AN ANALYSIS OF THE STUDENTS' WRITING COMPETENCE IN PREDICTING INFORMATION BY DESCRIBING PICTURE

(A Descriptive Research at the Eighth Grade of SMP Negeri 26 Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment
of the Requirement for the Degree of
Sarjana Pendidikan

SRI WAHYUNI
10535 5702 13

MUHAMMADIYAH UNIVERSITY OF MAKASSAR
FACULTY OF TEACHER AND TRAINING EDUCATION
ENGLISH EDUCATION DEPARTMENT
2018

SURAT PERJANJIAN

Saya yang bertandatangan di bawah ini:

Nama	:	**SRI WAHYUNI**
NIM	:	10535 5702 13
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	An Analysis of the Students' Writing Competence in Predicting Information by Describing Picture (A Descriptive Research at the Eighth Grade of SMP Negeri 26 Makassar)

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsisaya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir*1,2* dan *3* maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar,   Oktober 2017

Yang membuat perjanjian

SRI WAHYUNI

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : **SRI WAHYUNI**

NIM : 10535 5702 13

Jurusan : Pendidikan Bahasa Inggris

JudulSkripsi : An Analysis of the Students' Writing Competence in Predicting Information by Describing Picture (A Descriptive Research at the Eight Grade of SMP Negeri 26 Makassar)

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah *hasilkarya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun*.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar,　　Oktober 2017

Yang membuat pernyataan

Sri Wahyuni

ABSTRACT

Sri Wahyuni, 2017. "*AnAnalyzing of the Students' Writing Competence in Predicting Information by Describing Picture*" (*A Descriptive Study at the Eight Grade of SMP Negeri 26 Makassar*). Under the thesis of English Department the Faculty of Teacher Training and Education, Makassar Muhammadiyah University (Supervised by MuhArfin M Salim and RatuYuliantiNatsir).

The objective of this research was to analyze the students' competence in describing picture in the eighth grade students of SMPN 26 Makassar.

This subject of this research was the Eighth Grade students of SMPN 26 Makassar academic year 2017/2018. This research was conducted in the class VIII.6, the writer observed 25 students consisted of twenty five students; there were eighteen females and seven male. In this research used quantitative method in the form of descriptive analysis that include observation, collecting the students test, analyzing. For the collecting the data the researcher used instrument, the researcher ask to the students' to do focus in making a sentences. The test contains three picture and students must described all the pictures. Most of the students had problems to write especially in descriptive essay. They were difficult to write in organizing ideas even though their teacher had explain the material to them. Therefore, the researcher conducted this research to analyze the students' competence in describing picture.

The result of the research showed that the students' competence in describing picture was moderate. It was indicated by the fact that most of the students got good category for all the component. The students are unable to transfer their ideas into written form well in composing the text. The mean score indicates that the students writing competence in grammar is very poor (60.8), for vocabulary is law (50.4) and for students content is very low (45.6). The components of writing is needed to be improving especially students should have must vocabulary.

.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

AlhamdudillahRobbilA'lamin, the writer expresses her sincere graduation to almighty God, Allah Subhanahuwata'ala, who has given blessing, health, power and inspiration to finish her thesis. Salam and Shalawat are delivered to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

The writer would like to express her deepest prost profound and gratitude to her parents, H. Firman and Hj. Sutra. For their love, prayer, financial, motivation and sacrificed. Thanks for her lovely brother Supryadi, Supriyanto, Sunaryawan and SukriAgusriMunandar who always pray to Allah Subhanahuwata'ala for my success.

The writer realizes that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore the writer would like to thank them:

1. Dr. Rahman Rahim, SE, MM, the rector of Muhammadiyah University of Makassar.

2. Erwin Akib, M.Pd, PhD, the Dean of Teacher Training and Education Faculty.

3. UmmiKhaeratiSyam, S.Pd.,M.Pd. The Head English Education Department FKIP Muhammadiyah University of Makassar.

4. The researcher high appreciation and great thankfulness to Muh. Arfin M Salim, PhD. as first consultant and RatuYuliantiNatsir, S.Pd., M.Pd. as the second consultant who have given their valuable time and guidance to finish this thesis.

5. The staff and all lecture of the FKIP UNISMUH especially to the lectures of English Department who taught her for many years.

6. The Headmaster of SMP Negeri 26 Makassar, NurRahma, S,Pd., M.Pd and to the English teacher, Muhammad Amin, S.Pd. who have given opportunity to conduct this research in the school. Also for the eighth grade students for their cooperation and their participation during the complication this research.

7. Her true friends Andi Nur Witri Apriliani, Nurul Qhaidah Alfad, Nur Shabrina, Nurani Azizah M, Nur Faidah Arsyad and Fajrianty Yunus for her pray and support.

8. Her beloved friends in Pondok Ungu sister Syahrian, sister Nurul Husna, sister Anni, sister Rahmi for their support and help.

9. Her beloved friends Innovation who always accompany during studying in the University.

10. P2K SMP Negeri 2 Marang special for Sucitra ,Sulastiani, St. Nurhaliza and Nur Yapiyo, for their support in finishing the researchers' study.

11. All people who help and those whom the researcher cannot mention one by one.

Finally the researcher is sure that this thesis is still far from being perfect so the researcher sincerely appreciates the constructive criticism from the readers.

Hadaanallahuillasabiilissalaam

Wassalam.

