

Jurnal Bahasa
AL-LUGHAH

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DESCRIBING PICTURE TECHNIQUE AT SMPN 14 BENGKULU SELATAN**
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Eva Dewi - AsepSuryaman - Akhirudin

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KATA PENGANTAR

Alhamdulillah jurnal Al Ta'lim Edisi Desember Vol 1 No 2 Tahun 2014 ini telah dapat kami terbitkan kembali dihadapan para pembaca sekalian. Rasa terimakasih patut kami sampaikan kepada seluruh penulis yang telah mengirimkan tulisannya baik dari hasil penelitian maupun dari hasil pemikiran kritis dalam kajian ilmu bahasa. Berapa hasil penelitian yang kami terbitkan pada kali ini berkaitan dengan upaya meningkatkan keterampilan berbahasa yang meliputi keterampilan *listening, speaking, reading, dan writing* dengan menggunakan beberapa metode pembelajaran. Adapun beberapa kajian bahasa secara kritis dan komprehensif juga diangkat yang dianalisis dari sudut tinjauan sociolinguistics, seperti analisis perempuan dalam kajian 3 bahasa; bahasa Indonesia, Inggris, dan bahasa Arab. Satu kajian lainnya yang dianalisis dari tinjauan ilmu sociolinguistik berkaitan dengan penggunaan bahasa daerah khususnya bahasa daerah masyarakat lintang, Sumatra Selatan.

Disamping hasil penelitian yang berkaitan dengan upaya peningkatan keterampilan berbahasa pada edisi kali ini kami juga mengangkat hasil penelitian pendekatan kuantitatif dengan menggunakan metode deskriptif, yaitu studi korelasional antara *Verbal Intelligence* dan *Speaking Skill*. Beberapa bentuk karya sastra produk Islamic Boarding School (pondok pesantren) juga merupakan salah satu kajian yang menarik untuk dicermati oleh para pembaca sekalian.

Kami dewan redaksi sangat menyadari bahwa seluruh karya tulis yang diangkat pada jurnal ini masih jauh dari kesempurnaan baik dari segi tampilan maupun dari sisi muatan kualitas isi. Oleh karena itu seluruh pemikiran dan gagasan yang termuat dalam setiap tulisan yang ada sangat terbuka ruang untuk diperdebatkan karena tidak ada suatu karya anak manusia yang nilai kebenarannya absolut selain nilai kebenaran dari sang penguasa alam jagad raya ini, Allah SWT. Akhirnya, kami sangat mengharapkan kepada seluruh pembaca setia jurnal Al Ta'lim untuk dapat memberikan kontribusi kritikan-kritikan yang konstruktif demi kesempurnaan Jurnal yang kita banggakan ini.

Editor,

Syamsul Rizal

IMPROVING STUDENT'S WRITING ACHIEVEMENT THROUGH DESCRIBING PICTURE TECHNIQUE AT SMPN 14 BENGKULU SELATAN

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ABSTRACT

The researcher aims for increasing students' writing achievement through describing picture technique (a classroom action research at the eight grade students of SMPN 14 Bengkulu Selatan in academic year 2013/2014). Because there was the students could not write good paragraph especially in descriptive paragraph and also was not appropriate technique to teach writing. So, describing picture technique was effective to improve the students' writing achievement. The researcher was classroom action research that consists of three steps there were pre-assessment and three cycles. Each cycle was given the implementation of action on teaching materials about describing picture. There were people, place, animals and the last cycle was given reflection and evaluation. This research took subject in the class VIII A of SMPN 14 Bengkulu Selatan. *They were consist of 27 students.* The technique for collecting data were several techniques such as giving test, document, observation, using picture in writing processes. The data in this research was collected by using test and the instrument was used pictures. The result of the research showed that the eight grade students of SMPN 14 Bengkulu Selatan could write good paragraph, especially used of organization, vocabulary, language use, and mechanics to write good paragraph. *In pre-test with average 44, 25% was very poor, but after giving the action in each cycle the result of the students could write good paragraph and was improved with the last cycle got 72.70% was good.* This research indicated that the used describing picture technique could improve students' writing achievement at the eight grade students of SMPN 14 Bengkulu Selatan year 2013/2014.

Keywords: writing achievement, descriptive and picture.

