IMPROVING THE ELEVENTH GRADE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXTS BY USING PICTURES MEDIA AT SWASTA GKPI MEDAN

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Abstract

Writing as one of the language skills is not as easy as one thinks because it needs some exact requirements to create topic sentence, controlling idea, supporting sentences, concluding sentence, etc. It is not surprising that students have difficulty in writing. The students could not describe thing, place or person because they could not express their ideas and they have limited vocabulary. Thus, they need some ways or media which could help them write descriptive texts. The teacher should be creative to search for interesting media to teach writing descriptive texts. Pictures media can help students to express and elaborate their ideas into a writing. The objectives of this study are to prove that the use of pictures media can improve the students' skill in writing descriptive texts and to describe the responses of the students towards the use of pictures media in writing descriptive texts. The subjects of this study are the eleventh grade students of SMA Swasta GKPI Medan Class XI IPS 1 in the Academic Year of 2017/2018. In conducting this research, the writer used Classroom Action Research (CAR) as the method of research. Tests were used to gather the quantitative data. In addition, field notes and observation sheet were used to gather the qualitative data. Based on, the findings of this study, there were 4 students (12%) who passed the Mastery Minimum Criteria (*Kriteria Ketuntasan Minimal*) 75 in pretest, 12 students (36%) in formative test and 29 students (87%) in posttest. The result of this research revealed that there is a significant improvement of the students' achievement from pretest, formative test and in the post test. This improvement was shown by the comparison between the students' mean score of pretest (43.75), formative test (70.6), and posttest (84.4). Based on the questionnaire results, the students' responses are very good. They agreed that using pictures media could improve their achievement in writing descriptive texts. Furthermore, the students found it interesting to learn how to write descriptive texts by using pictures media. It can be seen from their full attention during the learning teaching processes. Therefore, it is recommended for the teachers to use pictures media in improving their students' writing skill especially in writing descriptive texts.

Keywords: Pictures media, writing skill, descriptive texts

I. INTRODUCTION

Writing is one of the four basic skills in learning a language besides listening, speaking and reading. Writing is the most difficult skill for students to master. In fact, writing has become a problem to the students. The writer finds some difficulties for students in writing descriptive text, in building and developing their

ideas, choosing the right words, using the grammar, lack of vocabulary and organizing the text.

Descriptive is a written English text in which the writer describes an object. In this text, the object can be a concrete or an abstract object. It can be a person, an animal, or thing about any topic. When the students describe the pictures, it can entertain the students to write the word naturally from their mind. Wright (1989:17) states, "Some roles for pictures in writing: Pictures can help the students and make them want to pay attention and want take part, pictures contribute to the context in which the language is being used". They bring the world into the classroom for example the picture of elephant. The pictures can be described in an objective way or interpreted or responded to subjectively.

There are many kinds of visual materials that can be used to teach descriptive texts such as post cards and pictures. The writer chooses pictures as a media for teaching descriptive text to the students. The pictures will help the students write the descriptive text with enjoyment. Besides that the learning process in the classroom will run effectively and efficiently.

There are some previous researches about improving students' skill in writing descriptive texts by using series of pictures. The first research was conducted by Chairena (2007) entitled "The Use of Pictures to Teach Writing Descriptive Texts to the Eighth Grade Students of SMP Negeri 13 Semarang in the Academic Year of 2006/2007". The research findings showed that pictures contributed greatly to the students in writing descriptive texts. It could be seen from differences of the mean score of the posttest of the experimental class, that is 81,3 and the mean score of the posttest of the control class, that is 73,2. She concluded that pictures were very effective to help the students write descriptive texts. The second one was conducted by Wahyuningsih (2011) entitled "Improving Students' Writing Skill through Picture Media in Grade X of Office Administration 2 of SMK Negeri 1 Tempel". The research findings showed that the students' writing skill improved after picture media were used. The mean score of the students in the pretest is 59,3. After picture media were used, the mean score of the students became 70,36 in the posttest of cycle I and in the posttest of cycle II the mean score of the students became 75,91. She concluded that using of pictures media was effective to improve students' writing skill and motivation in writing. The third one was conducted by Zahara (2014) entitled "The Effectiveness of Teaching Descriptive Text by Using Picture Media on Students' Ability: An Experimental Study in the Tenth Grade of SMK Tunas Grafika Informatika Jakarta". The research findings showed that the use of picture media was effective to teach descriptive texts. It could be seen from the value of t_t which is higher then t_o, namely 2,69 > 2,33. She concluded that the use of picture media was effective to improve students' ability in writing descriptive texts.

Wright (1989:23) states, "Without visual material it is difficult for the teacher to create the situation in which the students want to say something". The teacher must present pictures and other materials in a way, which is relevant to the interest and age of their students. In fact, descriptive text material should be interesting to the students whether they are in or out of the language classroom. Based on the explanation and the previous researches about improving of using pictures media, the writer is interested in conducting a research entitled "Improving Students' Skill in Writing Descriptive Texts by Using Pictures Media at SMA

Swasta GKPI Medan". The writer believes that by using pictures as a guide, the students will be able to express their idea in writing form easily so that their piece of writing will be more understandable.