Makassar,   September

The Researcher

Sri Wahyuni

NIM. 10535570213

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDICES

1. Instrument of The Research
2. Students Answer
3. The Result of the Students Test
4. Documentation

CHAPTER I

INTRODUCTION

A. Background

English is one of the compulsory subjects in Indonesian schools. One of the aims in English teaching and learning process is the mastery of the four language skills. Those skills are listening, speaking, reading, and writing.

Writing is one of English skills that is very important. It is not easy job. To produce a good writing, people or students have to know the was to write well. According to Husna (2014:5), writing is a form of activity through exploring ideas in the pepper from the writer in order to be understood by the reader. Ratnawati (2012; 8), said writing is process of communication to express our ideas or to transmit the messages through written-from to the readers.

However, there are some considerations why writing is regarded as adifficult skill. Richards and Renandya (2002) mention that difficulties in writingarise not only in generating and reorganizing ideas but also in translating the ideasso that the readers can be easily able to understand about what is the writingabout. They also proposed that second language writer should pay attention to thehigher skills of writing; they are generating and reorganizing ideas. In writing classroom activities, the students are asked to write about whatis being discussed. The teacher gives instructions in writing and then asks them to write. Harmer (2004) proposes that writing in the classroom, taught by combining the process of teaching writing, involving encouraging the students to think about what they are going to write, by encouraging them to draft, reflect, and revise, and by responding their writing product. In

addition, to make the students interested in the writing teaching and learning process, the teacher may use learning media. Learning media contributes to students' motivation in learning process of writing skill like using picture. They can stimulate students' idea to develop their writing.

In writing, there are some aspects that should be understood such as grammar, punctuation and spelling, organization, cohesive and coherent devices, and vocabulary. Teaching writing is a complex activity. Therefore, the teachers must have a great interest and strategies in writing activities. However, many teachers are not interested in teaching writing. They do not teach writing, but they just test writing in their classes. As a result, the students do not make any progress in their writing.(Novita, 2014)

Learning writing at junior high school can be done with manymedia to help students in writing skill such as: pictures, cards, paper sheetetc. The researcher chooses describing picture to teach writing indescriptive text, because with describing picture the students will be easierto express theirideas. With the describing picture, they can reflect on image,when they see. So if they can express their ideas of course they will write and teacher can know the purpose of students mean.

Picture is one of visual aids, which can help the students develop their knowledge about the topic of the text. Harmer (2007) affirms that pictures are useful for getting students to predict what is coming next in a lesson. When the students read certain text, they will easily get information when they understand the pictures. As a result, teacher should provide some pictures to facilitate the students in writing. Furthermore, proper pictures have to be considered because familiar and simple pictures are needed by the student.

The pictures are one of the solutions that can help the teachers to explain language meaning and construction. The teachers are able to cope with the problems in teaching English. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us. Picture can make anyone getting clearer ideas or information than language term.

Therefore , the researcher think that this study becomes important to analyses the students writing competence in predicting information by describing picture at the Eighth Grade students of SMP Negeri 26 Makassar . The media was also investigate the students pay more attention to the picture and whether they get the information easily from the pictures.

B. Problem Statement

Based on the background of the research above, this study limited to discussion by stating the following research question "How are students' writing competences in predicting information by describing picture?"

C. Objective of the Research

Based on the research question above, the researcher intends to find out the objective" To analyze the students' writing competence in predicting information by describing at the Eighth Grade students of SMP Negeri 26 Makassar."

D. Significances of the Research

1. Significance for the students

By this research, the writer hope that all of the students can solve their problem and their weakness in their studying writing especially in describing picture.

2. Significance for the teacher and researchers

By this research, the writer hoped that all of the English teachers to know how far the abilities of the students in writing and the way to solve their problem and for the researchers to use this study as reference for next research.

E. Scope of the Research

Based on the background above, this study was focused to the analysis of the students' writing competence in predicting information by describing picture in writing particularly in describing object. The level of students being studies is students at the Eighth Grade SMP Negeri 26 Makassar.

CHAPTER II

RIVIEW OF RELATETED LITERATURE

A. Concept of Writing Competence

Ramelan (2003) stated writing competence is a continuous process of thinking and organizing, rethinking and reorganizing. Through writing, we can inform others, carry out transaction, persuade, infuriate; and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of writing things down.

John (2006) stated performance writing is one of those unwieldy terms not quite familiar enough for us to assume we already know what it means, not quite descriptive enough for us to simply guess. Fitting, then that this term refers to a field with a willful unwillingness to commit to fixed definition. To consider the term performance writing in explicitly performance writing term is intertwined both with the context of its production and of its consumption.

Trigan (1985: 5) writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is includes an ability

Byrne (1990) states that wring is production of graphic symbols to form words in sequences of sentences arranges in particular order and linked together.

Bello (1997) states that writing enhance language acquisition as learners experiment with word, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only a means of communication where students can share their views and thoughts, it is actually a pre request to master other language.

According to Nunan (2003:88), writing can be defined by a series of contrast. The first, writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress and idea or feeling, and readers also called the audience, who need to have ideas expressed is certain ways. Written must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and reread. This process of writing often cyclical, and something disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Elbow in Brown 2001: 337, writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a massage.