A. Background

In this modern era, people demand to have more than one language, not only Indonesia but also English language. All of people need language because English language as a tool for communication. By language people can communication and interaction to other. The difficulty of learning English is not

only at Junior High School but also at the senior high school and even at the university. Because the process of learning English as foreign language is the same with the process how children learn to talk for the first time.

In English skills there are listening, speaking, reading, and writing. Writing is a kind of process where someone always considers the choice of words and sentences, the ideas to be expressed sentences structure. To make writing understandable, it is must have good organized. Expression of everything about the subject was organized that one sentence to other.

According to (Ken Hyland 2003:16), writing is among the most important skill that second language students need to develop. English language is important for students, they need English language for some usage like study of computer. It mean that all of students should master the English language include writing skills.

According to Vicki and Monette (2005:6), writing is a recursive process. It solely to improve or to increase students' ability in many fields especially in English language because English language always needed to fulfill work field, for example: as tourism, a trading, a teacher, businessman, writer, interpreter etc.

Writing is a kind of process where someone should always consider the choices of the word and sentences the idea. And then, vocabulary is very important cause without it, we cannot show our sentences and some paragraph. In the sentence or paragraph consists of punctuation and capitalization.

Based on (Betty 2005:140), description is a recording of concrete details that you see, hear, smell, taste, or touch. More detail, Descriptive text is explains how someone or something looks or feels. (Dorothy and Lisa: 30). One of the techniques is by exposing picture as media. Basically, everybody like picture, they will start to describe the picture to another by their own words. Picture may stimulate interest in reading-writing and promote a better understanding of the information. Trough picture the students are usually spirit to give comment, ideas, argument and description of the picture.

Based on the researcher observation at SMPN 14 Bengkulu Selatan on seventh march 2014, showed that only 18 % or 5 of 27 students got score 70 the research can concluded that the student writing achievement and the student motivation at the first semester of SMPN 14 Bengkulu Selatan is still low, such as: seen from its content, vocabulary, language use, capitalization, punctuation, and mechanic in writing. By giving the picture, students will more active and prepare their vocabulary spontaneously in their minds and it will be express their ideas through written form.

Give picture to the student is one way or techniques a teacher to teach writing skills for make the students more active and spirit in learning process. So the researcher believe that through describe of picture technique it is can help the students at the second year of SMPN 14 Bengkulu Selatan in academic 2013/2014 to write the best paragraph.

This research investigated of student's ability in writing descriptive paragraph by using describe picture technique focus on first semester students in SMPN 14 Bengkulu Selatan in 2013/2014 academic year. There are many factors that have to be considered in writing descriptive, the researcher limits the study

toward the ability of the student's writing descriptive form by using picture. Especially about description of place viewed from content, organization, vocabulary, language use and mechanics aspects. Based on the background above, the research question formulated follow: "Can describing picture technique improve writing descriptive text of students at the second year at SMPN 14 Bengkulu Selatan in academic years 2013/2014?"

B. Literature Review

A. Description of Writing

Writing is one of other language skills that should be mastered by the students. It is very useful to sent information, news and one of ways to communicate for other people in daily life. Writing is a tool which increases human control of communication and knowledge (Barbara:13). Writing is a way to transforming the writer's thought or ideas in a text. It means that, what the writer's want to say to the reader can be write in the written form.

Essentially, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. (Jack 2003)

Writing is learned, not taught, so writing instruction is nondirective and personal. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. Because writing is a developmental process, they try to avoid imposing their views, offering models, or suggesting responses to topics beforehand. (Jack C. Richards 2003)

According to Garry (2011:130), writing is process in which ideas are put into words. It is the real work of writing. Writing becomes easier when you understand the fundamentals of sentences, paragraphs, and good technique.

Based on some opinions above, it can concluded that writing is a complex process In process of writing the writers need to think about the massage of the ideas and must use correct written language of the written form to be understood by the reader. After that, the written form should consists of correct spelling, have punctuation, grammar and vocabulary must suitable with the massage.

B. Purpose of Writing

Writing have purpose to communicate writer's ideas that they will teach or certain the reader, to inform and persuade the audience to learn while reading. And writing includes the most important skills in English.

As assessment; as an aid to critical thinking, understanding and memory; to extend students' learning beyond lectures and other formal meetings; to improve students' communication skills; and to train students as future professionals in particular disciplines (Caroline 2003:20).

