

**IMPROVING STUDENTS' WRITING SKILL THROUGH
PICTURE PROMPT AT THE ELEVENTH YEAR
STUDENTS OF MA AL-JIHAD BUANGIN
SABBANG**



By

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NIM 09. 16. 3. 0006**

**ENGLISH STUDY PROGRAM OF TARBIYAH
DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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**Submitted to the English language of S1 Tarbiyah Department of
State College for Islamic Studies of Palopo in Partial Fulfillment
of Requirement for S.Pd Degree in English Education**

**ENGLISH STUDY PROGRAM OF TARBIYAH
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(STAIN) PALOPO
2014**



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Kepada Yth.
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Assalamu alaikum Wr. Wb.

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Mengajukan permohonan kepada bapak kiranya berkenan mengesahkan draft skripsi yang termaksud di atas.

Demikian permohonan saya, atas perhatian bapak saya ucapan terima kasih.

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Palopo, 29th January 2014

The Researcher

ABSTRACT

Arpin Arif Rangga 2014. "Improving the Students' Writing skill through Picture Prompt at the eleventh year of MA Buangin Sabbang". Thesis English Study Program of Educational Department of Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Amalia Yahya S.E., M.Hum as the first consultant and Wisran, S.S., M.Pd as the second consultant

Key words: Improving, students' writing, skill, Picture Prompt, to the eleventh grade of MA Buangin Sabbang.

This thesis deals about improving the students' writing skill through Picture Prompt at the eleventh grade of MA Buangin Sabbang. The problem statements were (1) Can picture prompt encourage students' writing skill to the eleventh year of MA Al-Jihad Buangin Sabbang? and (2) How is the student's attitude toward picture prompt technique in encouraging their writing skill to the eleventh year of MA Al-Jihad Buangin Sabbang? and the objective of the research was to find out whether picture prompt can encourage students' writing skill to the eleventh year of MA Al-Jihad Buangin Sabbang and to find out the students' attitude toward picture prompt in encouraging their writing skill at the eleventh year of MA Al-jihad Buangin Sabbang.

The population of the research was the eleventh year students of MA Buangin Sabbang consisting of one class and the researcher took 25 population as a sample. The researcher used purposive sampling. This research applied an experimental research method. This research involves two variables, namely independent variable and dependent variable. The independent variable was Picture Prompt and the dependent variable was English writing skill.

The instrument of the research was a test which consisted one part. In this part, the students asked to make writing on paper by researcher. The technique of data analysis used mean score formula in order to know how was the students' writing skill improving through picture prompt to the eleventh year of MA Buangin Sabbang. Having analyzed the data, it was found out the result is acceptability because t_{test} is bigger than t_{table} . It means that, the students' writing skill can improved through picture prompt.

CHAPTER I

INTRODUCTION

A. Background

Writing is very important to learn because we can express our ideas, and process some information through writing. Writing skill is difficult to be mastered because there are many devices that needs, namely grammatical, rhetorical, conceptual, and judgment elements. All of the components are related to each other. Another that, many people are hard to face writing skill, because there are some factors that may be effect the difficult in writing, the lack of knowledge how to express their ideas and less their broader mind. It's also faced of the students of MA AL-JIHAD BUANGIN SABBANG. Most of students in MA Al-Jihad Buangin face difficult in writing lesson. Thus, the teacher must give more attention to teach writing to improve the students' writing in English especially in MA Al-Jihad Buangin Sabbang. The teacher is challenged to find out the best method or technique to solve the problem.

There are many concepts to improve the students' writing skill, but in this research, the researcher uses picture prompts to improve the students' writing skill. Prompt is cause to decide to do sth, to happen or remind an actor of the words if they forget during a performance.¹

There are many ways that can improve writing skill namely memorizing correct grammar and punctuation rules, and get peer evaluation. But in this case, the researcher uses picture prompts to increase the students' writing. Picture

¹ oxford , *Learners Pocket Dictionary* (oxford university press.2000).p. 343

Prompt is offered as one of solution to get the students' interest toward writing lesson and in this case students are asked to write based on the picture.

Picture prompt is one of a technique to language teaching where the students must write whatever that relates to the picture prompt. Even though the researcher before has done research by using caricature to teach present continuous tense but now i will try to do research to improve the students' writing skill through picture prompt. The researcher does research in different school because it caused produce good result and different. Most of students in MA-Al jihad Buangin they cannot start to write because of them don't know about the theory of writing comprehension. In teaching writing, especially for the beginner, the teacher should begin it with stimulating students' motivation in writing and building positive way toward writing.

Based on the assumption above, the researcher interested to do research by titled "**Improving students' writing skill through Picture prompt to at the Eleventh Grade of MA Al-Jihad Buangin Sabbang**".

B. Problem Statements

Based on the background above, the researcher formulates research questions as follows :

1. Can the picture prompt encourage students' writing skill to the eleventh year of MA Al-Jihad Buangin sabbang?

2. How is the students' attitude toward picture prompt technique in encouraging their writing skill to the eleventh year of MA Al-Jihad Buangin Palopo?

C. Objective of the Research

The objectives of the research are stated as follows :

1. To find out knowledge weather picture prompt can encourage students' writing skill to the eleventh year of MA Al-Jihad Buangin sabbang.
2. To find out the attitude of picture prompt in encouraging their writing skill at the eleventh year of MA Al-jihad Sabbang.

D. Significance of the Research

The result of this research would be expected to be useful information to the English learner in general who wants to improve their English writing skill. Beside, the result of this research would be expected, there are theoretical and practical:

1. Theoretical

The result of the research is expected to be useful information for all teachers to use picture prompt as a technique to upgrade students' ability in writing.

2. Practical

- a. To make easy of the teacher teaching especially in writing.

- b. To stimulate other researcher who want to conduct the further research.
- c. To give solution or suggestion how to improve students' English writing skill.

E. Definition of terms

Beside on the title that was the improving the students' writing skill at the eleventh year of MA al-Jihad Buangin through caricature. The researcher gives definition as follow:

1. Writing skill is a craft which needs to be learned and practiced, so be self critical. Another that, writing is one of skill which have to be mastered in language learning.
2. Picture prompts is picture that make person to do something.²
3. The effectiveness is the extend which a program or project achieve it planed result, goals, purpose, and out puts and contributes to outcomes.³

F. Scope of the Research

This research focused on improving of the students' writing skill through picture prompt in writing material. In this section, the researcher specifies the topic of writing about the picture prompt, such as: Class, Horse Head, Strange Picture, Tunnel, House, and Ice Cream. The students describe the picture in descriptive text.

² <http://www.merriam-webster.com/dictionary/prompt>, accessed on November 16th 2013 at 10.30

³ Andi Marwiyah, *The effectivenss silent reading comprehension skill to the eleventh year of MA Al-jihad Buangin.*" (thesis, palopo:2010). P. 4.

CHAPTER II

REVIEW OF RELATED TO LITERATURE

1. Preview of related research findings

The researcher find some researchers which make the researcher eager to hold this research , those are:

- a. Risnawati in her thesis under the title the effectiveness of using caricature in teaching present continues tense to the first year students of SMP Nusantara Mancani, she stated that people are hoped to use caricature pictures in improving their ability and quality in English, especially in present continues tense. It is intended to make people more understand and more enjoyable in learning English.⁴
- b. Muh. Munawir K. In his thesis under the title up grading the students' writing skill through silent way in eleventh year of MAN Palopo. He stated that To improve students' writing skill, the English teacher should give more writing practice in creative ways to enlarge students' competence in mastery writing process.⁵

From the findings some of the researchers above , the researcher tries to conduct this research as a way to improve the students' writing skill.

⁴ Risnawati, *The Effectiveness of Using Caricature in Teaching Present Continus Tense to The First Year Students of SMP Nusantara Mancani* (thesis;palopo,2011) p. 54.

⁵ Muh.Musnawir K, *Upgrading the Students Writing Skill through Silent Way on Eleventh Year of Man Palopo* (thesis;palopo, 2010) p. 70.

