

Using Picture in Writing Paragraph the Eleventh grade Students of SMK SPP. S.t Paulus Makale

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The aim of this research is to find out whether the use of picture in writing paragraph improves the students' writing ability. This research used experimental method. The population was the eleventh grade students of SMK. SPP. St. Paulus Makale, academic year 2015/2016, there were 62 students as population. The sample of the research was the students of the XI-I. The writer used the cluster random sampling method, it means the researcher use one class as sample in this research namely the eighth class one, and there were 31 students as sample. The data collected through written pre-test and post-test. The data was analyzed by using the five components of writing, namely: content, organization, vocabulary, language use, and mechanic. The result of comparison between students' score in pre-test and post-test indicated that there was a significant difference improvement of writing ability between the students who were taught by picture and those who were not. The mean score of pre-test was **53,41** and the mean score of post-test was **58,25**. It means that the mean score of post-test was improved **4,84** than pre-test. The increasing of the mean score of post-test indicates that teaching writing with using picture improves the students' writing ability at The Eleventh Grade Students of SMK SPP. S.T PAULUS MAKALE.

Key Words: Picture, Writing, paragraph.

A. INTRODUCTION

Learning English deals with four skills, namely reading, writing, speaking and listening. Reading and listening are receptive skills, while speaking and writing are productive skills. Those skills are connected one another and equally important. Because of that, students should be able in all the skills and one of the productive skill the students have to master is writing skill. Even though the fact shows that some of the students get difficulty in learning English especially in writing skill, vocabulary and grammar. According to Tricia (2005) one approach to writing at instances of writing and to analyze the features of written. This will tell us something about what students have to produce. It is possible to build up a list of crafting skill the writers need it would be: a). getting the grammar b). having arrange of vocabulary c). punctuation meaningfully d). using the convention of layout correctly for grammar e). spelling accurately f). using arrange of sentence structure g). linking ideas and information across sentences to develop topic h). developing and organizing the content clearly and convincingly .A complete writing can help the reader to get the meaning of the sentence easily otherwise incomplete writing can cause the readers to get confused in understanding the meaning of the sentence. Another problem that also influences the students writing ability is uninteresting topic; one topic can be uninteresting if it is out of their prior knowledge or they never see it directly.

To find out the difficulties that faced by students such as explained above, the writer focused this research on writing. Most of occupation required skill to communicate in English both in speaking and writing. This means that each student should be able in writing accurately. Unfortunately, the fact shows that the students in every level of school is still get difficulty in writing.

Writing paragraph. writing assessment is focused on the content, organization, vocabulary, language use, and mechanics.

Each student has the different experience and prior knowledge, that's why the writer has the assumption that giving a chance for students to choose their own topic can help them in expressing their ideas. Based on the explanation above the writer is interested to do a research.

B. Review of Literature

1. Concept of Writing

a. The definition of writing

Barli (1995:3) defines that: "writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we writing we need to determine what to write should have something meaningful to convey"

According to Harmer (1993:213) "writing is a media of communication through writing message"

Based on definitions above it can be concluded that writing is a chance(ability) to express ideas, feeling, and opinion in a written text as an important rule in human communication. It is a tool of written communication.

b. Writing Components

Jacobs (1996:143) points out five significant components in writing. They are content, organization, vocabulary, language use and mechanics.

1) Content

There are at least three things that can be measured in connection with content, they are: the point of information to be brought, the sequence in which the point are presented and formal signals given the reader to guide in understanding the topic fully.

2) Organization

The process of organization material in writing involves coherence order of importance, general to specific, specific to general, chronological order and spatial order pattern.

3) Vocabulary

order to convey feeling, we do several things for example: we arrange our ideas in sentence, we construct whole essay, story, etc. We use special words, phrase, sentence and paragraph actually relate to each other and the result is a stretch of language that we have composed in writing

4) Language use

Language use in writing description and the other forms of writing involves the usage of words and point of grammar or structure.

5) Mechanics

Mechanics of a writing deals with capitalization, spelling and punctuation.