From the description above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

a. The Components of Writing

Writing has five components, which are as follows: Content, form, grammar, vocabulary, and mechanic. Firstly, the content or fluency of writing should be clear to reader so that the reader can understand the message conveyed and gain information form. In order to have a good contain of writing, its context should be well unified and completed. This term is usually known as unity and completeness, which become the characteristics of a good writing (Heaton, 1991)

Secondly, from of the writing concerns with the ways through writer arranges and organizes the ideas order message in the writing. There are many ways used by the writer to organize or arrange the writing. This form is mainly recognized as order (Heaton, 1991).

In form, there are some criteria: chronological order, order of importance, deductive, inductive, question to answer order (Heaton, 1991). Chronological order is commonly used in the narration and expository: it deals the events with the process that is described from beginning to the end. Unlike order of importance, this type of form is a way of organizing supporting details according to their importance. When a writer arranges detail in this way of organizing supporting details according to their importance. When a writer arrangers details in this way, how star the least importance ones. Or he may start it with the least important ones and then process to the ones.

The writer uses inductive order to lead readers through various kinds of supporting sentences concluding sentences. The topic sentences are placed in the end of writing. This type

of form begins with a generalization and then follows with particular statements to support that generalization. In the final sentences, the main idea restarted in the topic sentences, but slightly in different words. The type of questions to answer order is the answer should be contained with enough fact and order detail until they are acceptable to readers.

Grammar plays important roles in the writing. In order to have a good grammar in the writing, writer should pay attention to the use of grammatical rule concerning tenses, preposition, conjunction, clause, adjective, adverb, articles, etc (Nurdin,2009). Bad grammar will make the content of writing vague and can make misunderstanding, for example the use of tenses.

Next, vocabulary is one of language aspect dealing with the process of writing. The writer always think about putting words into sentences, putting sentences into paragraph until they can create a pale of writing. Besides, vocabulary has some rule, like the total number of words that make up a language, body words known to person or used in a particular book, subject, and list of words with their meaning, especially one, which accompanies a textbook, a foreign language (Hornby,1986). It is clear now that we cannot write or express our ideas if we do not have vocabularies. Therefore, we cannot understand the writing passage without having a lot of vocabularies.

Vocabulary is also one of the importance components of writing should be taken into consideration by the English learner and English teacher because there is no doubt that learning a language always means firstly learning the words of the language itself.

Then, mechanic in writing also has an essential role. The use of the mechanics due to capitalization, punctuation and spelling appropriately. This aspect is very important since it lead reader to understand or recognize immediately what the writer means to express definitely the

use mechanic in writing will make readers easy to group the conveying ideas or message to the written materials (Heaton, 1991).

b. The stage of Writing Process

According to Oshima and Hugue there are roughly four step in writing process, namely:

Step 1: Prewriting

The first step is called prewriting. Prewriting is away to get ideas. In this step you choose a topic and collect ideas to explain the topic. There are several technique you can use to get ideas. In this chapter you will practice the technique called listing is a prewriting technique in which you writ the topic at the top of piece of paper and then quickly make a list of the word write or phrase that come into your mind. Don't stop to wonder if an idea is good or not. Write it down keep on writing until the flow of ideas stop. In prewriting step, the students star to write by gaining the ideas, there are several tips to get ideas, one of them suggested by Oshima and Hogue is listing technique.

Step 2 ; Organizing

The next step in writing process is to organize the idea a simple outline. In this step the idea is organized into simple outline to choose the specific angle or part to develop into paragraph.

Step 3; Writing

The next step is to write a rough draft using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This

is perfectly usual and acceptable- after all, this just a rough draft. You will fix the error later. Notice that the writer added some ideas that were not in this outline. Notice also that he added a concluding sentence at the end.

After getting getting the specific ideas and then the student can start writing. This step of writing can be called as rough draft because the students probably makes many errors.

Step 4: Polishing

In this step, you polish what you have written. This step also called revising and editing. Polishing is most success is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

This is the last step of writing process. The students edits and fixes the rough draft in the aspect of grammatical rule, punctuation, etc. The students has finising the writing process after revising, editing stage.

Basically the two opinions above have same points in writing process, it started by gaining any ideas using some suggested technique called prewriting and the developing the idea called organizing and writing stage in Oshima and Hogue and drafting in Dietsch. After developing the idea, the writer or student draw up the idea by writing it on paper as rough draft. The last step is revising the rough draft, editing and proofreading the rough draft to be good and correct writing which the process involved examining the grammar and eliminating grammatical distractions.

B. Concept of Predicting Information

Predicting is an educated guess about something that will come later in the text. The predicting strategy is a strategy is a simply but powerful way to help you connect what you know with what you see. Just as a detective looks for clues to solve a mystery, you can find clues in a text about upcoming events and themes.

Making predicting while you read will help find meaning in a text. When you make a predicting, you engage with the author's clues about what is important in the story, poem, speech or other nonfiction text. Plus, it can be fun to find out whether things turn out as you expected.

C. The Concept of Describing Picture

In *Webster New World Dictionary*, describe is say what somebody or something is like. Describing picture is one of activity in learning writing English. In this activity, students must describe pictures in paper. Every student gets one picture and must describe it. The purposes of this activity are to train students 'imagination and retell story in writing English. This method is to make students easier to describe something, and make learner process more enjoyable. (Salahudin, 2009:99)

Pictures are one of the visual aids that can be used in teaching writing. It makes something more interesting for the students. It alsocan be used in creating situation for writing classes more clearly.Picture as aids are clearly in dispensable for language teacher since theycan be used in so many ways.The teacher can teach vocabulary easilythrough pictures it means blackboard drawing, wall pictures, chart andflashcard.(Harmer, 2001)

As we know that descriptive text is a text to describe something, such as person, place, or things. So, it normally takes on three forms, they are:

1. **Description of people**

    People are different, and writing description of people is different. You are probably already aware of some of the complication because you have often been asked, what's so and like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.

    a. Identification

        Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

    b. Impression

        Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

    c. Character Sketch

        More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a

person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.

