	24	Increased
6	DWS	58	76	18	Increased

7	EAP	78	72	-6	Decreased
8	EP	42	56	14	Increased
9	FYA	80	74	-6	Decreased
10	FIT	48	67	19	Increased
11	FA	67	86	19	Increased
12	IDY	75	52	-23	Decreased
13	IN	76	76	0	Constant
14	IRN	72	92	20	Increased
15	IS	48	76	28	Increased
16	LL	75	88	13	Increased
17	LE	68	68	0	Constant
18	MI	76	84	8	Increased
19	MS	54	80	26	Increased
20	MT	65	72	7	Increased
21	NS	86	58	-28	Decreased
22	ODP	46	84	38	Increased
23	RDP	75	76	1	Increased
24	RHP	48	78	30	Increased
25	RE	78	56	-22	Decreased
26	SJ	65	72	7	Increased
27	TP	67	76	9	Increased
28	TDW	78	73	-5	Decreased
29	TRM	76	84	8	Increased
30	VLS	46	92	46	Increased
Total		1953	2271	318	
Average		65,1	75,7	10,6	

The Graph 2
The Average of The Students` Score on Post-test 1 and Post-test 2



From the result, we knew that the students' score have increased, It could be seen from their average score in post test 1 65,1 became 75,03 in post test 2. It meant that the students could achieve the target, the target was 80% students gained score at least 70.

c. The Result of the Research

Here were the data of recapitulation of students' improvement in teaching and learning from pre-test up to post-test 2 is presented :

Table 11
The Increasment Score of Students' Pre-Test, Post-Test 1 And Post-Test 2

No	Name	Pre-test score	Post test 1 score	Post test 2 score	Explanation
1	AR	50	72	76	Increased
2	CS	72	78	73	Decreased
3	DF	68	56	84	Increased
4	DKS	44	46	92	Increased
5	DR	72	54	78	Increased
6	DWS	76	58	76	Increased

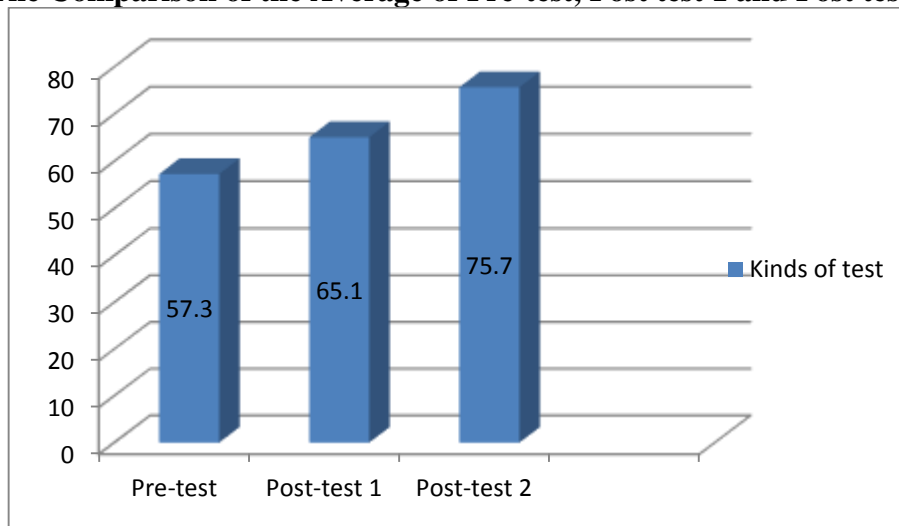
7	EAP	65	78	72	Decreased
8	EP	76	42	56	Increased
9	FYA	67	80	74	Decreased
10	FIT	48	48	67	Increased
11	FA	52	67	86	Increased
12	IDY	65	75	52	Decreased
13	IN	44	76	76	Increased
14	IRN	75	72	92	Increased
15	IS	48	48	76	Increased
16	LL	46	75	88	Increased
17	LE	72	68	68	Increased
18	MI	63	76	84	Increased
19	MS	42	54	80	Increased
20	MT	32	65	72	Increased
21	NS	54	86	58	Decreased
22	ODP	48	46	84	Increased
23	RDP	56	75	76	Increased
24	RHP	40	48	78	Increased
25	RE	36	78	56	Decreased
26	SJ	76	65	72	Increased
27	TP	50	67	76	Increased
28	TDW	70	78	73	Decreased
29	TRM	68	76	84	Increased
30	VLS	44	46	92	Increased
Total		1719	1953	2271	
Average		57,3	65,1	75,7	

From the increasing of pre-test to the post-test cycle I, it can be known that pictures as media of teaching and learning could increase the students' simple sentences writing ability. The students were enthusiastic during the learning process. All of the students attended the class during the presentation of the material by using the pictures as media. They were able to memorize the vocabulary through pictures more easily. But, because of the result of the students score could not achieve the target; we decided to

give a test to the students using the same way in cycle I but with different lesson plan.