II. REVIEW OF LITERATURE
1.1 Writing

Writing is the expressing of ideas, conveying of message to the readers, so that the ideas themselves should arguably be seen as the most aspects of writing. The ideas and thoughts are informed into paragraphs and have a meaning, so the readers can understand the meaning of the content.

In writing the writer manipulated words in grammatically correct sentences and link those sentences to form a piece of writing which successfully communicates the writer's thought and ideas on a certain topic. In other words, the writer try to express their ideas in written form using grammatically correct sentences for purpose of communication.

Based on the definition above, the writer defines writing is an activity in which a person expresses his ideas, thought, expressions, and feelings which is used for communicating to the readers in form of written words.

Writing needs some mental efforts that are combined and arranged. It needs hard working, when the students do writing. They not only have to keep in minds the necessary steps but also consider the previous opinion or ideas which are relevant to their goal.

In addition, Boardman (2008:31) states "There are six steps in the writing process: analyzing the assignment, brainstorming, organizing your ideas, writing the first draft, and rewriting the first draft, writing the next (on final) draft". The steps should be followed by a writer to produce a good paragraph.

2.1.1 The Processes of Writing

Harmer (2004:4) suggests four main elements of writing process to produce a readable meaningful text, they are planning, drafting, editing (reflecting and revising) and final version. All of them will be discussed in the following:

1) Planning

Planning is the first process of writing. Before starting to write, writers considered to try and decide what it is they are going to say. Some of them may involve making detailed notes or just a few jotted words and the others may do their planning in their heads. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing. Secondly, they have to think of the audience they are writing for. The last, the writers have to consider the content structure.

2) Drafting

Drafting is the next step. Writers can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. Each draft will show the changing and the developing of the written text.

3) Editing (Reflecting and Revising)

Editing (Reflecting and Revising) is the third step of writing. After making a draft, usually the writers read what they have written in draft to see whether it works or not. They may move paragraphs around, write a new introduction or use a different form of words for a particular sentence. Reflecting and revising are often helped by the other readers (editors) so that the writer can make appropriate revisions.

4) Final Version (Publishing)

Final Version (Publising) is the last process of writing. After editing the draft, the writer produce their final version.

2.1.2 Components of Writing

In writing process, the writer can be said successful if his writing contains some assessments of writing. According to Heaton (1988:138), the skills of writing include four general components or main areas such as in the following ones:

1) Content

Content is the ability to think creatively and to develop thought including all of the relevant to assigned topics. The writer must exclude everything irrelevant to main idea to excellent level of content of writing.

2) Organization

Organization is the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information. A writer is expected to demonstrate an understanding of how texts are structures as a whole piece of writing. It concludes understanding that each paragraph contains a topic sentence and that all other sentences in the paragraph related to that sentences.

3) Vocabulary

Vocabulary is the ability to write the word effectively. The writer should choose the word clearly, do not be ambiguous.

4) Language use

Language use is the ability to write correct and appropriate sentences. The writer should write correctly based on tenses.

5) Mechanical skills

Mechanical skills is the ability to use those conventions peculiar correctly to written language, that is: punctuation, and spelling.

2.2 Requirements of a Good Writing

There are some characteristic of a good writing. According to Boardman (2008:18) in writing a good text must have:

1) Coherences

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily coherence means stick together, coherence is a matter of having the part of a piece of writing in the right with the clear process. Whenever we think about object sistematically, we are complied to realism, that certain thing, come coherence is the clear and orderly presentation of ideas. Obviously, the ideas closely related with language with language matter. Usually to measure the students' ability in writing skill teachers give a writing test.

2) Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connnect to each other in their support of the topic sentences. The methods of connecting sentences to each other are called cohesive.

3) Unity

The final characteristic of a well written paragraph is unity. All the supporting sentences should relate to the topic sentence.

2.3 Genre

Knapp & Watkins (2005:17) state, "The genre, text, and grammar model of written language proposed here is primarily concerned with 'what is going on' in writing". Genre is the important one in writing, because genre can guide the students or someone who wants to start writing. According to Rusmanhaji (2004:32) genre much deals with kinds of texts. It means that similar with kinds of written text. Genre must have:

1) Communicative purpose/social function
2) Generic structure/ text organization
3) Linguistic features

A genre must have social function or communicative purpose, generic structure and linguistic features.

2.3.1 The Kinds of the Text

Rusmanhaji (2004:34) states, "Text consist of spoken and written words that have the purpose of conveying a message". All of text have the different purpose message depend the categories of texts. There are two main categories of text type:

1) **Literary text type** is a piece of written material, such as a book or poem that has the purpose of telling a story or entertaining, as in fictional novel.
a) Poem is a piece of writing that usually has figurative language and that often has repeated rhythm and sometimes rhymes.
b) Drama is a written work that tells a story through action and speech and is acted out.

2) **Factual text type** is text types which used to tell us about human experience usually in an imaginative way, the purpose is to make readers or listeners think, laugh, cry or are entertained.