2. **Description of places**

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.

3. **Description of things**

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a. Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b. Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, "the wind had chiseled deep grooves into the sides of the cliffs" is more specific than "the wind had made deep grooves." The verb *chiseled* also gives the reader a more accurate picture of the wind's action than *made* does.

D. The Concept of Picture

1. Definition of Picture

Brown (2001) defines media as the tools or the physical things used by many teachers to facilitate the instruction. Media plays an important role in teaching and learning process. It can be used to enhance teaching and learning process, help to connect the students for something relevant with the lesson, and help the students to gain attention and also maintain the students' interest in teaching and learning process. Students can see the object directly by the use of media.

Many language teachers should have a range of resources to help their students during the learning process in the classroom. Many resources can help the students to develop their ability. One of the media that can help teachers to promote their students'

learning is the use of pictures. Teachers can make the pictures as the representation of the places, objects, and people. By giving the pictures, students can predict and infer not only from what they hear and read but also from what they see.

Pictures also contribute to make an interesting lesson, to improve student's motivation, to give a sense of the context of the language, and to give a specific reference point or stimulus. According to Wright and Sofia in Bariyah (2009) thesis that using visual aids will make teaching more effective communicative and interesting .The advantages of using pictures:

1. Pictures are interesting

    Using picture is one of good way to increase students' creativity and decrease students' boredom. Pictures are interesting because it make the class livelier and contribute a great deal to make learning more enjoyable.

2. Pictures are economical

    Pictures are economical. It means that pictures are easy to collect. Teachers can take it from magazine, newspaper, photos, internet, or even draw it by themselves. Wright states that for most teachers, pictures are cheap and readily available sources.

3. Pictures are effective

    According to Kreidler (1968), pictures are one recognized way of representing real situation that would be impossible to create in any other way. Yet, teachers shouldhave many considerations to select the pictures. The pictures that can be used as teaching media should be:

    a. Appeal   : It means that the contents of the picture should be capture interest and imagination for the students.

b. Relevance : it means that pictures that will be used as media should be relevance to the purpose of the lesson

c. Recognition : it means that the significant features of the pictures should be within the students' knowledge and culture understanding.

d. Clarity : it means that the pictures must clear since the crowded pictures make the students confused and distract, students should be able to see the relevant detail clearly.

b. Using Pictures in Writing Activities

The use of pictures can provoke the creativity of the students. Pictures areoften used to present the situations in the learning process. For thisreason,teacher can also use the pictures in their activity. One of the visual mediacommonly used in the teaching and learning process is pictures. Smaldino (2005:240) states that pictures are photographic (representation of people, places, andthings in the form of two dimensional that sometime in the form of sequentialpictures (in series). There are some activities that are proposed by Harmer (2004:67). The first activity is describing pictures. In this task the students have todescribe the pictures. The teacher also gives the limitation to demand the studentsto finish the task. The teacher can make the activity more engaging by askingstudents about the pictures.

The second activities are suspects and objects. In this task, the teacher givesthe students a variety of pictures. The students have to describe only one of

them.The students then give their description to another student who has to identifywhich pictures is being described, and stick the description under the correctpicture.

Writing the postcard is the third activity. In this task, the teacher gives thepostcard scenes and then asks the students to write postcard which they wouldexpect to write to an English-speaking from such a location.

The fourth activity is portraits. The teacher will give the students someportraits. The students have to think about the person they see there. Do they lookhappy or sad, extrovert or introvert? When the students have studied the portraitthey will know what kind of letter they want to write. This activity can be donewith photographs and provided that they go some way to capture the personalityof the subject.Story task is the fifth activity. Harmer (2004: 69) states that pictures arereally useful ways to prompt students into writing stories. There are a number ofdifferent tasks which students can be asked to undertake. Four which work wellare following:

1. For dramatic pictures (such as a man crossing a canyon on a tightrope,people in a street protest, or someone who has come face-to-face witha wild animal) students can asked to write what happened next.
2. Students can be given a series of pictures of random objects (anaero plane, a bicycle, a pack of cards, a dog, a fireplace, etc.) and toldto choose four of them, and write a story which connects them.
3. Students can be given a series of pictures in sequence which tell astory. They have to write the story which the pictures tell.

4. Students can be given a picture and a headline or caption and asked towrite the story which makes sense of the pictures and the words.

In this research study, a pictures in sequence was used as the main media to improve students' writing skill. An appropriate media in teaching writing can help students achieve their writing skill.

c. The Importance of Picture in Teaching Writing

Picture can be used in teaching and it's very useful for the students. They can provide some information of them. Students are helped to express their ideas by looking picture and tell what is picture about.

Moreover, picture is better to convey the meaning than word. It because of the human brain is the image processor naturally, not the word processor. According to Deporter and Nourie (2002), Neurologists said that 90% input sense for the brain from visual material and brain will perceive quickly and gives reaction naturally to symbol, icon and for simple and strong picture. Therefore, we can say that our brain receive information better with visual presentation such as picture or image than non-visual or verbal language.