2. Picture Prompt

Picture prompt is picture that make person become interest directly to comment it. The prompts in this collection have an added advantage : They are all based on visual images that stimulate the imagination. These images capture the full range of human experience and emotion and provide a window into the natural world. Some example include :

- a. A political cartoon that ask students to think about this way of the creators of television commercials use to persuade viewers to buy products.
- b. A photo of a giant whale parked on a city street with a prompt suggesting that students act as news reporters on the scene.

Because these images require interpretation and imagination, they encourage writing at its best a transaction in which the student makes his or her own connections and constructs own meaning. You will find that even the most reluctant writer can feel successful with these Prompts. At the same time, all of your students will develop a richer sense of visual.

Based on the statement above relation between picture Prompt and picture is the picture of prompts is interesting for giving comment because there are Strange part in the picture. If we talk about just picture, picture without prompt just simple picture. This is example of picture prompt



3. Writing Prompt

We believe that motivation is the key to success. Timesaver picture prompts is designed to engage students in several ways:

- a. through a wide range of reading, writing and speaking task, from recipes and picture stories to reporting a football match.
- b. through attractive and appealing photographs and artwork in a variety of styles.
- c. through contexts which appeal to young people, both girls and boys, such as profiles of celebrities, manchester united football club, designer clothes and fast cars.
- d. through a variety of lively activities including puzzles, quizzes and pairwork games.

e. through guided activities which help students achieve realistic goals successfully-nothing motivates more than success!⁶. The picture prompt develops writing skill such as narrative and description.

4. Picture

Picture can help teacher to get instructional aims because picture as media that is very easy and available to be used in teaching learning process. It means that to make high value with picture. Students experience and their understanding is larger clear and it is not easy to forget and more concrete in memorizing and the association for the students.⁷

Picture can be found every where because it can describe what message of the picture or what is picture mean. Automatically, when the students see it they will guess well. Because they can show the picture, so with picture the students understand well and enjoyable when they are studying.

Defined picture is (a) painting, drawing, or photograph, especially as work of art, (b) photograph (c) what is seen on a television, screen. And then state that picture can be board drawing magazine, picture and any other non technical visual representation. Picture can be used to explain.

5. Writing Skill

⁶ Gwen Berwick and and sydney thorne, Timesaver Picture prompts. (Mary glasgow magazines, London, 2003) p.5

⁷

lopcit.

Writing is one of skill in language which needs special attention. It means that try to put ideas on the paper. If someone tries to express his ideas on the paper or write something, he must have skill about it.

Writing is one of the four basic language skills that has increasing significance for English ‘licence’¹ degree students as it represents the main medium they use to do assignments in the different subject areas and answer examination questions.⁸

Writing is one of language skills in English and it is one activity that students should do most in their study. Through writing assignment, the students can express their ideas, respond the other ideas tell stories and convey information and they are expected to be able to compose well organized pieces of writing. Writing is the ability to express ideas, feeling opinion and other in the written form.⁹

Writing is one of the four basic language skills that have increasing significance for English degree students as it represents the main medium they use to do assignments in the different subject areas and answer examination questions. In fact, writing failure for these students is more likely to result in educational failure, because lacking the means to communicate their knowledge, students will find it difficult to answer properly the questions they are assigned.¹⁰ Writing is a

⁸ Dr. Hafidahamzaoui, *Development of a Writing Curriculum for Academic Purposes atTertiary Level: the Case of Algerian EFL University StudentsIntroduction*, <http://www.esp-world.info>, 2010, p. 3.

⁹ Abdul Rafab, *Increasing Student’s Writing Ability Through Free Topic Writing*. (A thesis, UniversitasMuhammadiyah Makassar, 2008), p. 4.

¹⁰DrHafidaHamzaoui – Elachachi, <http://www.esp-world.info> 2010

group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stand for an idea, concept, or thing, by using each symbol to represent a set of sounds grouped into syllables, or by regarding each symbol as corresponding roughly or exactly to each of the sounds in the language.

Writing is a born think or feeling (like composition, make a letter) with written.¹¹ Writing is an activity that can be understood in terms of its overall purpose. Writing is simple the formulating thought, the shaping of through into sentences and arranging them on page its purpose to convince read that this through is true, right, or good. Writing as a process of expressing ideas or through in words should be done at our leisure.¹² Writing is often a useful way of sorting out ideas about something.¹³

Writing is the act of art of learning letter and characters on paper for the purpose something to other.

Based on the concept writing above the researcher concludes the writing is telling some idea or information on the paper to someone.

1. Component of Writing

¹¹ Pengembangan Bahasa, 1989, *Kamus Besar Bahasa Indonesia*, (Jakarta : Balai Pustaka).,p. 986.

¹²Sutanto Leo, Et. al., *Essay Writing* (Yogyakarta, 2007), p. 1.

¹³Andrew Littlejohn, *Writing 3* (England, 2005), p. 29.

As we have known that component of writing there are five components according B Heaton¹⁴, these are:

a. Content,

One of the significant in component of writing is content. In this content, there are three thing can be measure of it the point of information to be brought, the sequence in which the point is presented, and the formal signal.

b. Organization

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

c. Vocabulary

Vocabulary is one of component in writing. We can express ideas deal with vocabulary. Vocabulary is all the words that a person knows or uses, all the words in a language, list of their meaning especially in a book for learning a foreign language.¹⁵

d. Language use

Language use in writing composition and other forms of writing involve correct usage and point of grammar.

e. Mechanics

Mechanics of writing deals with capitalization, spelling and punctuation.

2. The stages of writing

¹⁴ B. Heaton, *Writing English Language Test*, New York, 1988, p. 146.

¹⁵ Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003).,p.482

There are three stages in process of writing, they are; planning, drafting and revising.¹⁶

a. Planning (pre-writing)

Planning is orderly procedure used to bring about a desired result. As the first stages in the writing process, planning is a series of strategies a designed to find and produce information in writing.

b. Drafting (writing)

Drafting is as series of strategies designed to organized and develop a sustained of writing.

c. Revising (redrafting)

Revising is a procedure for improving or correcting a work in progress. As the final stages in writing process, revising is a series of strategies designed to re-examine and evaluate the choices that have created a piece of writing.

d. Editing

At this stage students are engaged in tidying up their text as they prepare the final draft for evaluation by the teacher. Their edit their own their peer's work for grammar, spelling, punctuation, diction, sentence, structure and accuracy of supportive textual material such quotation, examples and the like. Formal editing is differed toil this phase in order that is application not disrupt the fee flow of ideas during the drafting and revising stage.

3. The Problem of Writing

There are five problems in writing, they are:

16 James M. McCrimmon, *Writing with a purpose*. (Eight edition,. New Jersey : Houghton Mifflin Company).,p.10

- a. We don't know the ability and potential ourselves
- b. We never look for and dominate information relationship with the topic which be written.
- c. The idea not organization as systematic and give expression as writer.
- d. Cannot observe and appraise the idea as objective.
- e. There is no planning when we start to write we don't think and speaks orderly.

4. Personal writing

Personal writing is expression of the writer's ideas of feeling based on his own experience, which written down for the sake of him or his pleasure, or for the pleasure of his family and friends. According its form, personal writing can be classified as follows:

- a. Journal/ diary
- b. Autobiographical narrative
- c. Personal essay
- d. Autobiographical encode

Personal writing should be:

- a. Lively
- b. Interesting, fascinating, attracting
- c. Refreshing
- d. Natural and honesty.

Anything that is being written as personal experience or writing must be focused on the writer's idea or feeling, not other's. The benefits of personal writing are as follows:

- a. Personal writing guides us to analyze ourselves and we can recognize our own personality.
- b. Personal writing guides us to the activity of writing more complex writing.

5. Basic principles in academic writing

There are three basic principles, namely: content, register and topic, which need to be considered in a piece of academic writing.

a. Content

Content refers to topic and explanation or elaboration, discussion, and evaluation and conclusion. In fact, it is the core or of the body of a piece of writing.

1) Clear

The writer must have a clear concept of what to convey to the reader. The reader expected a clear picture of what the written intends to tell him.

2) Specific

Furthermore, the content should be specific enough for the topic to be focused.

3) Relevant

Relevant ideas can guarantee that there will not be confusion in understanding the message.

b. Register

Register refers to style of language and choice of vocabulary used in particular piece of writing; this could be informal and formal. Academy writing differs from non-academic writing in term of being formal, to the point and concise.