2.3.2 Descriptive text

One of the text types that should be learnt by the students in Senior High School level is descriptive text. Siahaan and Shinoda (2007:89) state, "Description is a written English text in which the writer describes an object". The object can be concrete or abstract object. It can be a person, an animal, a tree, a house, or camping. It can be about any topic.

Descriptive text is a text containing two components: identification and description by which the writer describe an object. The social function of descriptive text is to describe a particular person, place or thing. This is one example for descriptive text.

<div align="center">My Mother</div>

My mother is a beautiful woman. She is not tall but not short, and she has curly and brown hair. Her eyes color is like honey and her skin color is light brown, she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mum, because she is a good example to me. She loves being in Church, and she loves singing and dancing too.

She is a very good wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person, and all things in the house are in the right place. She does not like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places. She always gives me a kiss, and when our family has a problem she is always with us to help us and to give us all her love.

In the first paragraph there is identification, because in the first paragraph it talks about the figure and the last paragraph about character.

2.3.2.1 Generic Structure of Descriptive Text

According to Mukarto, et al (2006:19) descriptive text contains two components: identification and description.
a. identification is identifies a phenomenon to be described.
b. description is describes part qualities and characteristic of the parts of the object.

While the language features of descriptive text, those are as follows:
a) Focus on specific participant
b) Use of simple present tense
c) Action verb

2.4 Pictures Media

Pictures are media that can be applied in teaching and learning English. Wright (1989:1) states, "Pictures are specific teaching need, for example, how to

introduce a new teaching point or how to find an interesting way of getting the students to argue or express themselves". In this case the teacher gives pictures to the students in learning teaching process in the classroom to get a good value.

Wright (1989:158) states, "By using pictures, the learners' attention is focused on the meaning of the sentences". The advantages of all the groups using the same pictures media is that each group will be interested in find out what the others have written and to compare the different versions. Wright (1989:2) states that pictures contribute to interest and motivation, a sense of the context of language, and a specific reference point or stimulus.

Pictures are media that can be applied in teaching and learning English. It means that pictures help the students to more understand something and write their words naturally from their mind and also by pictures the learning process in the classroom will take place effectively and efficiency.

Wright (1989:17) states that pictures have some roles in speaking and writing. The roles of pictures in speaking and writing are elaborated as follows:

1. Pictures can be motivate the students and make them want to pay attention and want to take part.
2. Pictures contribute to the context in which the language is being used. they bring the world into the classroom.
3. Pictures can be described in an objective way (this is a train) or interpreted (it is probably a local train) or responded to subjectively (I like travelling by train).
4. Pictures can cue responses to questions or cue substitutions throught controlled practice.
5. Pictures can stimulted provide information to be reffered to in conversation, discussion and storytelling.

When students look the pictures, they will express their ideas in form of writing easily and their piece of writing will be better organized. Moreover, the students are not bored, but they will enjoy the lesson and the process of learning will be running effectively and efficiently and it also makes the students more creative.

III. RESEARCH METHOD
1.1 Research Design

This is Classroom Action Research which is intended to find out improving students' skill in writing descriptive texts by using pictures to the eleventh grade students at SMA Swasta GKPI Medan in academic year of 2017/2018. The data of this study are quantitative and qualitative data. The quantitative data will be collected by using written test. Further, the qualitative data will be collected by using observation sheet and field notes.

Burns (2009:2) states, "Classroom action research is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice in the teacher as researcher". Based on the definition above, the writer concludes that classroom action research is a form a research in which an idea in a social or educational situation is applied in order to improve something to be better, or to get real effect on the situation. In doing this research, the writer was helped by a collaborator to help defining and exploring certain problems and needs in the classroom. The writer acts as a real teacher who taught descriptive texts to the students by using of pictures. The collaborator acts

as an observer who observed the writer who used pictures in improving students' skill in writing descriptive texts.

3.2 The Location and Time of the Study

The writer conducted the research to the eleventh grade students of SMA Swasta GKPI Medan. The school is located at Jl. Jamin Ginting No.46 Padang Bulan Medan Class XI IPS I in the Academic Year of 2017/2018. This study was conducted in eight meetings excluded pretest and posttest. The study was conducted on August, 16th 2017. The reason for choosing this school because the students' writing skill were still low and no similar research which ever been conducted at the school.

3.3 The Subject of the Study

The subject of this study was the eleventh grade students of SMA Swasta GKPI Medan. There were two classes of the eleventh grade: Class XI IPS 1 and Class XI IPS 2. The writer choose class XI IPS 1 the number of the students in that class are 33 students, consisting of 13 male students and 20 female students. All of the students in the class XI IPS 1 became the subject of this study.

3.4 The Source of the Data

The source of data in this research is from what the writer gets during the research, the qualitative data and quantitative data. In collecting data, the writer needs a collaborator. A collaborator in classroom action research is person who helps the writer to collect the data. The collaborator in this research was E. Damanik, S.Pd. as the teacher of English who taught the eleventh grade students of SMA Swasta GKPI Medan.