More detail purposes of writing based on kinds of paragraph there are: According to Lic luis (2002:76), most writing has one of the following purposes:

- (1) Narrative writing relates a series of events.
- (2) Expository writing gives information or explains.

- (3) Descriptive writing describes a person, place, or thing.
- (4) Persuasive writing attempts to persuade or convince.

C. Technique of Teaching Writing

According to Caroline coffin (2003:1), teaching Academic Writing is an introductory book on the teaching of academic writing in higher education. It is aimed at higher education lecturers and writing tutors who wish to help undergraduates improve their academic writing in both discipline-specific and writing or study skills contexts.

Based on the opinion above, the writers must know who the reader of a written text. Therefore, when the students write for others, they should write a text develop as an interactive mode for contracting meaning between the writer and the reader.

Based on, Pater and Praveen (2008:139), the teacher may follow the steps while teaching picture composition:

1. Before coming to composition exercise the teacher should select a picture according to the level of the students. Then he should revise the structure and vocabulary.
2. The teacher will present a picture before students to observe or he may give a list of word to write paragraph on the picture.
3. The teacher may present structure of words to frame the sentence of the same type using them from the ready list.
4. Then the teacher may ask students to develop the composition.
5. The teacher must always present a picture composition and ask students to write the composition in their words.
6. The teacher can teach picture composition by giving them unarranged sentence and ask them to rearrange the sentence keeping in view the picture presented to make a good composition.
7. The teacher may present a list of questions in sequence and a picture. Then he may ask students to write answer of question looking the picture.
8. The teacher will present a picture and give complete composition giving blank space and ask the students to fill appropriate word in blank space.
9. The teacher may present a picture before students and gives points related to picture and can ask them to write complete composition.
10. The teacher may present a picture and can ask them to describe complete composition orally.

D. Characteristics of Good Writing

According to Garry (2011:164), recognizing good writing is a big step toward revising your own writing. Study articles and stories from your texts as examples, and ask yourself why these pieces are good writing. Read the material and note the unity how everything in the article or story relates to the topic and the author's purpose. Note the organization of the piece and how the structure shows ideas in a logical manner.

Note consistent tenses and point of view. See how the author varied his sentences, used active constructions, relied on strong verbs, and achieved a

smooth flow of ideas. Good writing is presenting an explaining idea for specific audience and specific purpose. Good writing is almost always a result of good revision. Revision is your chance to make your writing as clear and interesting as possible for your readers. It is the time to put ideas into their final shape.

In scoring a writing test, it should has five components in one or more paragraphs of one topic. They are content, organization, vocabulary, language use and mechanics.

Criteria of scoring

21-17 FAIR TO POOR: limited knowledge of subject – little substance – etc.

Writing skill according to, Heaton (1975: 146)

Content

30-27 EXCELLENT TO VERY GOOD: knowledgeable – substantive – etc.

26-22 GOOD TO AVERAGE: some knowledge of subject – adequate range – etc. 16-13 VERY POOR: does not show knowledge of subject – non – substantive – etc.

Organization

20-18 EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc.

17-14 GOOD TO AVERAGE: somewhat copy – loosely organized but main ideas stand out – etc.

13-10 FAIR TO POOR: non – fluent – ideas confused or disconnected – etc.

9-7 VERY POOR: does not communicate – no organization – etc.

Vocabulary

20-18 EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc.

17-14 GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.

13-10 FAIRWTO POOR: limited range – frequent errors of word/idiom form, choice, usage – etc.

9-7 VERY POOR: essentially transition – little knowledge of English vocabulary.

Language use

25-22 EXCELLENT TO VERY GOOD: effective complex constructions – etc.

21-19 GOOD TO AVERAGE: effective but simple construction – etc.

17-11 FAIR TO POOR: major problems in simple/complex constructions – etc.

10-5 VERY POOR: virtually no mastery of sentence construction rules – etc.

Mechanics

5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – etc.

4 GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc.

3 FAIR TO POOR: frequent errors of spelling punctuation, capitalization – etc.

2 VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

E. Characteristics of a good Paragraph

Every student should write a good paragraph, in writing. A well-written paragraph is constructed of sentences related to one main idea. A paragraph is a unit of thought and good paragraphs are unified and coherent (Jolio 2009 :21). The paragraph contains a topic sentence that states the main idea of the paragraph. Other sentences support the main idea with details and examples. Although the topic sentence is the first sentence in most paragraphs, it may appear in the middle or at the end.