1) Formal

Academic writing pays more intention to choose of vocabulary, sentence, structure, and style

2) To the point

Different from storytelling, academic writing should be direct, in the sense that writer states directly what he or she wants to tell to the reader without wondering here and there. It can be easily understood.

3) Concise

Being concise means being brief or short. Brevity is important in academic writing; ling-winded explanations become unclear, and the readers can lose their intern and concentration.

4) Offences

A piece of academic writing should be free from offences plagiarism and sensitive issue. Plagiarism can be in the form of direct quotations, paraphrase and specific ideas.¹⁷

6. Element of writing

There are three important element of writing they are; purpose, audience and format.

¹⁷ Susanto Leo, “*English for academic purpose*”, essay writing (yogyakarta’Andi, 2007)p. 1.

a. Purpose

Purpose refers to “why”. Are you writing this text? perhaps.

1) Definition of purpose

purpose is the reason why you are writing. We write an argumentative easy in order to persuade someone to change the parking roles on campus. You may write a letter to friend to express our excitement about her a new job. List, report essay and letter it one of choice that can help us achieve our purpose. Focus on the purpose as we beginning writing help us what from to choose. How to focus and organize our writing, how formal or informal our style should be, and how much you should write.

2) purpose and strategies

A purpose is the aim or goal of the writer or the written product, a strategy is a mean of achieving the purpose. For example, our purpose maybe to explain something, but we use definitions, descriptions, and example and analysis in order to make our explanation dearer. A variety of strategies are available for writers to help them to find ways to achieve the purpose.

a) Audience

The audience of course is the reader. In writing class the reader usually the teacher, but sometimes the intended audience, is someone in the writer mind.

There are three group of audience, they are:

- 1). Specific person (e.g, self teacher, friends, older person, younger person, parents).

- 2.) Specific group (e.g, class, team/club, age, group, special interest group)
- 3.) General group (e.g, school, community, adults, pets, students, unspecific)

For example, a piece of writing arguing a longer much period could be intended for the school principal.

- a) Format

Finally, “ how” piece of writing refers to it is format, or how in the information is represented. In the previous example the piece of writing could be and editorial in the school newspaper.

6. The relationship between writing with picture prompt.

As teachers, we want all of our students to be able to express themselves creatively and cogently. Writing is not only necessary for communicating in daily life; it is also frequently the means through which we digest new information in all subject areas. Leading educators have been discussing the importance of writing skills for years. In fact, many state and national standarized test now include segements that require students to write paragraph and essay. To make sure the students get the practice and inspiration they need emergents writer. One teacher-tested solution is to use exciting writing prompts.

Besides, there are statement that show relation between picture prompt and writing as follows :

1. Each picture is printed on its own reproducible page complete with lines for students’ writing. That makes it easy for students to save their work in a folder or binder.

2. The prompts encourage all kinds of writing, from lists to letters, fairy tales to make a descriptive paragraph.
3. In addition to the main prompt for each picture, we have included a mini-prompt, specifically tied to your science, social studies, language arts, math, or art curriculum. That means writing can easily fit into your lessons, rather than take time away from them.
4. Some prompts are designed for students to tackle in small groups, adding flexibility to the writing program. In writing, as in all learning, interaction with others can produce great results.
5. Use the index in the back of the book to locate a prompt on a particular theme.¹⁸

H. Conceptual Framework

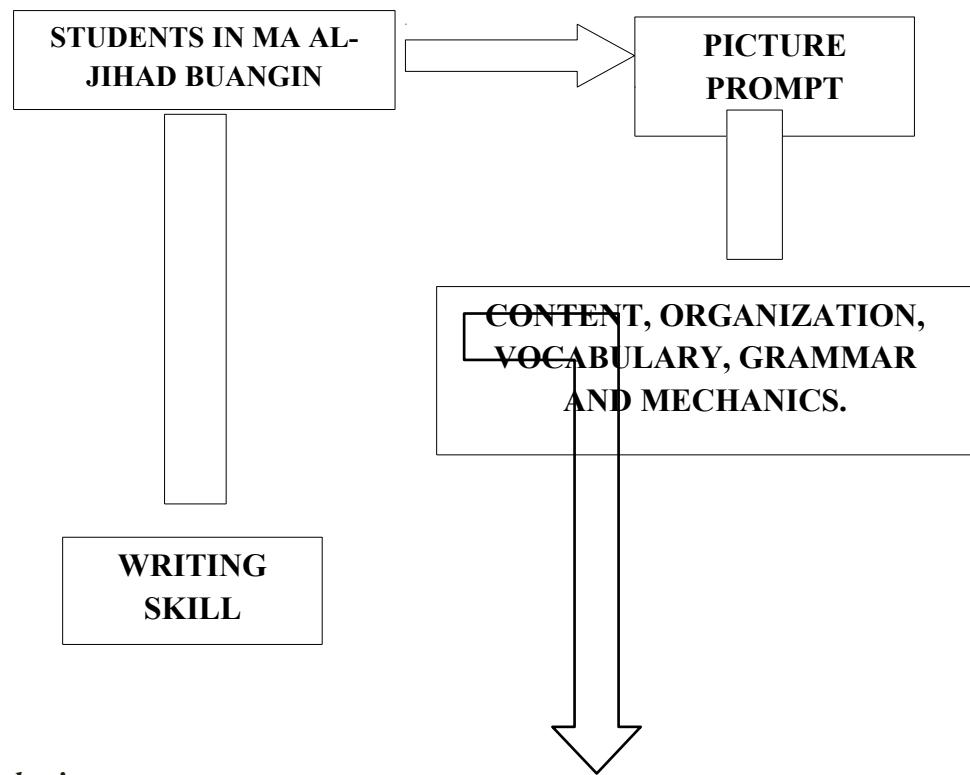
The conceptual framework underlying this research was presented in the following diagram:

Picture prompt is good media to improve writing skill because students just paid attention to the picture so that they could produce a good paragraph. Besides, they also could get many ideas to make good writing from the picture. In the other words by using picture prompts they could improve their skill because they just saw it, and then they started to write according to the picture prompt wants.

¹⁸<http://noeminator.wikispaces.com/file/view/101+Picture+Prompts+to+Spark+Super+Writing.pdf>, accessed on November 16th 2013 at 10.30 a.m

The students were asked to think and to be creative where they could write everything based on the picture. In other word, the researcher gave them a way to build up the students' mind set. They were asked to make descriptive paragraph.

And automatically, the students got idea to write from picture prompts, so that, students could improve their writing skill.



I. Hypothesis

This hypothesis is temporary answer toward the result that be expected. So the statistical hypothesis in this research is formulated as follows:

1. (H_0): Picture Prompt can't improve students' writing skill at the Eleventh Year of MA Al-Jihad Buangin Sabbang.
2. (H_1): Picture Prompt can improve students' writing skill at the Eleventh Year of MA Al-Jihad Buangin Sabbang.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Method of the Research

This research applied an pre experimental method to find out whether by using picture prompt is effective to improve students' writing skill.

B. Design Of the Research

This research involved the students with pretest and post test design. The design of this research can be descanted as follows:

Pattern : O1 X O2

Where:

Pattern : Experiment

O₁ : Pretest

X : Treatment

O₂ : Post Test¹⁹

C. Variables

This research was consist of two variables namely:

- a. Independent Variable is to teach writing through picture prompt.
- b. Dependent variable is the students' achievement in English writing.

D. Population

According to Ary et.al says that population is all members of well defined class of people, events or object.²⁰

The population of this research is the eleventh year the second of MA Al-Jihad Buangin sabbang. The number of population is 25 students.

¹⁹Suharsimi Arikunto, *Prosedur Penelitian*. (Jakarta: PT. RinekaCipta, 1998), p. 84.

²⁰ sukardi, Metodolgi Peneltuan pendidikan (cet. I;jakarta:Bumi Aksara,2003)p.53

E. Instrument of the Research

In this research, the researcher used test as the instrument to collect data.

Test was used to measure of the student's ability to write before and after giving treatment. The researcher asked the students to write a composition based on the picture prompt activity, as follows :

- a. Know the meaning of picture prompts.
- b. Write down the picture prompt wants.