3.5 The Instruments for Collecting Data

According Arikunto (2002:126) there are many methods that can be used to collect data. They are field notes, observation, tests, and questionnaire. In collecting the data, the writer used field notes, observation sheet, tests, and questionnaires.

a. Field Notes

Field notes is a note activities made to record the learning teaching process while the treatment is applied. Field notes are used to collect the activities during the learning teaching process. The writer observes the activities of the students, whether they participate actively or not. Field notes are used to help the writer to find out the progress of the students. In addition, the writer is able to see and take a note on the students' writing progress in the classroom activities.

b. Observation Sheet

Observation sheet is a convergence activity toward the object by using all the five sense. In the research, observation can be done through test, questionnaire, picture record, sound record, etc. The writer uses observation sheet to find out progress the implementation of pictures media. It is used to collect data on students' activities, students' responses, and it is a formal and informal observation of teaching while it is taking place in a classroom or learning environment. In this

classroom observation the objects of observation are students' and teachers' activities in the English language teaching learning and result in observation sheet by using check list (√).

c. Test

The writer used pre-test and post-test to see whether there is improvement on the students' writing or not. The tests are used as an indicator to see the result of teaching writing in descriptive text after they are taught with pictures media. The kind of the test that will be used is essay test. The writer gives the pre-test to the students to write an example of descriptive text before the treatment. The post-test will be given in the last meeting. In this test the writer asks the students to make the pictures media, and elaborate it in descriptive writing. The test is created by the writer and it is combined with some resources such as; students' book exercise, internet, etc.

d. Questionnaires

To find out response towards the use of pictures media in improving their writing skill of descriptive text, the questionnaire is conducted by using scale Likert Scales degree of agreement involving strongly agree, agree, not agree and really not agree.

3.6 The Procedure of the Research

The writer uses Classroom Action Research (CAR) in conducting the research. Burns (2009:8) states, "The steps in action research are planning, action, observation and reflection". The Classroom Action Research model used by the writer is developed by Kemmis and Taggart. This classroom action research (CAR) is arranged in two cycles. They are cycle I and cycle II. The process in action research is shown in the scheme taken from Kemmis and McTaggart (1988: 11) as follows:
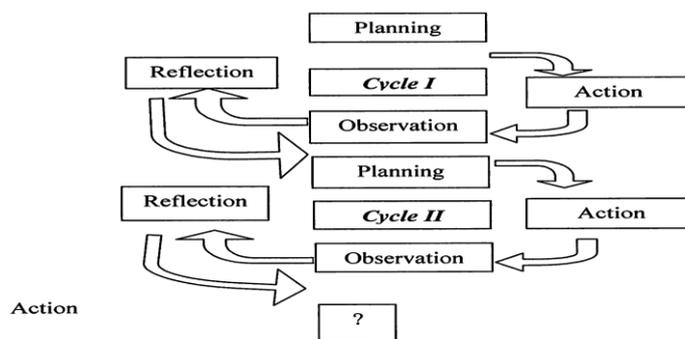

Figure 1. Scheme of Action Research by Kemmis and McTaggart (1988:11)

3.6.1 The First Cycle

The procedures of action research in the first cycle are shown as follows:

3.6.1.1 Planning

Planning is arrangement for doing something. In planning, the writer includes everything which is related to the action and also prepares for everything

that will be needed in teaching learning process. There are many activities that will be done in planning, namely:
1) Preparing lesson plan.
2) Conducting the orientation, pre-test as the instrument to know the students' basic skill in descriptive writing before giving treatment.
3) Preparing and making media which is needed when doing the scenario of teaching – learning process.
4) Determining the collaborator who helps the writer to do this research.
5) Preparing the field notes.
6) Planning and designing the application of model teaching – learning scenario of writing technique.

3.6.1.2 Action

Action is the process of doing things. It is the implementation of planning. The writer is flexible and welcome to the situation changing in school. Thus action is dynamic, depending on the situation in the classroom. The writer conducts pre-test before treatment. In the pre-test, the writer will see how good the students are in writing the descriptive text. In this action phase of cycle I, there will be three meetings of treatment. In the first meeting, students are introduced about descriptive text, brainstormed to activate their prior knowledge of descriptive text by giving the example of series of pictures related to descriptive text. The writer starts to introduce the material of writing skill in descriptive text for students. Then, the writer adds the information about descriptive text which students still do not know.

In the second meeting, the writer leads the students to generate ideas by use of pictures media on the whiteboard. Then the students describe the pictures given by the writer.

In the third meeting, the teacher asks the students to write and determine generic structure after describe pictures media and elaborated it in descriptive writing. So the students have understand to start writing descriptive texts by using of pictures media.

3.6.1.3 Observation

Observation is done during the learning teaching process. In this phase, the collaborator observes all the situation or condition that happens during the process of teaching and learning, the attitudes of the students while doing their work, the contribution of all students whether they are active or not and their attitudes in writing descriptive paragraph. There are many things which will be evaluated during the observation:
1) The situation during the teaching learning process.
2) The students' activity, either hearing the explanation or giving question during teaching learning process.
3) The students' ability to describe the pictures and elaborate them in descriptive writing.

3.6.1.4 Reflection

Reflection is the feedback process from the action. It is very necessary to help the writer to make decision what to do or revise. In this phase, the writer knows the weakness of this lesson and how to improve it then. The data is obtained during

the observation in the classroom. The second cycle is repeated in case the result is not yet good.