2. The Concept of Paragraph

a. The definition of paragraph

Ann Hogue (1995:3) defines that paragraph is a group of related sentences about a single topic”.

Bram (1995:213) defines that “paragraph is a group of sentences which contain relevant information about one main or central idea”.

The writers conclude that paragraph is a group of sentences which has a topic sentence, number of supporting sentences, and a concluding sentence.

b. Main parts of paragraph

Ann Hogue (1995:102) classified paragraph into three major structural parts namely topic sentence, supporting sentences, and concluding sentence. The three main parts will be described as follows:

1) . Topic sentence

The topic sentence state the main idea of the paragraph. It briefly indicates what the paragraph is going to discuss. It contains both a topic and a controlling idea. It names the topic and then limits the topic to specific area to be discussed in the space of a single paragraph. A topic sentence is

complete sentence. That contains a subject, a verb, and a complement. The topic sentence gives only the main idea , therefore it is the most general statement in the paragraph. It does not give any specific details.

2) Supporting sentence

The supporting is sentence develops the topic sentence. It explains the topic sentence by giving reasons, fact, and statistics.

3) Concluding sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. It serves three purposes, namely: it signals the end of the paragraph, it summarizes the main points of the paragraph, and it gives a final comment on the topic.

We can conclude that a paragraph has three main parts. The first part is the topic sentence. It is called the topic sentence because it tells the topic or main idea of the paragraph. The second main part is the supporting sentences. The supporting sentences develop the topic. That means that they explain or prove the topic sentence. Some paragraph also have a concluding sentence. The concluding sentence summarizes the paragraph and adds a final comment.

c. The characteristic of a good paragraph

There are four characteristics of a good paragraph, namely unity, completeness, order and coherence.

1. Unity

A paragraph has a unity if every sentence in it develops one central idea. A paragraph does not have unity if it does not develop or support the main idea of a paragraph.

2. Completeness.

A complete paragraph provides information well enough and it develops the truth for the reader.

3. Order

Order in paragraph can be achieved by presenting the information of paragraph in a desirable sequence. The order of a paragraph depends on the subject matter, the purpose of writing, the writers' preference and so on.

4. Coherence

Coherence means sticking together. Coherence in a paragraph can be achieved by connecting one sentence one sentence to other. Each sentence should be closely related to the next, so that ideas stick one together'

5. Types of Composition

There are four types of paragraph, namely descriptive paragraph,narrative paragraph, persuasive paragraph and explanatory paragraph.

a. Descriptive Paragraph

Descriptive paragraph describes a person, place, thing, or idea. It is the writer's objective to make the reader visualize what is being read.

b. Narrative paragraph

In narrative paragraph, students tell a story by sharing and describing experiences. Narrative paragraph should keep the reader involved and engaged by making the reader want to continue reading.

c. Persuasive Paragraph

A persuasive paragraph involves the writer expressing his or her opinion on a topic. The writer wants to convince the reader that his or her point of view is correct and right. The writer should support his or her point of view the best that he or she can in order to persuade or convince the reader.

d. Explanatory Paragraph

An explanatory paragraph is also known as exposition paragraph. It is a paragraph whose purpose is to explain something to the readers. Perform some action or follow some procedure. In this paragraph, it is necessary to list details in step by step order.

3. Picture

a. Picture as a media in teaching writing

Picture can be used as a media in teaching writing because picture can make the students be interested to the subject that they are learning. The students are easy to explore their ideas in writing if they see the picture.

b. Definition of picture

Picture is a painting, drawing or photograph especially as a work of art (Oxford Dictionary, 1995: 438)

Picture is a surface representation of an object or scene, as a painting, drawing and engraving or photograph, a graphic verbal delineation and stinging resemblance to another person, object or general idea.

c. Kinds of picture

A picture can stand for a real object, for example a picture of vehicle or transportation, animas, paintings, photographs, public places, room or map. It can be also a situation including several people and action, beach scene, a sport event, etc.

C. RESEARCH METHOD

Design of this research is one class experimental. In conducting the research the writer applied

Pre-test

In this pre-test, the writer asked the students to write descriptive paragraph without using the picture.