F. Procedure of Collecting Data

The data was collected by using the procedure belows:

a. Pre-test

The researcher gave pre-test where the researcher distributed the worksheet or paper and ask to the students to make a describing about their class. They must did writing in 45 minutes or as soon as possible.

b. Treatment

The researcher conducted 6 treatments after conducting pre-test, the steps are as follows:

- 1) Teach the students how to write descriptive paragraph.
- 2) Give the students a picture (every treatment).
- 3) Ask to the students to write a descriptive paragraph.
- 4) While the students do the task the researcher monitor the students to find out the students problem dealing their writing.

c. Post-test

After the treatment, the researcher gave the post test. It aimed to know whether the treatment is effective or not. The students were given the different picture prompt to know the students' writing achievement more increase or just the same than before.

G. Technique of Data Analysis

After collecting the data by conducting the pre-test, treatments and post-test which involves some instruments, the researcher then focused on the data analysis. Therefore, there are some procedures were done by the researcher, namely; determining the scoring classification, looking for the mean score, standard of deviation and the test of significance. Those procedures explained as follow:

a.Scoring Classification

In analyzing the data which has been collected, the researcher has to determine the scoring classification which includes of content, organization, vocabulary, grammar and mechanics.²¹ Those assessment criteria as followed:

1). Content

No	Score	Classification	Criteria
1.	27 – 30	Very good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out, secondary ideas do not usurp too much attention
2.	15 – 26	Good	Clear and focused, even though the overall result may not be especially captivating.

21 J.B. Heaton, *Writing English Language Test*, New York: Longman. 1988.,p.146

			Support is attempted, but it may be limited or obvious, insubstantial, too general
3.	12 - 14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking in purpose or theme.
4.	9 - 11	Poor	Not fluent, does not communicate, information is very limited, boring
5.	5 - 8	Very poor	No organization, not enough to evaluate because no meaningful

2). Organization

To evaluate the score of the organization, the researcher used the following scale

No	Score	Classification	Criteria
1.	18 - 20	Very good	Fluent expression, ideas clearly stated. Supported logical sequencing, well organized means the order, structure, or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and strong conclusion.
2.	15 - 17	Good	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete

			<u>sequencing.</u>
3.	12 - 14	Fair	Lack logical sequencing and development not fluent. The writing lacks direction, with ideas, detail.
4.	9 - 11	Poor	Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
5.	5 - 8	Very poor	No organization, confusing the sender, not enough to evaluate.

3). Vocabulary

No	Score	Classification	Criteria
1.	18 - 20	Very good	Effective words, choice and the usage, specific and accurate.
2.	15 - 17	Good	Adequate range occasional error of word / idiom, choice and usage. The language communication but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3.	12 - 14	Fair	The writer struggle with eliminated vocabulary, grouping for words.
4.	9 - 11	Poor	Many errors of words / idiom, choice and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetition, often words simply do notfeat the text : verb are weak and view in number: is, are, was, were,

			dominated.
5.	5 - 8	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

4). Grammar

No	Score	Classification	Criteria
1.	23 - 25	Very good	Effective complex construction few errors of agreement, tense, number, word, order / function pronoun, preposition.
2.	20 – 22	Good	Effective but simple construction minor problem in complex construction several errors of tens, word order, function, pronouns and preposition but meaning seldom of cored.
3.	16 - 19	Fair	Major problem in simple construction, frequent errors of negative, agreement, tense, word, order / function, pronouns, preposition and fragment. Does not communication.
4.	9 – 15	Poor	Dominated by error or grammar. Cannot be understand and evaluate
5.	5 - 8	Very poor	Virtually no mastery of sentence construction rules.

5.)Mechanics

No	Score	Classification	Criteria
1.	5	Very good	Demonstration mastery of convention, not

			problem of spelling, punctuation, capitalization, paragraph.
2.	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3.	3	Fair	Some errors of spelling, punctuation, capitalization, paragraphing.
4.	2	Poor	Many errors of spelling, functions, capitalization, paragraphing.
5.	1	Very poor	Illegible writing.

b. Looking for D (difference) between sore variable (x) and (y)

$$D = X - Y$$

c. Looking for mean from difference by using the following formula :

$$MD = \frac{\sum d}{N}$$

Notation : MD = Mean Score

N = The Number of Students

d. Looking for total derivation difference:

$$\sum x^2 d = \sum x^2 - \frac{(\sum d)^2}{N}$$

e. Looking for t count by using the following formula

$$t = \frac{Md}{\sqrt{\frac{\sum x^2}{N(N-1)}}}$$

Testing criteria

f. Looking for t table by using the following formula:

$$(df) = N-1$$

Standard signification (α) = 0,05

$$table = t_{table} = t(1-\alpha/2) (df)$$

g. Criteria of hypothesis acceptability

if $t_{test} > t_{table}$ = Reject null hypothesis

if $t_{test} < t_{table}$ = Receive null hypothesis

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings and discussion of the research.

A. Findings

This chapter deals with findings and discussion about the result of research that is obtained and explained based on the research. The research used experimental method that is analyzed statically to describe the result of the result of the data. To analyze the content, organization, vocabulary, grammar, and mechanic, the researcher use “t” test analysis and table distribution frequency.

The students’ score of pre-test are classified into some criteria and percentage of the students’ score pre-test and post-test presented below:

Table 4.1
The raw score of the students’ writing in pre-test

Respondent s	Score of each component of writing					Total Score (X)
	Conte nt	Organization	Grammar	Vocabular y	Mechanic s	
R 1	5	5	5	7	1	23
R 2	15	12	9	9	2	47
R 3	12	14	16	13	3	58
R 4	15	15	16	13	4	63
R 5	5	9	10	9	2	35
R 6	11	9	8	9	1	38
R 7	11	9	8	9	1	38
R 8	20	17	19	14	3	73
R 9	20	16	19	14	3	72
R 10	12	12	10	9	2	45
R 11	10	10	9	9	2	40
R 12	5	5	5	5	1	21
R 13	6	6	5	8	1	26
R 14	14	12	16	14	3	59
R 15	5	6	5	6	1	23
R 16	14	12	16	12	3	57
R 17	8	8	11	17	2	46
R 18	5	5	6	5	1	22
R 19	8	8	9	7	2	34
R 20	5	5	5	5	1	21
R 21	9	11	10	9	2	41
R 22	5	5	5	7	1	23
R 23	5	5	5	5	1	21
R 24	17	17	20	17	4	75
R 25	17	17	17	19	3	73
Total	305	250	264	251	50	1074
Mean	12,2	10	10,56	10,04	2	42,96

- Mean score of content :

$$x = \frac{\sum x}{N} = \frac{305}{25} = 12,2$$

- Mean score of organization :

$$x = \frac{\sum x}{N} = \frac{250}{25} = 10$$

- Mean score of Grammar :

$$x = \frac{\sum x}{N} = \frac{264}{25} = 10,56$$

- Mean score of vocabulary:

$$x = \frac{\sum x}{N} = \frac{251}{25} = 10,04$$

- Mean score of mechanics :

$$x = \frac{\sum x}{N} = \frac{50}{25} = 2$$

- The mean score of all component of pre-test :

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

$$\textcolor{red}{x} = \frac{1074}{25} = \textcolor{red}{42,96}$$

1. Scoring classification of the students' pre-test

- a. Content

Table 4.2

The criteria and percentage of the students' content in pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	27-30	-	-
2	Good	15-26	6	24%
3	Fair	12-14	4	16%
4	Poor	9-11	4	16%
5	Very Poor	5-8	11	44%
Total			25	100 %

Table 4.2 shows that the criteria and percentage of the students' content in pre-test there none student obtained "very good" score. There were 6 students (24 %) got "good" score, there were 4 students (16 %) got "fair" score, 4 students (16 %) got "poor" score and there were 11 students (44%) got "very poor" score. It means that most of the students were still low in content area.

b. Organization

Table 4.3

The criteria and percentage of the students' organization in pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	
2	Good	15-17	5	20%