3.6.2 The Second Cycle

In this cycle, the plan starts from analyzing the result of reflection from actions in cycle one. Then, the writer designs classroom activities which focus on teaching writing by using of pictures scores; each student has to obtain score at least 75 and the students' way of getting the better understanding of text as whole. Classroom activities in cycle 2 are planned by the writer collaborating with the English teacher of the class. Further, students are individually required to use of pictures in writing descriptive text.

3.6.2.1 Planning

Based on the reflection that will be done in the first cycle, the writer arranges the planning as follows:
1) preparing the lesson plan,
2) preparing media or templates related to the material which is given to the students,
3) trying to open the students' mind in order to make them creative in thinking process about the material,
4) preparing the observation sheet,
5) determining with the collaborator who help the writer to do research,
6) planning and designing the application of model teaching – learning scenario of writing, and
7) preparing the test in cycle I.

3.6.2.2 Action

The writer administered the formative test first to see the result of teaching writing on descriptive text by using of pictures before starting cycle 2. In the classroom activity the students are then individually asked to implement of pictures when they learn descriptive text.. After each student completes learning descriptive text, students and the teacher discuss their understanding of the sentences.

In the fifth meeting, writer gives a pictures and asks the students to generate their ideas by using of pictures on the whiteboard. Then the students describe the pictures who given from writer on their paper and elaborate it into descriptive text.

In the sixth, the writer asks the students to conclude the material in order to make the students do more descriptive writing. After cycle 2 with three meetings is completed, the writer gives the post-test in the last meeting. In this post-test, writer hopes that students get good scores and satisfying result in the use of pictures in writing skill descriptive text.

3.6.2.3 Observation

In the second cycle, an observation is also conducted using observation sheets to evaluate the teaching and learning process in the first cycle, whether there is progress or not. Related to the teacher's performance, the teacher and the

collaborator observe the material he gives. He checks the students' work by walking to their table and giving comments.

3.6.2.4 Reflection

The way of reflecting actions in cycle two is similar to that in cycle one; there is no change. The writer reflects anything that has been done before. The reflection covers the students' writing result, observation sheet, and the writer way of teaching.

3.7 Technique of Scoring Data

According to Weigle (2002:116) there are five components presented in the analytical scoring rubric for writing, are: content, organization, vocabulary, language use, and mechanics. The writer uses analytical scoring rubric to analyze the data related to the students' paragraph writing test. The analytical scoring rubric is as follows:

No	Components of Writing	Scores	Indicators
1	Content	4	Relevant to the topic and easy to understand.
		3	Rather relevant to the topic and easy to understand.
		2	Relevant to the topic but is not quite easy to understand.
		1	Quite relevant to the topic but is not quite easy to understand.
2	Organization	4	Most of the sentences are related to the main idea.
		3	Some sentences are related to the main idea.
		2	Few sentences related to the main idea.
		1	The sentences are unrelated to each other.
3	Mechanic	4	A few errors in choice of words, spelling and punctuation.
		3	Some errors in choice of words, spelling and punctuation.
		2	Occasional errors in choice of words, spelling and punctuation.
		1	Frequent errors in choice of words, spelling and punctuation.
4	Language usage	4	A few language usage inaccuracies.
		3	Some language usage inaccuracies.
		2	Numerous language usage inaccuracies.
		1	Frequent language usage inaccuracies.

5	Vocabulary	4	Almost no inadequacies in vocabulary for the task.
		3	Some inadequacies in vocabulary for the task.
		2	Frequent inadequacies in vocabulary for the task.
		1	Vocabulary inadequacy in vocabulary for the task.

In analyzing the data, the writer followed the average of students' writing score by using the formula as follows:

$$\overline{X} = \frac{\sum xi}{n}$$

Note:

$\overline{X}$: mean
Xi   : individual score
N   : number of students

To get the score, the writer used the formula:

$$X = \Sigma \times 5$$

Note:
X   : Individual score
Σ   : Total score

To get the total score, the writer used the formula:

$$\Sigma = \frac{\text{writer score} + \text{Collaborator score}}{2}$$

Next to know the class percentage which pass the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal (KKM)*), namely 75, the writer used the formula:

$$p = \frac{F}{N} \times 100\%$$

Note:

P   : the class percentage
F   : total students who pass the KKM
N   : number of students

The last, after mean of students' scorers per action is gained, the writer analyse whether there is improvement or there are no improvement score in writing from pre-test up to post-test score in cycle I and cycle II. The writer uses the formula:

$$p = \frac{y_{1-}\ y}{y} \times 100\%$$

Note:

P   : percentage of students' improvement
y1   : formative test
y   : pre-test result

$$p = \frac{y_{2-}\ y}{y} \times 100\%$$

Note:

P   : percentage of students' improvement
y_2 : post-test
y   : pre-test result

IV. DATA ANALYSIS AND DISCUSSION

In the data analysis, there are two types of data which were analyzed to find out the result of teaching writing skill and the responses of students to the teaching writing skill by using pictures media. The data analysis of this study is presented as follows.