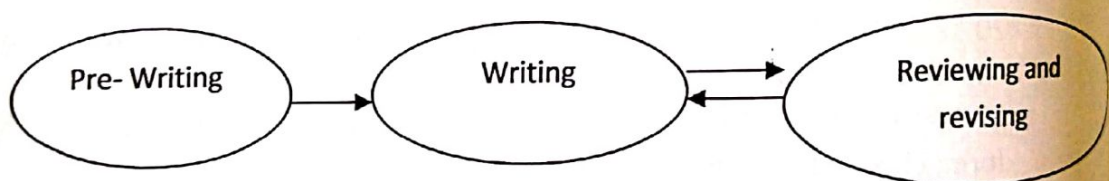
Many writers find that placing the topic sentence at the beginning of the paragraph makes it easier to organize the paragraph and provide details. Paragraphs may vary in length, depending on their main idea and supporting details. A paragraph must be long enough to fully develop its main idea. Many students use general main ideas or supporting ideas that lack details. Try to develop your paragraphs one sentence at a time, starting with the topic sentence, and then support it with details and examples. (Garry 2011:134)

According to, Doroty and lisa(17) a paragraph has three basic parts:

1. The topic sentence
This is the main idea of the paragraph.
2. The supporting sentences
These are sentences that talk about or explain the topic sentence.
3. The concluding sentence
This may be found as the last sentence of a paragraph.

F. The Process Of Writing

The process of writing based on, Doroty and lisa(5-8).



In process of writing the students can start by:

1. Students first work on recognizing and identifying key writing structures from model paragraph and essay.
2. Then they manipulate the structure in short, manageable tasks.
3. Finally, they apply the structures to their own writing.

When we write, we do more than just put words together to make a sentence.

Good writer go through several steps to produce a piece of writing.

1. Choose a topic
Before you write, your teacher gives you a specific assignment or some ideas of what to write about.
2. Gather ideas

When you have a topic, think about what you will write about that topic.

3. Organize

Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

4. Write

Write your paragraph or essay from start to finish. Use your notes about your ideas and organization.

5. Review structure and content

Check what you have written. Read your writing silently to yourself or aloud perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange texts with you. Your classmate reads your texts, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinion about other people's writing helps you to improve your own. You may want to go on to step six now and revise the structure and content of your text before you proofread it.

6. Revise structure and content

Use your ideas from steps five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more detail. You may even need to change your organization so that your text is more logical.

G. Writing through Picture

Based on, Pater and Praveen (2008:127-128), in writing through picture there some composition: English composition occupies a very important place in the learning of English. It is now accepted that students must be given intensive practice in controlled composition and after that only they should be expected to write free composition. Picture composition is one type of guided. The teacher should teach picture composition very carefully because the students have to develop the skill of observation and then only they have to arrange their ideas in proper sequence use correct vocabulary and framing grammatically correct sentences.

Writing is includes one skill that is difficult to teach. Some teacher have problem to apply it in the classroom activity. The teacher can't make a process in learning writing be interesting. This is to be a problem to teacher in increasing or improving students writing a paragraph. To solve this problem, teacher should be to apply some techniques in teaching writing. One of the techniques is by described picture as a media.

According to Adams in Kusmita (2010) pictures are a prominent feature of children textbooks. It is mean that picture can stimulate interest in writing to be better understanding to write a paragraph.

Usually, the students will more active and interesting to make a paragraph by describe picture. Pictures make a student more than easy and can prepare vocabulary spontaneously in their mind to express their ideas in writing form.

There some ways to write descriptive text by:

A. Description of place

A description of anything in writing should be clear. Therefore, in describing a room, for example, the following should be taken into consideration:

- a. The location of the object in the room should be clear.
- b. The details should be arranged logically and systematically so that it is easy for the reader to visualize the description in his mind.
- c. Most importantly is that there should be a controlling idea. Because, a strong controlling idea gives a paragraph a focus.

B. The teacher can collect some picture animal or people from book or internet. The pictures give by the teacher to the students in small groups. After that, the teacher asked the students to describe the picture by their own word.

You can describe a person's appearance in many ways such as his/her clothes, manners of speaking, color and style of hair, facial appearance body shape, and expression.