3	Fair	12-14	5	20%
4	Poor	9-11	5	20%
5	Very Poor	5-8	10	40
Total			25	100 %

The table 4.3 shows that the criteria and percentage of the students' organization in pre-test there was none student got "very good" score. There were 5 students (20%) got "good" score, there were 5 students (20%) got "fair" score, there were 5 students (20%) got "poor" score, and 10 students (10 %) got "very poor" score. It means that most of the students were still low in organization area.

c. Grammar

Table 4.4

The criteria and percentage of the students' grammar in pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	-	-
2	Good	20-22	1	4%
3	Fair	16-19	7	28%
4	Poor	9-15	7	28%
5	Very Poor	5-8	10	40%

Total		25	100 %
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The table 4.4 shows that the criteria and percentage of students' grammar in pre-test that there was none of student got "very good" score. There was 1 student (4 %) got "good" score, there were 7 students (28%) got "fair" score, there were 7 students (28%) got "poor" score and there were 10 students (40%) got "very poor" score. It means that most of the students were still low in grammar area.

d. Vocabulary

Table 4.5

The criteria and percentage of the students' vocabulary in pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	-
2	Good	15-17	3	12%
3	Fair	12-14	6	24%
4	Poor	9-11	7	28%
5	Very Poor	5-8	9	36%
Total			25	100 %

The table 4.5 shows that the criteria and percentage of students' vocabulary in pre-test none students got "very good score". There were 3 students (12 %) got "good" score, 6 students (24 %) got "fair" score. There were 7 students (28 %) got "poor" score, and there were 9 students (36%) got "very poor" score. It means that most of the students were still low in vocabulary area.

e. Mechanics

Table 4.6

The criteria and percentage of the students' mechanics in pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	-
2	Good	4	2	8%
3	Fair	3	6	24%
4	Poor	2	7	28%
5	Very Poor	1	10	40%
Total			25	100 %

The table 4.6 shows that the criteria and percentage of students' mechanics in pre-test none students got "very good" score. There were 2 students (8 %) got "good" score, 6 students (24 %) got "fair" score, there were 7 students

(28 %) got “poor” score, and there were students (40%) got “very poor” score. It means that most of the students were still low in mechanics area.

Table 4.7
The raw score of the students' writing in post-test

Respondents	Score of each component of writing					Total Score (X)
	Content	Organization	Grammar	Vocabulary	Mechanics	
R 1	12	12	9	14	2	49
R 2	15	13	16	9	3	56
R 3	15	14	20	17	4	70
R 4	20	17	19	15	4	75
R 5	9	10	10	9	2	40
R 6	14	12	9	12	3	50
R 7	12	12	9	12	2	47
R 8	22	17	20	15	4	78
R 9	26	17	15	20	4	82
R 10	15	17	16	15	4	67
R 11	12	14	16	12	3	57
R 12	12	14	16	12	3	57
R 13	8	11	9	11	2	41
R 14	14	12	19	14	3	62
R 15	9	9	9	10	2	39
R 16	15	15	19	17	4	70
R 17	12	14	16	14	3	59
R 18	14	12	16	12	3	57
R 19	9	11	9	9	2	40
R 20	9	11	11	9	2	42
R 21	12	12	16	12	3	55
R 22	9	11	9	9	2	40
R 23	9	9	10	11	2	41

R 24	20	20	22	20	4	86
R 25	20	20	22	20	4	86
Total	314	336	346	330	74	1446
Mean	12,56	13,44	13,48	13,2	2,96	57,84

- Mean score of content :

$$x = \frac{\sum x}{N} = \frac{314}{25} = 12,56$$

- Mean score of organization :

$$x = \frac{\sum x}{N} = \frac{336}{25} = 13,44$$

- Mean score of Grammar :

$$x = \frac{\sum x}{N} = \frac{346}{25} = 13,84$$

- Mean score of vocabulary:

$$x = \frac{\sum x}{N} = \frac{330}{25} = 13,2$$

- Mean score of mechanics :

$$x = \frac{\sum x}{N} = \frac{74}{25} = 2,96$$

- The mean score of all component of post-test :

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

$$\textcolor{red}{\cancel{x}} = \frac{1446}{25}$$

$$= 57,84$$

2. Scoring classification of the students' post-test

a. Content

Table 4.8

The criteria and percentage of the students' content in post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	27-30	-	-
2	Good	15-26	9	36%
3	Fair	12-14	9	36%
4	Poor	9-11	6	24%
5	Very Poor	5-8	1	4%
Total			25	100 %

The table 4.8 shows that the criteria and percentage of students' content in post-test none students got "very good", there were 9 students (36 %) got "good" score, 9 students (36 %) got "fair" score, 6 students (24 %) got "poor" score, and there was 1 student (4%) got "very poor" score. It means that most of the students got achievement in content area.

b. Organization

Table 4.9

The criteria and percentage of the students' organization in post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	2	8%
2	Good	14-17	6	24%
3	Fair	10-13	10	40%
4	Poor	7-9	7	28%
5	Very Poor	5-8	-	-
Total			25	100 %

The table 4.9 shows that the criteria and percentage of students, organization in post-test there were 2 students (8 %) got “very good” score. There were 6 students (24 %) got “good” score, 10 students (40 %) got “fair” score, 7 students (28 %) got “poor” score, and was none student got “very poor” score. It means that most of the students got achievement in organization area.

c. Grammar

Table 4.10

The criteria and percentage of the students' grammar in post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	-	-
2	Good	20-22	4	16%
3	Fair	16-19	10	40%
4	Poor	9-15	11	44%
5	Very Poor	5-8	-	-
Total			31	100 %

The table 4.10 shows that the criteria and percentage students' grammar in post-test none students got "very good" score. There were 4 students (16 %) got "good" score, there were 10 students (40 %) got "fair" score, there were 11 students (44%) got "poor" score and none student got "very poor" score. It means that most of the students got achievement in grammar area because the number of students in fair and good is higher than poor.

d. Vocabulary

Table 4.11

The criteria and percentage of the students' vocabulary in post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	3	12%
2	Good	15-17	5	20%
3	Fair	12-14	9	36%
4	Poor	9-11	8	32%
5	Very Poor	5-8	-	-
Total			25	100 %

The table 4.11 shows that the criteria and percentage students' vocabulary in post-test there were 3 students (12 %) got "very good" score, there were 5 students (20%) got "good" score, there were 9 students (36 %) got "fair" score, 8 students (32%) got "poor" score and was none of student got "very poor" score. It means that most of the students got achievement in vocabulary area.

e. Mechanics

Table 4.12

The criteria and percentage of the students' mechanics in pots-test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	-
2	Good	4	8	32%

3	Fair	3	8	32%
4	Poor	2	9	36%
5	Very Poor	1	-	-
	Total		25	100 %

The table 4.12 shows that the criteria and percentage of students' mechanics in post-test none students got "very good" score, there were 8 students (232 %) got "good" score, there were 8 students (32 %) got "fair" score, 9 students (36%) got "poor" score, and was none of student got "very fair" score. It means that most of the students got achievement in mechanics area because the number of students who got good to be increasing.

3. The mean score of component of writing

Table 4.13

The mean score of content in pre-test and post-test

Component	Pre-test	Post-test	Development
Content	12,2%	12,56 %	0,36 %

The table 4.13 indicates that the mean score of content in pre-test is 12,2 while the mean score in post-test was 12,56 with the percentage of development was it means that there was 0,36 % significance decrease after applying prompt.

Table 4.14

The mean score of organization in pre-test and post-test

Component	Pre-test	Post-test	Development
Organization	10 %	13,44%	3,44 %

The table 4.14 indicates that the mean score of organization in pre-test is 10 % while the mean score in post-test was 13,44 % with the percentage of development was 3,44 % it means that there was improving of organization after applying prompt.

Table 4.15

The mean score of grammar in pre-test and post-test

Component	Pre-test	Post-test	Development
Grammar	10,56 %	13,84 %	3,28 %

The table 4.15 indicates that the mean score of the grammar in pre-test was 10,56 % while the mean score in post-test is 13.04 % with the percentage of development was 2,48 % it means that there was significance decrease after applying prompt.