The quantitative data were taken from the writing test result. The pretest was given to the students before the treatment, formative test was given to the students at the end of cycle 1, and posttest was given to the students after cycle 2 finished. The result of the students' score in every test can be seen from the table and the histogram of score interval and the frequency, as follow:

Table 1. Pretest Score Interval

Score Interval	Frequency	Percentage
25-36	15	45%
37-48	13	39%
49-60	0	0%
61-72	1	3%
73-84	3	9%
85-96	1	3%
Total	**33**	**100%**

Scoring interval found by applying this following formula:

$$\text{Scoring Interval (P)} = \frac{X_n - X_1}{1 + 3.3 \log n}$$

Where:

- The division of distance $(R) = X_n$ (the highest score) $- X_1$ (the lowest score). In which $X_n = 95$ and $X_1 = 25$
- The sum of whole data $(K) = 1 + 3.3 \log n$, according of Starges.
- N = the number of data, $\log_{33} = 1.51$
- Thus, $P = \frac{X_n - X_1}{1 + 3.3\,(1.51)} = \frac{95 - 25}{1 + 3.3\,(1.51)} = \frac{70}{1 + 3.3\,(1.51)} = 12$

From the table of pretest score interval and frequency above, the writer presented the data of pretest in histogram.
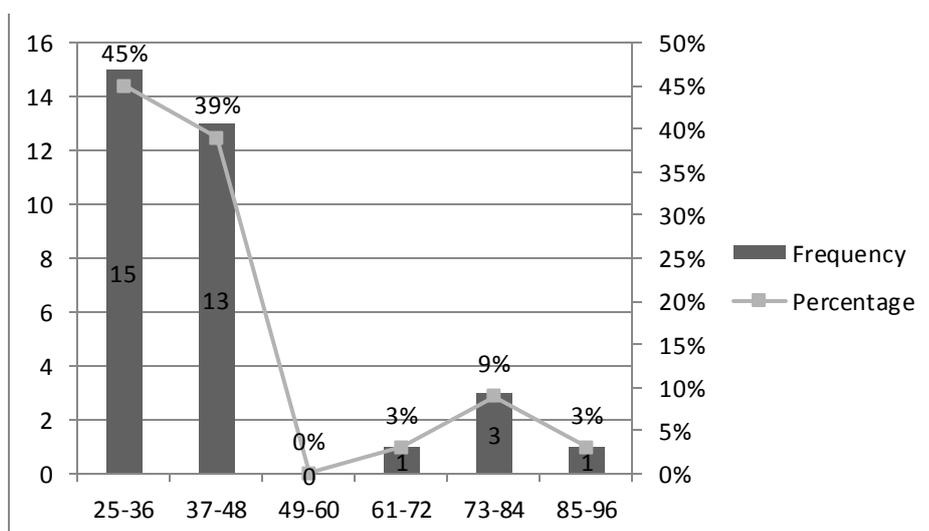

Figure 2. The Histogram of Pretest

From the figure 1 above, the highest frequency interval is 25-37 (45%). It means that there are 15 students got the highest frequency in interval 25-36. The lowest frequency interval is 49-60 (0%), there is no student who got pretest score. There are 13 students who got pretest score in interval 37-48 (39%). There is 1 student who got pretest score in interval 61-72 (3%). There are 3 students who got pretest score in interval 73-84 (9%). There is 1 student who got pretest score in interval 85-96 (3%).

The result formative test of the students' score can be seen from the table score interval, as follow:

Table 2. Formative Test Score Interval

Score Interval	Frequency	Percentage
50-57	7	21%
58-65	8	24%
66-73	6	18%

74-81	9	27%
82-89	2	6%
90-97	1	3%
Total	**33**	**100%**

Scoring interval found by applying this following formula:

$$\text{Scoring Interval (P)} = \frac{X_n - X_1}{1 + 3.3 \log n}$$

Where:

- The division of distance (R) = X_n (the highest score) − X_1 (the lowest score). In which X_n = 97 and X_1 = 50
- The sum of whole data (K)= 1+3.3 log n, according of Starges.
- N = the number of data, log $_{33}$ = 1.51
- Thus, $P = \frac{X_n - X_1}{1 + 3.3\,(1.51)} = \frac{97-50}{1+3.3\,(1.51)} = \frac{47}{1+3.3\,(1.51)} = 8$

From the table of formative test score interval and frequency above, the writer presented the data of formative test in histogram.
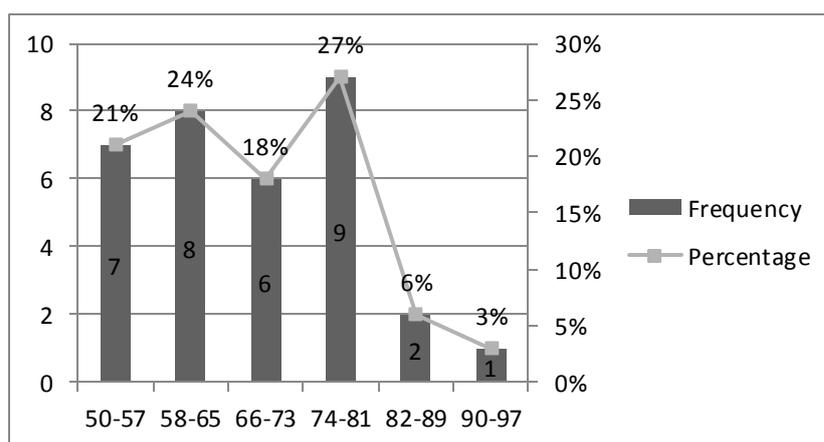