H. Previous Study

There are many researches who had conducted the researches that related with this study some of them are the researches by Endang kusmita (2009/2010) entitled, to investigate "Students Ability In writing Descriptive Paragraph by Using Picture". The result was that they would be better in their writing than the students who have less writing knowledge. The writing knowledge is content, organization, vocabulary, language used and mechanic aspect.

Another researcher by Widia Wati (2007/2008) entitled, to investigate 'students writing skill of descriptive paragraph'. The result was that the writing ability was poor in all aspect. They are in content, organization, vocabulary, language used and mechanics aspect. Another by siti khadija(2008) entitled 'an analysis of student's ability in writing the English application letter', study one the sixth semester students of TBI STAIN Bengkulu in academic year 2008/2009. The result was very good criteria in all aspects. They are content, organization, language use, vocabulary and mechanic.

The research in this thesis, Improving students writing achievement trough describe picture technique" for the first semester of SMP 14 Bengkulu Selatan in academic year 2014. The difference research with other is the researcher choose student's achievement in writing a paragraph by using describing picture technique because the researcher want to know how the student's achievement of the first semester in writing a paragraph by describe picture. The researcher believe that by describe picture the student's will be easy, interesting, and happy to write a paragraph.

RESEARCH METHOD

A. Research Design

In this research, the researcher used classroom action research to solve the problem. Action research is a collaborative activity among colleagues searching

for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement (Eileen 2000 : 6). Based on the statement above, the method used in this research is classroom action research. The researcher chose at the second year of the students at SMP 14 Bengkulu Selatan.

B. Subject of Research

In this research used respondents at the first semester of the students VIII A in SMPN 14 Bengkulu Selatan in academic 2013/2014, that consist of one class. The total of students, they are 27 students from VIII A.

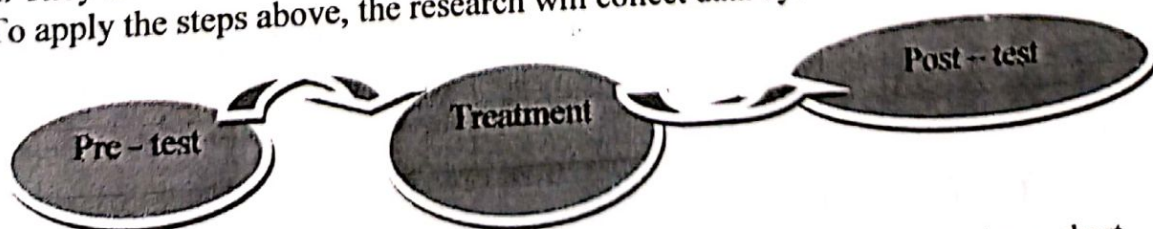
C. Research Instrument

In this instrument, the research used a writing text the material is descriptive text from (Erlangga Bahasa Inggris kelas 2), descriptive text have generic structure there are identification and description. The procedure prepared by the researcher to measure level and improving of the students writing achievement in a paragraph. In conducting this research, the research used technique a picture as a media in writing a text describe. By gave the picture, students would more active and prepared their vocabulary spontaneously in their minds and it will be express their ideas through written form. Is one way to students in improving writing achievement by describing picture.

D. Data collection procedure

In collecting, the researcher used some steps as follows:

- a. The first researcher greeting to the students.
 - b. And then the researcher fatback about the material last week.
 - c. After that the researcher gives explanation about the material that connected to the real life.
 - d. The researcher gives a picture to students.
 - e. The researcher asks the students to write good paragraph with descry picture.
 - f. Before write a paragraph, the researcher explains to the students how to write by describe picture.
 - g. They are asked to finish the written form in a paragraph.
 - h. They are asked to write the paragraph by using their own words.
- To apply the steps above, the research will collect data by:



In this part, the research was gave a pre-test by ask students to write a short paragraph in the test. Firstly, the research explained how to describe picture in a paragraph in a few minutes. After that, the researcher gives a material by interesting picture as a media in writing, than researcher ask students to write by describe picture in short paragraph. And researcher give chance to students to

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write by own words, without dictionary. Because the researcher want to know improving students in writing text include vocabulary, structure and grammatical of words.

There are some steps in treatment through three cycles: According to Patrick (16:2003) the cycle consists of four actions, there are planning, acting, observing, and reflecting.