Table 4.16

The mean score of students' vocabulary in pre-test and post-test

Component	Pre-test	Post-test	Development

Vocabulary	10,04 %	13,2 %	3,16 %
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The table 4.16 indicates that the mean score of the vocabulary in pre-test shows that 10,04 % while score in post-test is 13,2 % with the percentage of development was 3,16 %, it means that there significance decrease after applying prompt.

Table 4,17

The mean score of students' mechanics in pre-test and post-test

Component	Pre-test	Post-test	Development
Mechanics	2 %	2,96 %	0,96 %

The table 4.17 indicates that the mean score of the mechanics in pre-test and post-test shows that 2 % while score in post-test 2,96 % with percentage of development was 0,96 %, it means that there was significance decrease after applying prompt.

4. The development of all component of writing

Table 4.18

The mean score of organization in pre-test and post-test

Developmen t	Component				
	Conten t	Organizatio n	Gramma r	Vocabular y	Mechanic s
	0,36 %	3,44 %	2,48 %	3,16 %	0,96 %

The table 4.18 shows that highest development those organization was 3,44 % than vocabulary was 3,16 % then followed by grammar was 2,48 %.While mechanics 0,36 %.And the lowest development taken over by content 0,36 %.

5. Looking for again (d) between pre-test and post-test

Table 4.19
Gain (d) between pre-test and post-test

Respondent	Pre-test (x ₁)	Post-test (x ₂)	Gain (d) (x ₂ -x ₁)
R 1	23	43	+20
R 2	47	56	+9
R 3	58	70	+12
R 4	63	75	+12
R 5	35	40	+5
R 6	38	50	+12
R 7	38	47	+9
R 8	73	78	+5
R 9	72	82	+10
R 10	45	67	+22
R 11	40	57	+17
R 12	21	57	+36
R 13	26	41	+15
R 14	59	62	+3
R 15	23	39	+16
R 16	57	70	+13
R 17	46	59	+13
R 18	22	57	+35
R 19	34	40	+6
R 20	21	42	+21
R 21	41	55	+14
R 22	23	40	+17
R 23	21	41	+21
R 24	75	86	+11
R 25	73	86	+13

Total	$X_1 = 1074$	$X_2 = 1446$	$\sum d = 367$
	$X_1 = 42,96$	$X_2 = 57,84$	

The table 4.19 shows that the total number of sample (N) was sum of score in pre-test (x_1) is 1074, the mean score in pre-test is 42.96. The sum of score in post-test (x_2) was 1446, the mean score is 57,84 and the sum gain score between pre-test and post-test ($\sum d$) was 367.

The minimum achievement or score gain of students are 17 up to -1, it means that there development in students' content, organization, vocabulary, grammar, and mechanics. The total number who gets minimum gain was nothing. The gain which range from +1 up to +14 means there was development in content, organization, vocabulary, grammar, and mechanics. There were developing is 25 (100 %).

To know whether or there was not significance development in students' content (x_1), organization, vocabulary, grammar, and mechanics, the writer calculated the mean score in pre-test (x_2) and post-test. The difference means between pre-test and pre-test (Md), deviation each writing skill. They were presented as follows:

The mean score of the pre-test (x_1) and post-test (x_2) as follows:

$$\textcolor{red}{i} \frac{\sum x_1}{N}$$

$$\textcolor{red}{i} \frac{1074}{25}$$

$\textcolor{brown}{i} 42,96$

$$\textcolor{brown}{i} \frac{\sum x_2}{N}$$

$$\textcolor{brown}{i} \frac{1446}{25}$$

$\textcolor{brown}{i} 57,84$

6. The different means between pre-test and post-test

$$MD \quad \textcolor{brown}{i} \frac{\sum D}{N}$$

$$\textcolor{brown}{i} \frac{367}{25}$$

$$= 14,68$$

7. Looking for standard deviation for each subject (xd) and squared deviation

$$(\sum^2 d).$$

8. **Table 4.20**

Gain (d) between pre-test and post-test

Respondents	D	X _d (d-Md)	(\sum xd) ²
R 1	+20	5,32	28,3024

R 2	+9	-5,68	32,2624
R 3	+12	-2,68	7,1824
R 4	+12	-2,68	7,1824
R 5	+5	-9,68	93,7024
R 6	+12	-2,68	7,1824
R 7	+9	-5,68	32,2624
R 8	+5	-9,68	93,7024
R 9	+10	-4,68	21,9024
R 10	+22	7,32	53,5824
R 11	+17	2,32	5,3824
R 12	+36	21,32	454,5424
R 13	+15	0,32	0,1024
R 14	+3	-11,68	136,4224
R 15	+16	1,32	1,7424
R 16	+13	-1,68	2,8224
R 17	+13	-1,68	2,8224
R 18	+35	20,32	412,9024
R 19	+6	-8,68	75,3424
R 20	+21	6,32	39,9424
R 21	+14	-0,68	0,4624
R 22	+17	2,32	5,3824
R 23	+21	6,32	39,9424
R 24	+11	-3,68	13,5424
R 25	+13	-1,68	2,8224
	367		$(\sum xd)^2 =$ 1568,6176

9. The result of test significance of students' writing skill process by using "t" test as follows:

$$t = \frac{Md}{\sqrt{\frac{(\sum xd^2)}{N(N-1)}}}$$

Difference means between pre-test and post-test (M_d) = 14,68 squared deviation ($x^2 d$) total subject (N) = 25

$$t = \frac{14,68}{\sqrt{\frac{1568,6176}{25(25-1)}}}$$

$$t = \frac{14,68}{\sqrt{\frac{1568,6176}{25 \cdot 24}}}$$

$$t = \frac{14,68}{\sqrt{\frac{1568,6176}{600}}}$$

$$t = \frac{14,68}{\sqrt{2,61436267}}$$

$$t = \frac{14,68}{\sqrt{1,61689909}}$$

$$t_{\text{test}} = 9,0791071$$

$$t_{\text{test}} = 9,079$$

From the data analysis above, we know that the mean score of students' writing skill in post-test ($x_2 = 57,84$) was greater than the mean score of students' writing skill in pre-test ($x_1 = 42,96$). It means that generally students' writing was developed in continuation of count the researcher uses the level of significance or standard significance $\alpha = 0,05$ to find out the acceptability hypothesis. And the

degree of freedom (df) = $N - 1$, the result of $t_{\text{test}} = 9,079$ analysis by testing criteria “t” (t_{table})

Testing “t” table (t_{table})

Standard Significance α = 0,05

Degree of freedom (df) = $N - 1$

= $25 - 1$

= 24

t_{test} = 9,079

t_{table} = $t (1 - \frac{1}{2} \alpha)(df)$

= $t (1 - \frac{1}{2} 0,05 \textcolor{red}{t}(24))$

= $t (1 - 0,025) (24)$

= $t (0,975) (24)$

= $t 2,06$ (to find out in t_{table})

The testing t_{table} shows that, $t_{\text{test}} (9,079)$ is bigger than $t_{\text{table}} (2,06)$. When t_{test} is bigger than t_{table} ($t_{\text{test}} > t_{\text{table}}$), it means that students' writing skill was improved after following the treatments.

10. The mean score and result of “t” test

Table 4.21**Mean score**

Type of mean	Mean score
Pre-test	
Post-test	42,96 57,48

Table 4.22**Result of “t” test**

Type of mean	Mean score
t_{test}	
t_{table}	9,097

	2,06
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The table 4.22 above shows that the mean score of the post test is greater than mean score of pre-test ($57,84 > 42,96$). Table 4.21 showed that the result of t_{test} is greater than the result of t_{table} ($9,079 > 2,06$), the data indicated that the students' writing skill at the Eleventh Grade of MA Al-Jihad Buangin Sabbang is improved.

In order to know whether the pre-test and post-test significantly difference, the researcher used t_{test} analysis. The result of t_{test} was (9,079). To find out the degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$= 25 - 1$$

$$= 25$$

Criteria of hypothesis acceptability

- $t_{test} < t_{table}$ = Reject null hypothesis
- $t_{test} > t_{table}$ = Receive null hypothesis

As we know that $t_{\text{test}} = 9,079 > t_{\text{table}} = 2,06$, therefore, the writer concluded that the null hypothesis is rejected and while alternative hypothesis is received. It means that the applying prompt in upgrading students' writing skill at the Eleventh Grade of MA Al-Jihad Buangin Sabbang is effective.