The function of visual learning based on Sonneman(1997:74) symbol represent ideas, reminding about speaker comment and helping to remind again some presentation before that visualization is memory technique by which image are formed to help recall material it have several purpose such as make abstract ideas concrete, engages multiple

sense, permit us to link different bits of information together and provides us with context for storing information.

Based on the explanation above the researcher concludes that picture as visual learning can help students to remind information and link material in our brain. It as visual aids can be helpful to the teacher of foreign language lesson. It can be brighten up the class and bring more variety into language lesson. It can also arise the students' attention to catch the meaning of the sentences. The researcher hoped it would make easier in learning English specially writing as an activity, which need explore ideas.

Wright (1981:17) added differently that pictures contribute to interest and motivation a sense of the context of the language and a specific reference point or stimulus. He explained that picture have some roles in writing such as below:

1. It can motivate the students and make him or her want to pay attention and want take part.
2. Picture contributes to the context in which the language is being used. They bring the word into the classroom
3. The picture can be described in an objective way ("This is train") or interpreted ("it's probably a local train") or responded to subjectively (I like travelling by train).
4. They can stimulus students to learn
5. They can give students motivation to use their abilities
6. They can motivate the learning of new words
7. They can arise students' attention to guess the meaning of unfamiliar words

8. With picture, all students will immediately need the appropriate vocabulary, idioms, and sentence structure to convey what they see.

E. Conceptual Framework

Based on previous explanation, writing is the important skill to be mastering. Teaching writing English with using visual picture the teacher hope can increase students' ability in writing achievement and can enjoy in teaching learning process. The students can focus and want to learn English without fell board.

Figure 2.1. Conceptual Framework

```
┌─────────────────────┐      ┌─────────────────────┐
│ Describing Picture  │─────▶│  Students Writing   │
└─────────────────────┘      │     Competence      │
                             └─────────────────────┘
                                        │
                                        ▼
                             ┌─────────────────────┐
                             │  1. Grammar         │
                             │  2. Vocabular       │
                             │          y          │
                             │  3. Content         │
                             └─────────────────────┘
```
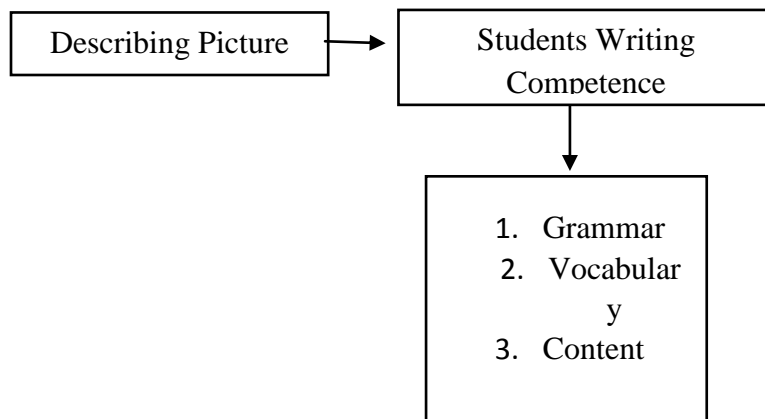
The research stars from the students writing which focuses on the students writing in describing picture. The components measure the students writing ability are grammar, vocabulary, and contents.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with the research design, population and sample, research instrument, technique of data collecting, and technique of data analysis.

A. Research Design

The design of this study was descriptive analysis in form of quantitative research about analysis on students writing in describing picture at the Eight grade of SMP Negeri 26 Makassar, which aim to describe the students writing competence. The descriptive research was designed to obtain the current status of phenomenon and was directed toward determining the nature situation as it existed at the time of the study

The method of the study used quantitative method research applied number from collecting the data, describing the data, until the result of the research. To avoid bias, the researcher tries to evaluate the real condition as objective as possible.

B. Population and Sample

The subject of this research was the students at the Eight Grade of SMP Negeri 26 Makassar.

1. The population

The Population of this research was the Eighth Grade students of SMPNegeri 26 Makassar. There nine classes for the eighth grade. The total number of eight grade students of SMPNegeri 26 Makassar was 135 students.

2. The sample

The research used total sampling technique which was the sample was selected from all the population. It means all of the students was taken as sample. The researcher took 25 students from one class (VIII 6) at the second year of SMP Negeri 26 Makassar.

C. Research Variables and Indicators

1. Those were two variables in this research namely; independent variables and dependent variables. In this research independent variable was the use of visual picture

2. The indicators students writing competence in describing picture were; grammar, vocabulary and content.

D. Research Instrument

The researcher used written test for the research instrument. The researcher gave some pictures for the students and asked to the students make a descriptive paragraph.

E. Technique of Data Collecting

The researcher classified the data as the quantitative form. The form of the test that gave to the students was written test to finds out the students writing competence in describing picture

The first step was preparing the research instrument. The second step was implemented the test. In this test the researcher used pictures to measure students' writing competence by describing picture. There are three kind of picture will be given to the students.

Then, the researcher collected the paragraph that were done by the students. The researcher analyzed the students writing in order that researcher saw what the students made in their writing.

F. Technique of Data Analysis

The data was analyzed through some steps using as following: 1) Collecting the data; 2) Checking and assessing students' writing; 3) Calculating the Data; 4) Put the data into table and percentage; 5) Interpreting the results. (Ary et al. 2002:517) .