Figure 2. The Histogram of Formative Test

From the figure 2 above, the highest frequency interval is 74-81 (27%). It means that there are 9 students got the highest frequency in interval 74-81. The lowest frequency interval is 90-97 (3%), there is 1 student who got the lowest frequency in interval 90-97. There are 8 students who got formative test score in interval 58-65 (24%). There are 7 students who got formative test score in interval 50-57 (21%). There are 6 students who got formative test score in interval 66-73 (18%). There are 2 students who got formative test score in interval 82-89 (6%).

The result posttest of the students' score can be seen from the table score interval, as follow:

Table 3. Posttest Score Interval

Score Interval	Frequency	Percentage
70-73	4	12%
74-77	1	3%
78-81	5	15%
82-85	7	21%

86-89	5	15%
90-93	9	27%
94-97	2	6%
97-100	0	0%
Total	**33**	**100%**

Scoring interval found by applying this following formula:

$$\text{Scoring Interval (P)} = \frac{X_n - X_1}{1 + 3.3 \log n}$$

Where:
- The division of distance (R) = X_n (the highest score) − X_1 (the lowest score). In which X_n= 95 and X_1= 70
- The sum of whole data (K)= 1+3.3 log n, according of Starges.
- N = the number of data, log $_{33}$ = 1.51
- Thus, $P = \frac{X_n - X_1}{1 + 3.3\,(1.51)} = \frac{95 - 70}{1 + 3.3\,(1.51)} = \frac{25}{1 + 3.3\,(1.51)} = 4$

From the table of posttest score interval and frequency above, the writer presented the data of posttest in histogram.
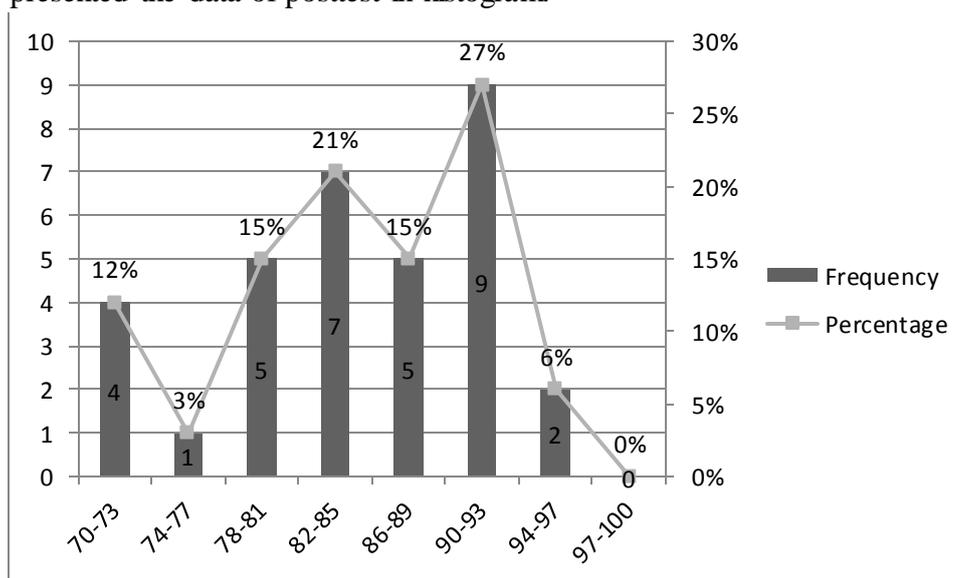

Figure 3. The Histogram of Post Test

From the figure 3 above, the highest frequency interval is 90-93 (27%). It means that there are 9 students got the highest frequency in interval 90-93. The lowest frequency interval is 97-100 (0%), there is no student who got posttest score. There are 7 students who got posttest score in interval 82-85 (21%). There are 5 students who got posttest score in interval 86-89 (15%). There are 5 students who got posttest score in interval 78-81 (12%). There are 4 students who got posttest score in interval 70-73 (3%). There are 2 students who got posttest score in interval 94-97 (6%). There is 1 student who got posttest score in interval 74-77 (3%).