11. Analysis of Questionnaire

To know further about the use of problem solving method in improving students' writing skill at the Eleventh Grade of MA Al-Jihad Buangin Sabbang, we can see in the table of percentage rate students in answer questionnaires, as follows:

Table 4.23
The students' interest in learning English Language by Using Picture Prompt

No	Statement	Item of choice	Frequenc y	Percentage
1	I like studying English by using picture prompt	strongly Agree	3	12 %
		Agree	13	52 %
		Disagree	9	36 %
		Strongly disagree	-	0 %
Total			25	100 %

The table 2.23 shows that, the students' attitude in studying English is good. This case is proved by students' answer. 3 students (12%) chose strongly agree, 13 students (52%) chose agree, 9 students (36%) answer disagree and none students answer strongly agree.

Table 4.24
The students' frequency in practicing writing by Using Picture Prompt

No	Statement	Item of choice	Frequenc y	Percentage
2	I must practice writing every day by using picture prompt	Strongly Agree	2	8%
		Agree	9	36 %
		Disagree	14	56 %
		Strongly disagree	-	0 %
Total			25	100 %

The table 4.25 shows that students' frequency in practicing writing skill was good. This case proved by students' answer. There were 2 students (8%) chose strongly agree, there were 9 students (36%) chose agree. There were 14 students (56%) chose disagree, and there was none students chose strongly agree option.

Table 4.25
The students' interest in learning English Language by Using Picture Prompt

No	Statement	Item of choice	Frequenc y	Percentage
3	By using picture prompt makes writing easier.	Strongly Agree	14	56%
		Agree	4	16%
		Disagree	3	12%
		strongly disagree	4	16%
Total			25	100 %

The table 4.26 indicates that, the most difficult skill in English is writing skill. This case was proved by students' answer, 14 students (56%) chose strongly agree, 4 students (16%) chose agree and 3 students (12%) chose disagree, and there were 4 students (16%) chose strongly agree.

Table 4.26
Students become more active to write when using picture prompt

No	Statement	Item of choice	Frequenc y	Percentag e
4	I become more active in writing practice when using picture prompt	strongly Agree	14	56 %
		Agree	10	40 %
		Disagree	1	4 %
		Strongly disagree	-	0 %
Total			25	100 %

The table 4.26 shows that the students' attitude in improving writing skill students bust be active. This case proved by students' answer, there were 14 students (56%) chose strongly agree, there were 10 students (40%) chose agree, 3 students (4 %) choose disagree, and there was none student chose strongly agree.

Table 4.27
The effectiveness of picture prompt in upgrading students' writing skill

No	Statement	Item of choice	Frequenc y	Percentag e
5	Picture prompt is an effective way in upgrading my writing skill	Strongly Agree	8	32%
		Agree	14	56%
		Disagree	3	12%
		Strongly disagree	-	0 %
Total			25	100 %

The table 4.27 above shows that students' attitude in improving writing skill through prompt was effective. This case was proved by students' answer. There were 8 students (32 %) chose strongly agree, there were 14 students (56 %) chose agree, 3 students (12 %) chose disagree, and there was none students chose strongly agree.

B. Discussion

In this research, the researcher used picture prompt in improving students' writing. Picture prompt is picture that make person become interest directly to comment it. The prompts in this collection have an added advantage : They are all based on visual images that stimulate the imagination. These images capture the full range of human experience and emotion and provide a window into the natural world. Some example include :

- c. A political cartoon that ask students to think about this way of the creators of television commercials use to persuade viewers to buy products.
- d. A photo of a giant whale parked on a city street with a prompt suggesting that students act as news reporters on the scene.

Because these images require interpretation and imagination, they encourage writing at its best a transaction in which the student makes his or her own connections and constructs own meaning. You will find that even the most reluctant writer can feel successful with these Prompts. At the same time, all of your students will develop a richer sense of visual.

Based on the statement above relation between picture Prompt and picture is the picture of prompts is interesting for giving comment because there are Strange part in the picture. If we talk about just picture, picture without prompt just simple picture.

We believe that motivation is the key to success. Timesaver picture prompts is designed to engage students in several ways:

- f. trough a wide range of reading, writing and speaking task, from recipes and picture stories to reporting a football match.
- g. trough attractive and appealing photographs and atwork in a variety of styles.
- h. through contexts which appeal to young people, both girls and boys, such as profiles of celebrities, manchester united football club, designer clothes and fast cars.
- i. trough a variety of lively activities including puzzles, quizzes and pairwork games.
- j. trough guided activities which help students achieve realistic goals successfully-nothing motivates more than success!²². The picture prompt develops writing skill such as narrative and description.

Picture can help teacher to get instructional aims because picture as media that is very easy and available to used in teaching learning process. It means that to make high value with picture. Students experience and their understanding is larger clear and it is not easy to forget and more concrete in memorizing and the association for the students.²³

22 see on page 9

23

ibid.

Picture can be found every where because it can describe what message of the picture or what is picture mean. Automatically, whe the students see it they will guess well. Because they can show the picture, so whith picture the students understands well and enjoyable when they are studying.

Defined picture is (a) painting, drawing, or potograph, especially as work of paint, (b) potograph (c) what is seen on a televison, screen. And then state that picture can be board drawing magazne, picture and any other non technical visual representation. Picture can be used to explain.

Use of Writing Prompts.

As teachers, we want all of our students to be able to express themselves creatively and cogently.

Writing is not only necessary for communicating in daily life; it is also frequently the means through which we digest new information in all subject areas. Leading educators have been discussing the importance of writing skills for years. In fact, many state and national standardized tests now include segments that require students to write paragraphs and essays.²⁴

How we make sure students get the practice and inspiration they need as emergent writers. One teacher-tested solution is to use exciting writing prompts like this. These prompts cover a wide spectrum of kid-friendly topics, from special effects to sports bloopers. They are also connected to your curriculum. There is such a rich variety of topics, you are bound to find one tonconnect perfectly with a given day's lesson.

²⁴ Karen Kellaher. *101 Picture Prompts to Spark Super Writing*. Accessed on February 20th 2014

In improving the students writing skill through picture prompt the researcher gave some features, so that the students became easy to write, such as:

- A house where the researcher asked students to think about the techniques the creators of building.
- A picture of two people with a prompt suggesting that students act as critics students or describing what the photo means.
- A picture of ice cream, the researcher asked them to write everything where they can imagine all about the picture.

Because these pictures require interpretation and imagination, they encourage writing at its best a transaction in which the student makes his or her own connections and constructs own meaning. The researcher can feel successful with these prompts. At the same time, all of the students developed a richer sense of visual literacy, the ability to make sense of the countless picture.

Some activities that should be done by researcher:

1. Made writing a daily event. Set aside for responding to picture prompts.
2. Chose a good picture prompt.
3. encourage the students to write on another sheet of paper.
4. Model of picture prompt. While students were writing, respond to the prompt.

It made for a great class discussion.

5. Evaluate students' work.

The prompts in this section encourage students to:

1. use higher-order thinking skills to interpret photographs critically and creatively.
2. write imaginative fiction.
3. apply and appreciate humor in writing.
4. collaborate with peers in creative problem-solving.²⁵

Looking for the result of data analysis, the researcher presented in this discussion where the first the researcher showed about the score of students based on their result. As we know that the score of students' writing in pre-test as follows; 1 student got 75, 2 students got 73, 1 student got 72, 1 student got 63, 1 student got 58, 1 student got 57, 1 student got 53, 1 student got 47, 1 student got 46, 1 student got 45, 1 student got 41, 1 student got 40, 2 students got 38, 1 student got 35, 1 student got 34, 1 student got 26, 3 students got 23, 1 student got 22, and 3 students got 21. It means that the students' score in pre-test still low

From the result above the researcher would like to do treatment where in the first treatment. The researcher did introduction, the researcher explain about picture to the students, and then the students asked to answer the researcher's questions to know how far their understanding toward the material, and after that the researcher asked to the students to describe the picture (Horse Head) into their writing and the researcher collected their writing and gave correction.