To know the students writing competence, the researcher used statistic analysis. The steps were below:

1. Scoring and classifying the students writing as suggested by Hughes in Tamrin (2012). Here explained the detail of the explanation above with its criteria:

Table 3.1. Vocabulary

No.	Classification	Score	Criteria
1.	Excellent	5	- Use of vocabulary and idiom rarely (if at all) distinguishable from that of education native writer.
2.	Very Good	4	- Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
3.	Good	3	- Uses wrong or inappropriate words fairly frequently; expression of idea may be limited because of inadequate vocabulary
4.	Poor	2	- Limited vocabulary and frequent errors clearly hinder expression of ideas.
5.	Very Poor	1	- Vocabulary limitation so extreme as to make comprehension virtually impossible.

(Adapted from: Hughes in Tamrin, 2012:38)

Table 3.2. Grammar

No.	Classification	Score	Criteria
1.	Excellent	5	- Few (if any) noticeable of grammar or word order
2.	Very good	4	- Some errors of grammar or word order which do not, however, interfere with comprehension.
3.	Good	3	- Errors of grammar or word order fairly frequent; occasional re reading necessary for full comprehension.
4.	Poor	2	- Errors of grammar or word order very frequent; reader often has to rely on own interpretation
5.	Very Poor	1	- Errors of grammar or word order as severe as to make comprehension virtually impossible

(Adapted from: Hughes in Tamrin, 2012:37)

Table 3.3 Content

No.	Classification	Score	Criteria
1.	Excellent	5	- Choice of structure and vocabulary consistently appropriate; like that of educated native writer.
2.	Very Good	4	- Occasional lack of consistency in choice of structure and vocabulary which does not, however, impair overall ease of communication.
3.	Good	3	- Structures or vocabulary items sometimes not only inappropriate but also misused: little sense of ease of communication.
4.	Poor	2	- Communication often impaired by completely inappropriate or misused structures or vocabulary items.
5.	Very Poor	1	- A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost impossible.

(Adapted from: Hughes in Tamrin, 2012:39)

2. Classifying the score of students by using following scale

Table 3.4 *Classification Score of Students*

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Poor
56-65	Very Poor
46-55	Low
0-45	Very low

(Depdikbud in Herlis, 2011)

3. Calculating the rate percentage of the students score (Gay, 1981: 40)

The formula was $P = \frac{F}{N} \times 100$

Where   P = Percentage

F = Frequency

N = The total number students

4. Calculating the mean score (Gay, 1981 : 298)

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

Where: x = Mean score

$\sum x$ = The sum of all score

N = The number of subject (Students)

CHAPTER IV

FINDING AND DISCUSSION

This chapter described the findings and the discussion of this research. In the findings section, the researcher showed all the data which she collected during the research. In the discussion section the researcher analyzed and discussed all the data in the finding section.

A. Findings

The finding of the research covered the description of the students writing descriptive paragraph in the discussion part, the researcher presented interpretation of the findings. To know the result of the test, the researcher made the table of the students' percentage and frequency   in each components of writing that is taken from data analysis. The students' score in writing describing picture were presented in the following description.

1. The student's grammar in describing picture

To know the students' competence in grammar, the research analysis the students test. The students' score it can be seen in table 4.1.

Table 4.1the frequency and percentage of the students' Grammar

No	Classification	Score	Frequency	Percentage
1	Excellent	5	-	-
2	Very Good	4	8	32
3	Good	3	10	40
4	Poor	2	7	28
5	Very Poor	1	-	-
			25	100

$$P = \frac{F}{N} \times 100$$

Where   P = Percentage

F = Frequency

N = The total number students

Table 4.1 show that from 25 students' who followed the competence test in describing picture. It can be said that none of the students get excellent score and very poor score for grammar. On the other hand, there were 8 students (32%) who get very good score, 10 students (40%) got good score, and 7 students (28%) got poor score. From the explanation above, it showed that the students' scores for grammar most of the students got good score. It means that the students competence in grammar were moderate.

2. **The student's vocabulary in describing picture**

To know the students' competence in vocabulary, the research analysis the students test.

The students' score it can be seen in table 4.2

No	Category	Score	Frequency	Percentage
1	Excellent	5	-	-
2	Very Good	4	6	24
3	Good	3	9	36
4	Poor	2	10	40
5	Very Poor	1	-	-
			25	100

$$P = \frac{F}{N} \times 100$$

Where   P = Percentage

F = Frequency

N = The total number students

Table 4.2 show that from 25 students' who followed the competence test in describing picture. It can be said that none of the students get excellent score and very poor score for grammar. On the other hand, there were 6 students (24%) who get very good score, 9 students (36%) got good score, and 10 students (40%) got poor score. From the explanation above, it showed that the students' scores for vocabulary most of the students got poor score. It means that the students competence in vocabulary were poor.

3. **The student's Content in describing picture**

To know the students' competence in Content, the research analysis the students test. The students' score it can be seen in table 4.3

No	Category	Score	Frequency	Percentage
1	Excellent		-	-
2	Very Good		2	8
3	Good		3	12
4	Poor		20	80
5	Very Poor		-	-
			25	100

$$P = \frac{F}{N} \times 100$$

Where   P = Percentage

F = Frequency

N = The total number students

Table 4.3 show that from 25 students' who followed the competence test in describing picture. It can be said that none of the students get excellent score and very poor score for content. On the other hand, there were 2 students (8%) who get very good score, 3 students (12%) got good score, and 20 students (80%) got poor score. From the explanation above, it showed that the students' scores for content most of the students got poor score. It means that the student's competence in vocabulary was poor.