Table 4. The Table of Quantitative Data

Component	Pretest	Formative test	Posttest
Mean	43.75	70.6	84,4
Median	38	68	85
Mode	50	63	90
Score	1444	2330	2786

From the table of quantitative data, the writer presented the data of quantitative data in histogram.
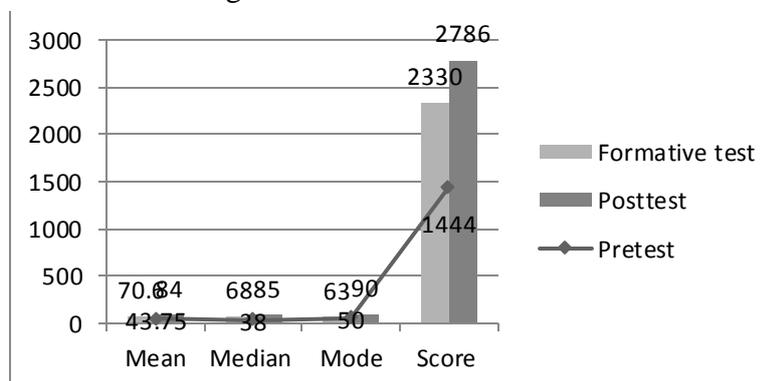

Figure 4. The Histogram of Quantitative Data

From the histogram result of quantitative data, the data showed that the total of students' score increased from pretest to posttest. The mean, mode, and median of the students' score in formative are higher than in pretest. Then the mean, mode, and median of the students' score in posttest are higher than formative test. It means that there is improvement of students' skill in writing descriptive texts by using pictures media.

The students can be said successful if they achieve score >75 on their writing test. The percentage of students' achievement in writing descriptive texts is presented as the following:

Table 5. Percentage of Students' Achievement

Test	Students who got score >75	Percentage
Pretest	4	12%
Formative test	12	36%
Posttest	29	87%

From the table percentage of students' achievement, the writer presented the data of percentage of students in histogram.
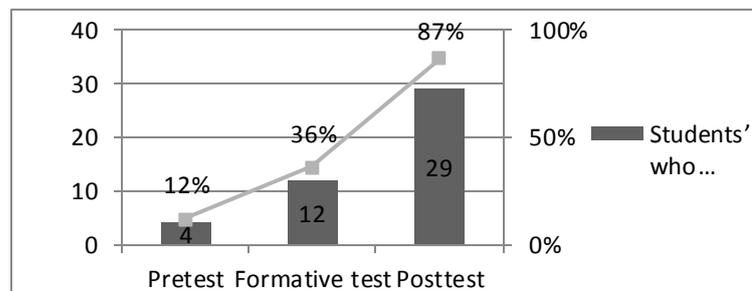
Figure 5. The Histogram of whole the percentage of the students

In pretest 4 students (12%) got scores >75 and in the formative test 12 students (36%) got scores >75, whereas in the posttest 29 students (87%) got scores >75. From the pretest to the posttest, there is significant improvement of students' writing skill from 12% to 87%. Thus the increase score of percentage students who got scores >75, from pretest (12%) to posttest (87%) is about 75%. It can be concluded that pictures media could help students improve their achievement in writing descriptive texts.

To sum up, the quantitative data analysis showed that using pictures media could improve the students' skill in writing descriptive texts. Pictures media is one of media that could make the students easier to learn especially in writing skill. By using pictures media, the students' score of writing descriptive texts kept increasing from the pretest to posttest. It was proven by the data which showed that the mean of the students' score in posttest (83.6) is higher than the formative test (70.6) and also higher than the pretest (43.75).

The qualitative data analysis showed that pictures media helped the students understand the learning material of descriptive text easily because they were asked to generate their ideas into a piece of paper that make students more active in learning teaching processes. The writers and the English teacher agreed that the application of pictures media in learning teaching processes is very helpful both to the students and to the teacher. These media could help the teacher to find out the solution of the students' problem especially in writing. From the field notes, the writers saw that the students actively participated in learning teaching processes or writing descriptive texts.

V. CONCLUSIONS AND SUGGESTIONS
5.1 Conclusions

After analyzing and discussing the data in the previous chapter, the writers drew conclusions as follows:

1. Teaching writing skill by using pictures media is effective especially at SMA Swasta GKPI Medan. After analyzing the data, it was found out that using pictures media in the processes of teaching writing skill could improve the students' skill in writing descriptive texts. The students' mean score increased from pre-test to post-test. The students' mean score of pre-test is 43.75, formative test is 70.6 and post-test is 83.6. Meanwhile, the students score percentage who passed Minimum Mastery Criteria (*Kriteria Ketuntasan Minimum (KKM)*) from pre-test is 12%, formative test is 36% and post-test is 87%. The students' score and percentage continuously increased in each test.

Therefore, it is concluded that pictures media can improve students' skill in writing descriptive texts.

2. The students' responses were very good. They agreed that using pictures media could improve their achievement in writing descriptive texts. The analysis of qualitative data showed that the students were more active and enthusiastic in learning writing descriptive texts after pictures media was used.

5.2 Suggestions

Based on the research findings, the writers give some suggestions as follows:

1. For English teachers

The writers suggest that English teachers use pictures media in order to improve their students' achievement in writing descriptive texts. They should be more creative in using pictures media in order to maximize the quality of teaching writing descriptive texts so that the students become more active and interested in writing descriptive texts.

2. For the students

The students are suggested to write descriptive texts as many as possible to improve their writing achievement. They should be active in classroom activities and not feel shy or even afraid of making mistakes. They can use pictures media as one of media to help them improve their writing skill.

3. For other writers

The results of this study are expected to be able to provide other writers valuable information about how to improve students' skill in writing descriptive texts by using pictures media.

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