25 *Ibid.*

Next treatment. The researcher asked to the students to describe the picture (Strange Picture) into their writing. After that the researcher collected their writing and gave correction. Next treatment. The researcher asked to the students to describe the picture (Tunnel) into their writing. After that the researcher collected their writing and give correction.

The last treatment. The researcher asked to the students to describe the picture (House) into their writing. After that the researcher collected their writing and give correction.

After doing treatment, the researcher gave post-test to the students. The score of students writing in post-test there were 2 students got 86, 1 student got 82, 1 student got 78, 1 student got 75, 2 students got 70, 1 student got 67, 1 student got 62, 1 student got 59, 3 students got 57, 1 student got 56, 1 student got 55, 1 student got 50, 1 student got 49, 1 student got 47, 1 student got 42, 2 students got 41, 3 students got 40, and 1 student got 39. It means that the most of students got improvement after giving treatment. So picture prompt is good way to improve the students' writing skill.

And then, the result of all components from pre-test and post-test, the researcher shows that the data of writing components content in pre-test, it can be seen that there none student obtained "very good" score. There were 6 students (24 %) got "good" score, there were 4 students (16 %) got "fair" score, 4 students (16 %) got "poor" score and there were 11 students (44%) got "very poor" score.

The components content in post-test, it can be seen that there none student obtained "very good" score. There were 9 students (36 %) got "good" score, there

were 9 students (36 %) got “fair” score, 6 students (24 %) got “poor” score and there were 1 students (4%) got “very poor” score

The component of organization in pre-test there was none student got “very good” score. There were 5 students (20%) got “good” score, there were 5 students (20%) got “fair” score, there were 5 students (20%) got “poor” score, and 10 students (10 %) got “very poor” score.

The component of organization in post-test there were 2 students (8%) got “very good” score. There were 6 students (24%) got “good” score, there were 10 students (40%) got “fair” score, there were 7 students (28%) got “poor” score, and none students got “very poor” score.

The component of grammar in pre-test shows that there was none of student got “very good” score. There was 1 student (4 %) got “good” score, there were 7 students (28%) got “fair” score, there were 7 students (28%) got “poor” score and there were 10 students (40%) got “very poor” score.

The component of grammar in post-test shows that there was none of student got “very good” score. There were 4 students (16 %) got “good” score, there were 10 students (40%) got “fair” score, there were 11 students (44%) got “poor” score and none students got “very poor” score.

The component of vocabulary in pre-test shows that none students got “very good score”. There were 3 students (12 %) got “good” score, 6 students (24 %) got “fair” score. There were 7 students (28 %) got “poor” score, and there were 9 students (36%) got “very poor” score.

The component of vocabulary in post-test shows that there were 3 students (12%) got “very good score”. There were 5 students (20 %) got “good” score, 9 students (36 %) got “fair” score. There were 8 students (32%) got “poor” score, and none students got “very poor” score.

Then, the component of mechanics in the pre-test shows that none students got “very good” score. There were 2 students (8 %) got “good” score, 6 students (24 %) got “fair” score, there were 7 students (28 %) got “poor” score, and there were students (40%) got “very poor” score.

The component of mechanics in the post-test shows that none students got “very good” score. There were 8 students (32 %) got “good” score, 8 students (32 %) got “fair” score, there were 9 students (36 %) got “poor” score, and none students got “very poor” score.

Below is the difference between mean score in pre-test and post-test.

The mean score of pre-test related to the content is 12,2 % and the mean score of post-test is 12,56 %. It showed that significance increased after applying prompt.

The mean score of pre-test related to the organization is 10 % and the mean score of post-test is 13,44 %. It showed that significance increased after applying picture prompt. The mean score of pre-test related to the grammar is 10,56 % and the mean score of post-test is 13,84 %. It showed that significance increased after applying picture prompt. The mean score of pre-test related to the

vocabulary is 10,04 % and the mean score of post-test is 13,2 %. It showed that significance increased after applying picture prompt.

The mean score of pre-test related to the mechanics is 2 % and the mean score of post-test is 2,96 %. It showed that significance increased after applying prompt.

Below are the sample of students' writing in pre-test according to data analysis:

The student got good. “ *in the may class, there are 32 student and window there is result chair there 20,table there 19 and white board there 1 result. my name guardian class is hadana hyar. one day we doing process learn and teach. On day we have lesson different with. Every day Monday to Thursday, we to use blouse color white, and Friday to Saturday we to use blouse color chocolate. every day Friday we doing voluntary collective work.*

The student got fair. “ *in my class there is some students and the amount of 32 students. In my class there is 25 students this present. In the class there is chair's and table. Every day we study and in between all class in class this the most noise and in the class student's this lazy.*

The student got poor. “ *my class interior one are whiteboard, one flower, twenty chair, 14 table, in the class I there is 32 students. My class property , a door and property 16 window. Student man 15 and student woman 17.*

The student got very poor. “ *in my class, there is several king thing there is black board, table chair*

Look at the example of students writing below in post-test according to data analysis.

The student got very good. *"I like ice cream. ice cream is my favorite soft drink, and if I have the money I always buy it. because the ice cream has the nice taste. I like the grape taste. The ice cream has many colours and taste: cherries taste, blueberry taste, strawberry taste, pomegranate taste and grape taste.*

The student got good. *"I like ice cream and es cream my favorite because the cream have colours and the nice taste, ice cream has many taste like: durian taste, melon taste, grape taste, orange taste but I do like the chocolate taste but I more like mixing in the one thing, and has different taste. If I have the money I always buy it ice cream because the ice cream my favorite.*

The student got fair." *this ice cream my favorite ice cream has many taste, grape taste, vanilla taste, and blueberry taste. The ice crem has many colours and taste for example the purple colours has grape taste, blue colour has vanilla taste and pink colours has blueberry taste.*

The student got poor. *" ice cream my favorite soft drink of camilan and ice cream there was once soft drink favorite for all circle wale either she well parents either young.*

Overall, we have seen the all component of writing in pre-test and post-test, not all the students have upgrading in writing through picture prompt. Therefore the means score of pre-test is 42,96, which is classified as the low score

of “ fair” classification, while the mean score in the post-test is 57,84 which classified as the higher score “good” position.

In comparing the result of t_{test} value, the researcher finds that the value of t_{test} is higher than value of t_{table} , where $9,079 > 2,06$. It means that there is significance difference between the result of pre-test and post-test. So the result of the data analysis above showed that the picture prompt was able to improve the students’ writing.

Based on the analysis of questionnaire, the students’ perception is good. It can be seen through the total items found in the available questionnaire which represent all elements or aspects or perception as follows:

1. Awareness or understanding including the students’ awareness in focusing the activity to practice writing, students’ motivation, students’ weakness and students’ interest which explained in items number 1,2 and 4.
2. Receiving including the students’ attention and students’ ability which in items number 3 and 5

It indicates that applying picture prompt give positive aim to English teacher to teach their students especially into upgrade students’ writing skill at the eleventh year students of MA Al-Jihad Buangin Sabbang. The researcher concludes that teacher should accommodate it. They should give full attention especially in writing skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of data analysis in the previous chapter, the writer concludes that:

1. Picture Prompt especially in describing thing or picture in improving the students' writing skill at the eleventh grade of MA buangin Sabbang was effective, based on the "t" test analysis. It is shown from the testing "t" table show that, t_{test} (9,079) is bigger than t_{table} (2,06). When t_{test} is bigger than t_{table} ($t_{test} > t_{table}$) the students' writing skill was improved.
2. Through picture prompt, students are easily express their idea whatever that related to the object without pressure, they free to write and they are enjoy in describing thing or object.

B. Suggestions

Based on the conclusion above, the researcher suggests to who have read this thesis that :

1. The teacher who faces the same difficulties in teaching writing must use picture prompt as a teaching technique in improving students' writing skill.
2. One of the effective method to improve students' writing skill by using picture prompt especially in describing thing or object. So the researcher suggests if the teacher wants to improve students' writing skill, they should use this method.
3. To improve students' writing skill, the English teacher should give more writing practice in creative ways to build up the students' ability in mastery writing process.
4. The teacher should teach writing to the students by picture prompt.

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