The researcher concludes that the students writing competence in describing picture for each component of writing is still moderate because dominant students got poor category in describing all the picture.

B. Discussions

After conducting the research, the researcher obtained of students writing. The data were score of the eight grade students of SMPNegeri 26 Makassar in the academic 2017/2018. The form of the test was written test

According to the research finding, the researcher concluded that the students writing competence in describing picture is still need to improve. The students writing competence in vocabulary is better that the competence students in grammar and content.

However, in constructing the sentences, the students have already using their existing knowledge in writing descriptive paragraph. Corder (1981: 45) states that analysis is a part of methodology of investigating the language learning process

1. Students' grammar in describing picture

The first is form the aspect of grammar. The indicators in this aspect, they are simple presents and adjective words. In simple present tense indicators, the sub indicator has the sub indicators consist of: to describe, actions or condition that are usual, habitual or permanent, to stage general/ truth, for future action in certain time, relational verbs used when classifying and describing appearance/ qualities and parts/ function of phenomena (is, are, has, have). The next adjective words indicator has the sub indicator consist of used to add extra information to noun sand may be technical, everyday or literally, depending on the next. In this aspect of indicator

and sub indicator, the researcher can collect and analyze the data.The result of data analysis showed that the students' competence in grammar it good. The score was derived from 8 students (32%) who get very good score, 10 students (40%) got good score, and 7 students (28%) got poor score. From the explanation above, it showed that the students' scores for grammar most of the students got good score. It means that the students competence in grammar were moderate.

2. **Students' vocabulary in describing picture**

The aspect vocabulary consists of the two indicator they are word choice and sub indicator of word choices is choosing the appropriate and accurate words to express ideas. In sub indicator of word choices is choose the appropriate and accurate words to express ideas. The result of data analysis show that the students' competence in vocabulary it poor. The score was derived from 6 students (24%) who get very good score, 9 students (36%) got good score, and 10 students (40%) got poor score. From the explanation above, it showed that the students' scores for vocabulary most of the students got poor score. It means that the students competence in vocabulary were poor.

3. **Students' content in describing picture**

The aspect content there are three indicators in the aspect, they are coherence, identification, and description. The coherence indicator has the sub indicator consist of repeat key form sentence to sentence, use pronoun for pretending key term, use demonstrative

adjective, uses connecting words. Next identification indicator has the sub indicator consist of identify the name of place and location, describe the complete features of the place. And the last description indicator has the sub indicator consist of part, qualities and characteristic. With the guide of indicators and sub indicator, the researcher can collect and analyze the data. The result of data analysis show that the students' competence in content it poor. The score was derived from 2 students (8%) who get very good score, 3 students (12%) got good score, and 20 students (80%) got poor score. From the explanation above, it showed that the students' scores for content most of the students got poor score. It means that the student's competence in vocabulary was poor.

Considering the finding and discussion of the research, it is conclude that the eighth grade of SMPNegeri 26 Makassar still need to improve the writing skill, especially for writing descriptive text. From the students score in each aspect, it could be seen that the students' weakness in writing descriptive text is content. And all components of writing should be paid attention.

CHAPTER V

CONCLUSION AND SUGGESTION

This part of the thesis, the writer would like to present the conclusion finding and suggestions.

A. Conclusion

Based on finding and discussion in the previous chapter in this study about students writing in describing picture at SMP Negeri 26 Makassar take conclusion as the students' competence in describing picture was moderate. It was indicated by the fact that the most students got poor category for all the component. The students are unable to transfer their ideas into written form well in composing the text. The mean score indicates that the students writing competence in grammar is very poor (60.8), for vocabulary is law (50.4) and for students content is very low (45.6). The components of writing is needed to improve especially students should have many vocabularies.

It occurred not only because of students were not succeed in following the order of writing process but also because of less effort. They rarely practice writing and a good text in and out classroom. They already know the rules of writing but still unable to apply it. Those problems make students writing skill is still very law.

B. Suggestions

The result of this research suggest that:

1. English teacher should provide students with more writing exercises and explain deeply writing component in the classroom

2. The teacher should provide time to the students for practicing their writing skill; in this case the teacher has to teach the students how to organize the ideas well.

3. The students need to explore their writing activities and discover their own best way of learning. They should practice regularly to improve their writing skill.

4. For the researcher who will conduct further research about descriptive writing can analyze more about this skill.

BIBILIOGRHAPY

Andrew Wright, *Picture for Language Learning*. (Cambridge University Pess.1989) P.2

Ary, D. et al. 2002. *Introduction to Research in Education*. Wdsworth: Cengaga Learning.

Arikunto, S.2010. *Prosedure Penelitian (Satuan Pendekatan Praktik).* Jakarta: Rineka Cipta.

Bello, T. 1997. *Writing Topics for Adult ESL Students. Paper presented at the 31st Annual Teachers of English to Speakers of Other Language Convention*. Orlando, FI, USA

Brown, H. Douglas. 2001. *Teaching by Principles an Interactive Approach to Language* Pedagogy (2nd Ed.). New York: Addison Wesley Longman.

Byrne, D. 1990. *Teaching Writing Skill (New Edition).* New York: Longman

Byrne, Donn. 1997. *Teaching Writing Skills*. New York: Longman.