Because of the students' score had increase, it can be seen from their average score in pre-test 57,3 become 75,7 in post-test. It meant that the students could achieve the target; the target was 80% students gained score 70 or more. Furthermore, the increasing score in each cycle can be seen in the graph below:

The Graph 3
The Comparison of the Average of Pre-test, Post test 1 and Post test 2



Based on the result of observation learning process on cycle II, it can be seen that the teaching learning process was successful, because the students' who can relized score 70 are 24 students or 80% from all of the students. Eventhough there were six students who were not success but the percentage of success students was 80%. So, it was fulfill SMC that 80% of the students in the class got score at least 70. Based on the result of the

post test cycle II can be concluded that this research had realized target who had determined. And this research had finished.

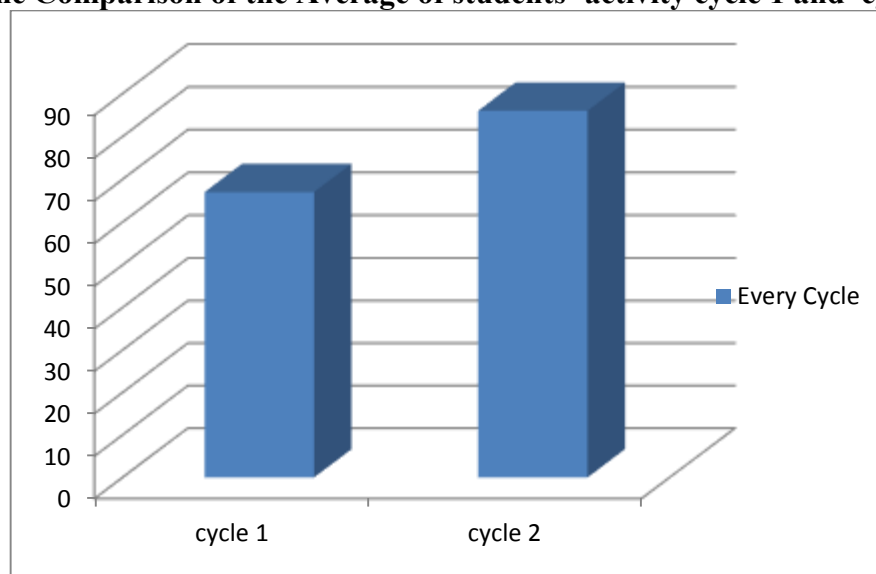
2. The Result of Students' Observation Sheet

This observation sheet result was gotten when the learning process happened by the researcher, The result of students' learning activities can be seen in this table below:

Table 12.
The Increasment of The Students' Activities in Cycle 1 and Cycle 2

No.	Students Activities	Cycle		Increasing
		Cycle 1	Cycle 2	
1.	Attention to the teacher	73,33%	75%	1,67%
2.	Active in class	65%	90%	25%
3.	To do task	65%	81,66%	16,66%
4.	Active to practice the material	73,33%	91,66%	18,33%
5	Ask/answer the question to/from the teacher	68,33%	85%	16,67%
Total		345%	373,32%	78,33%
Average		69%	74,66%	15,66%

The Graph 4
The Comparison of the Average of students' activity cycle 1 and cycle 2



Based on the table, it could be concluded that there was an increasing of students' learning activities during study time through pictures in improving the students' writing simple sentences. It could be looked at the average result of students' observation sheet when cycle 1 was 67%. Meanwhile, the average result of students' observation sheet when cycle 2 were 86%. It meant that pictures had positive effect toward the teaching and learning process, especially in improving the students' learning activities in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research (CAR) and interpretation, it could be taken the conclusion as follows:

1. This research was conducted at SMPN 1 Kibang, East Lampung. The headmaster of this school is Drs. Hi. M. Ngadenan, M.MPd. There were 51 teachers and official employee. At SMPN 1 Kibang, there were 26 classes, 2 teachers room, mosque, staff room and etc.
2. The use of pictures could make students' more active in learning activities at SMPN 1 KIBANG East Lampung in the academic year of 2015/2016. The students can discuss and guess the pictures with their friends and teacher. It can be proved by result of pre-test just eight students relized score 70, and in post test 1 there were fourteen students. In post test 2, there were twenty four or 80% students relize of Minimum Standard Criteria.
3. The used of pictures could increase the students' writing skill in understanding simple sentence at SMPN 1 KIBANG East Lampung in the academic year of 2015/2016. It is supported by result of pre-test that was lower than the result of post-test. The average score pre-test was 57,3, the average score of post-test 1 in cycle 1 was 65,1, and the average score of

post-test 2 in cycle 2 was 75,7. So, there is progress from 57,3 to 65,1 and finally be 75,7.

B. Suggestions

Considering the result of the research, the writer would like to give some suggestions as follows:

1. For an English teacher

In teaching writing, structure and grammar are very important thing. The teacher should be more effectively when he selects and gives the materials. It also cause how far the students understood the lesson and knowing the meaning it self. Furthermore, the teacher have to able select the appropriate technigue to make the lesson fun and pay more attention to the problems on English simple sentence and give more emphasis in their teaching process.

2. For the headmaster

The headmaster should be support the English learning process by preparing the facilitation and instrument completely.

3. For the students

- a. The students are suggested to increase their writing skill in writing simple sentence.
- b. The students should be active in learning.
- c. The students are recommended that they should improve their background knowledge about the topics which will be learned in their English class.

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