A. Cycle 1

1. planning

In first step, the researcher came to SMP 14 Bengkulu Selatan to get information in to get permission that the research want to apply one method in learning writing process trough describe picture technique to improving students writing achievement. After that, the researcher discuss to the students to take free time for the researcher be teaching them in English lesson of the writing skills.

2. Action

In this section, the researcher applied procedure learning by giving the students a material trough picture. The researcher explained how to write by describe picture and ask to the students to practice in the class. After that, the researcher will do evaluation to the students to get the result how far the improvement.

3. Observing

In this section, the research collected the data from the action and planning that would have been make, include all of what the students do the classroom based on observation instrument that make by the research.

4. Reflection

In this last steps, the researcher needed to process all of the data the observation of students' activity and score of the test in action one.

B. Cycle 2

In cycle two would be held as well as the first cycle, and it is based on the result of the cycle one.

C. Cycle 3

In cycle two would be held as well as the first cycle, and it is based on the result of the cycle two.

D. Post-test

The procedure of the post-test did similar with the pre-test. The researcher asked the students to write a short paragraph. So, after the students finish it at all, the researcher also collect the students test and analyzed it to know the students' abilities in improving students writing achievement by describe picture.

E. Method of data Collection

After the research knew the students score the researcher made mean score by using table frequency. And then, the research make on formulation based on sudijono in andry (2013: 28):

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

Note:

\bar{x} = mean score

ΣX = total of students score

N = total number of students

F. Technique of Data Analysis

The data in this research analyzed by evaluating and comparing the result from each cycle to know whether About-Point improve student writing or not, beside that to support the data analysis to find the student's percentage, the researcher used the following formula:

$$P = \frac{f}{n} \times 100\%$$

Note :

P : Percentage of the students' mastery

F : Total score of students

N : Total number of students

(Arikunto,2006:235-236)

For average score, the students' achievement in writing will conclude by using the standard take from Reid in Andry (2013: 28):

Table 1
Class Interval

A	90-100	Excellent
B	80-90	Very Good
C	70-80	Good
D	60-70	Poor
E	Below 60	Very Poor

Based on KKM at the SMPN 14 Bengkulu Selatan the students success if they get the score 70.

G. Indicator of success

1. This classroom Action Research was success if student's writing achievement in second year students in SMPN 14 Bengkulu Selatan got score 70 in English.
2. The teaching and learning process in improving students' writing be effective and motivated student in learning English especially student's writing achievement.

RESEARCH FINDING AND DISCUSSION

A. RESULT

1. Data Description

The research was collected data from SMPN 14 Bengkulu Selatan in academic year 2014/2015. Respondent in this research consisted of twenty seven students. The students of this school have heterogeneous skill and low competence in learning English especially in writing. The researcher tried to encourage the students' writing achievement through describing picture technique.

The improvement of students writing achievement was obtained by analyzing the comparison at the score of students' writing achievement itself in each cycle, including pre-test and post-test, cycle I, cycle II, cycle three and post-test. For the pre-test and post-test can be seen in the descriptive below.

Table 2
The students' writing score in pre-test.

No	Categories	Frequence	Percentage
1.	90-100 Excellent	0	0%
2.	80-90 Very good	0	0%
3.	70-80 good	5	18.51%
4.	60-70 poor	3	11.115%
5.	< 60 Very poor	19	70.37%

Table 3
The students' writing score in post-test

No	Categories	Frequence	Percentage
1.	90-100 Excellent	0	0
2.	80-90 Very good	14	42.86%
3.	70-80 good	15	4.77%
4.	60-70 poor	8	0%
5.	< 60 very poor	26	0%

Based on the result above, there was significant different between percentage of students' writing achievement in pre-test and post-test. It means that teaching writing through describing picture technique can improve the students' writing achievement.

For further details and explanation, see the explanation about process and result of teaching and learning of writing achievement in each cycle in order to observe the effectiveness of teaching writing through describing picture technique.