Comsky, Hartamaan, *Dictionary of Language and Linguistics*, (London: Applied Science Publisher, 1972, 44.

Deporter, B Reardon and Nouries, S.S.2002. *Quantum Teaching*. Bandung: Kaifa.

Gay, LR. 1981. *Education Research*. New York: Grow Hill Book Company.

Harmer, Jeremy.2001. *The Practice of English Language Teaching* (Third Edition). England: Person Education Limited.

Harmer, Jeremy. 2007. *The Practice of Language Teaching*. London: Longman.

Heaton, J.B. 1991.*Writing English Language Test*. New York: Longman.

Hornby, A.S.1995.*Oxford Advance Learner's Dictionary of Current English*. London: Oxford University.

Hornby, A.S.1986. *Oxford Advance Learner's Dictionary of Current English*. London: Oxford University.

J. Kreidler, Carol. 1968. *Visual Aids for Teaching New Edition USA*. Longman

KhoirulBariyah. 2009. *The Effect of Using Situational Picture on the Ability of   Writing Descriptive Text of Eleventh Grade Students of SMA Muhammadiyah 1 Gresik*. Thesis

Langan, J.2006. *English Skill with Reading*. New York: Lisa Moore.

Nawas, A. 2010. *Improving the Students' Ability in Writing Descriptive Text through Contextual Teaching and Learning Approach at the Third Year Students' of MA Madani Alauddin Pao-Pao Gowa*. Thesis, Makassar: UIN

Nunan, David. 1998. *Designing Task for the Communicative Classroom.* Boston: Heinle&Heinle Publisher.

Nurdin. 2009. *Writing I*. Makassar: Tarbiyah and Teaching Science Faculty.

NurulHusna. 2014. *Improving Students Ability in Writing Descriptive Essay Through Cubing Technique an The Second Year Students of MAS Yasrib Lapajung Watang Soppeng*. Thesis

Richards, J.C., &Renandya. W. A.2002. *Methodology in Teaching An Anthology of Current Practice New York*: Cambridge University Press.

Smaldino, E. Sharon et al. 2005. *Instructional Technology and Media for Learning*. New Jersey. Pearon

Solahuddin. 2013. *Tutorial Writing Bahasa Inggris*. Jogjakarta: Berlin

Sonneman. 1983. *Living English Structure*. London: Longman

Tamrin, R. 2012. *Improving StudenPrinsip-prinsipDasarMetodeRisetPengajarandanPembelajaranBahasats'' Writing Ability in Report Text by Using Communicative Language Teaching at the Third Year Students of SMP Negeri 1 Donri-Donri Kab. Soppeng*. Thesis. Makassar: UIN

Trigan, H. Guntur.1990. Bandung: Angkas

Wright, A. 1981. H*ow to Communicate Successfully*. Cambridge University Press, Geat Britain.

APPENDICES

Table of students score in Vocabulary

Students	Score
Students 1	40
Students 2	60
Students 3	60
Students 4	60
Students 5	60
Students 6	60
Students 7	40
Students 8	40
Students 9	40
Students 10	60
Students 11	40
Students 12	40
Students 13	40
Students 14	40
Students 15	60
Students 16	40
Students 17	40
Students 18	60
Students 19	40
Students 20	40
Students 21	40
Students 22	40
Students 23	40
Students 24	40
Students 25	40
Total	1160
Main score	50.4

Total of the students score in Content

Students	Score
Students 1	60
Students 2	40
Students 3	40
Students 4	80
Students 5	40
Students 6	40
Students 7	40
Students 8	40
Students 9	40
Students 10	40
Students 11	40
Students 12	60
Students 13	40
Students 14	60
Students 15	40
Students 16	40
Students 17	40
Students 18	40
Students 19	40
Students 20	60
Students 21	40
Students 22	40
Students 23	40
Students 24	40
Students 25	40
Total	1120
Main score	45.6

Total of the students score in describing grammar

Students	Score
Students 1	60
Students 2	40
Students 3	80
Students 4	40
Students 5	60
Students 6	40
Students 7	40
Students 8	60
Students 9	60
Students 10	40
Students 11	40
Students 12	40
Students 13	80
Students 14	80
Students 15	60
Students 16	40
Students 17	40
Students 18	60
Students 19	40
Students 20	60
Students 21	40
Students 22	40
Students 23	40
Students 24	40
Students 25	60
Total score	1280
Main score	60.8

CURRICULUM VITAE

Sri Wahyuni, was born on June 5th 1995 in Desa Panaikang Kec. Sinjai Timur Kab. Sinjai. She has four brothers. They are Supriyadi, Supriyanto, Sunaryawan and Sukri Agusri Munandar. She is the the only daughter from H. Firman and HJ.Sutra.She began her first education in elementary school, SD Negeri 31 Panaikang Desa Panaikang Kec.SinjaiTimur Kab.Sinjai, South Sulawesi and graduated in 2007. Then, she continued her education in SMP Negeri 2 SinjaiTimur and graduated in 2010. Then. She continued her study in SMA Negeri 1 Sinjai Kec. Sinjai Utara Kab. Sinjai and Graduated in 2013. In the same year 2013, she passed at Muhammadiyah University of Makassar. She chose majoring English Education Department in Faculty of Teacher Training and Education. At the end of her study, she could finish her thesis in 2017 entitle*An Analysis of the Students' Writing Competence in Predicting Information by Describing Picture (A Descriptive Research at the Eight Grade of SMP Negeri 26 Makassar).*