Treatment

In this meeting, the researcher explained descriptive paragraph and how to develop the descriptive paragraph. After that, the writer asked the students to write descriptive paragraph.

Post-test

In this post-test, the writer asked the students to write a descriptive paragraph by using picture.

The Data is collected from the pretest and posttest and would be analyzed by using the following formula:

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

Where:

$$\begin{aligned} \bar{X} &= \text{Mean score} \\ \sum X &= \text{Total score} \\ N &= \text{The number of students} \end{aligned}$$

To determine whether the hypothesis is accepted or refused, the writer used the criteria as following:

- a. The hypothesis is accepted if the result of post-test is higher than pre-test because it means that using picture in writing paragraph improves the students' writing ability.
- b. The hypothesis is refused if the result of post-test is lower than pretest because it means that using picture in writing paragraph does not improve the students' writing ability.

The students' writing ability using picture in writing paragraph was measured based on score from pre-test and post-test and it was analyzed. The students' score would be classified based on the following criteria by Heaton:

CONTENT

LEVEL	CRITERIA
27-30	EXCELLENT TO VERY GOOD: knowledgeable, substantive, etc
22-26	GOOD TO AVERAGE: some knowledge of subject, adequate range, etc.
17-21	FAIR TO POOR: Limited knowledge of subject, little substance inadequate development of topic.
13-16	VERY POOR: does not show knowledge of subject, non substantive, not enough to evaluate.

ORGANIZATION

LEVEL	CRITERIA
18-20	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, etc
14-17	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out. FAIR TO POOR: non fluent, ideas confused or disconnected.
10-13	VERY POOR: does not communicate, no organization.
7-9	

VOCABULARY

LEVEL	CRITERIA
18-20	EXCELLENT TO VERY GOOD: sophisticated range, effective word, idiom, and usage, word form mastery, appropriate register.
14-17	GOOD TO AVERAGE: adequate range, occasional errors of

	word/idiom form, choice, usage but meaning not obscured.
10-13	FAIR TO POOR: limited range, frequent errors of word/ideom form, choice, usage, etc.
7-9	VERY POOR: Essentially translation, little knowledge of English Vocabulary.

LANGUAGE USE

LEVEL	CRITERIA
22-25	EXCELENT TO VERY GOOD: effective complex constructions,few errors of agreement, tense, number,word, order/function, article, pronouns, prepositions.
18-21	GOOD TO AVERAGE: effective but simple constructions, minor problem in complex constructions, several errors of agrreement, tensse, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.
11-17	FAIR TO POOR: major problem in simple/complex constructions, frequent errors of negative, agreement, tense, number, word, order/function, articles, pronouns, prepositon, meaning confused.
5-10	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicated, or not enough to evaluate

D. DISCUSSION

From the findings above it is showed that the result of the students'

Pre-test is lower than the result of post-test. In pretest most of the students got fair score. There were 27 students (87,1%) out of 31 students got the fair score. The highest level of score reached by the students was fairly good and there were 1 students (3,2%) out of 31 students got it. The lowest level of score got by students was poor. There were 3 students (9,7%) out of 31 students got it.

In posttest, most of the students got fair score. There were 24 students (77,41%) out of them got the good score. The highest level of score reached by the students was fairly good and there were 7 students (22,59%) out of 31 students got it. The lowest level of score got by students was fair.

The mean score of pretest was **53,41** and the mean score of posttest was **58, 25**. It means that the mean score of posttest was improved **4,65** than pretest. The increasing of the mean score indicates that teaching writing using picture can improve the students writing ability. The score of students in post-test is higher than pretest.

The hypothesis is accepted because the result of post-test is higher than pre-test (58, 25 > 53,41) it means that writing paragraph using picture can improve the students' writing ability.

E. Conclusions

Based on the findings and discussions of the previous chapter, the writer conclude that the using picture in writing paragraph improves the students' writing ability of the eleventh grade of SMK. SPP.St. Poulus Makale.

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