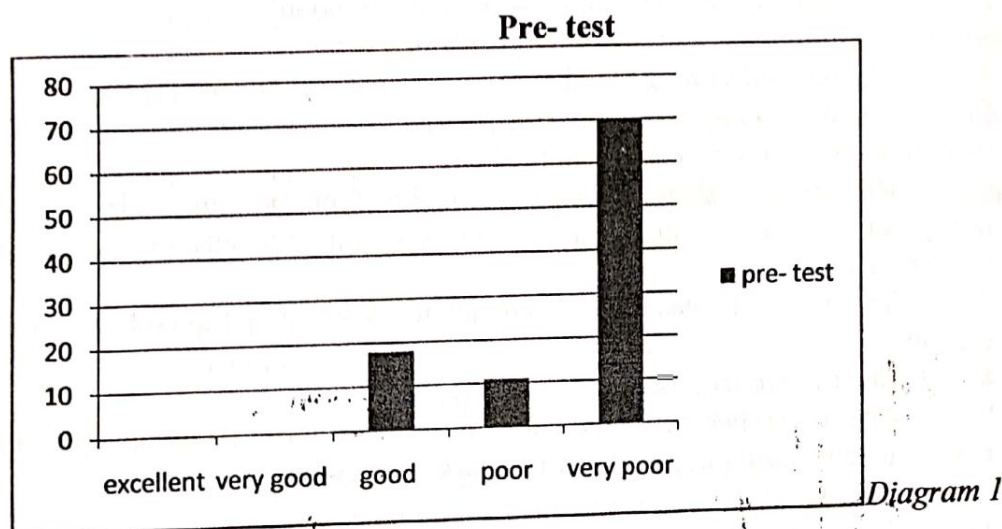
a. Pre-Test

Before doing the action, the researcher gave the Pre-test to know the students' ability in writing achievement. The pre test was given on July 15th 2014. In doing the pre-test, the researcher did not use describing picture technique in writing but only teaching writing like usual like the English teacher at SMPN 14 Bengkulu Selatan. Then, the researcher collected the students' writing form and analyzed the data. The data can be seen in the table below:

Table 4
The percentage of students' writing score in pre-test.

No	Categories	Frequence	Percentage
1.	90-100 Excellent	0	0%
2.	80-90 Very good	0	0%
3.	70-80 good	5	18.51%
4.	60-70 poor	3	11.11%
5.	< 60 Very poor	19	70.37%

Based on the table above, it shown that 70.37% in very poor, 11.11% in poor, 18.51% good, no students in very good, and in excellent category. The researcher got a conclusion that the students' writing skill is still fail (very low). These problems made the students were bored and feel difficult to understand about the English material because the media is not amazing and their vocabulary is low.\



Students writing score in pre-test

By knowing the percentage in pre-test, the researcher felt that it was needed an appropriate technique to improve their competence in writing. So that the researcher used describing picture technique in order to improve their writing achievement will be better and students' can understand English early and more than easy to write good paragraph. Beside that, the students will enjoy and easily to describing picture in writing form.

There were some media that can be applied. Such as: mind mapping, pre-writing and describing picture technique to improve students' writing competence.

b. Cycle I

1) Planning

After seeing the result in the pre-test, the researcher prepared the material and its describing picture technique that would be applied in teaching writing to improve their writing achievement in cycle I. The material is taken from the book that same level based on the curriculum of the second year of SMP. The material was about "descriptive."

- 2) Action
The implementation of action (cycle 1) was done on Tuesday July 16th 2014, Wednesday July 17th 2014, and Thursday 18th 2014. In this action the researcher divided the action in giving the material at the teaching writing into three steps. They were pre-teaching, while teaching, and post-teaching.

First meeting

a) Pre-Teaching

- 1) The researcher said "Assalamualaikum Wr. Wb". And greeting "How are you today."

- 2) The researcher asked to the students to pray together.

- 3) The researcher checked the attendant list.

- 4) The researcher gave motivation to the students

- 5) Aspersepsi.

b) While Teaching

- 1) The researcher gave some pictures related to the topic

- 2) The researcher wrote some words in whiteboard

- 3) The researcher described the words into sentence.

- 4) The researcher asked students to guess the meaning of the words.

- 5) The researcher asked students to write some sentences using some words that are wrote by the researcher in the board.

- 6) Researcher asked students to make their sentences based on their background. So, every student can make different sentences or students had not same sentences.

- 7) The research asked the students to write in paragraph by describing picture.

- 8) The researcher monitored student activity.

- 9) The researcher gave students homework to write paragraph descriptive to make students more than easy in write good paragraph.

c) Post-Teaching

- 1) The researcher wrote some word about describing place.

- 2) The researcher explanation about meaning of the word and gave the students picture of bedroom and asked the student to describing of place.

- 3) The researcher asked the students to write paragraph descriptive and use the word that was explanation.

- 4) The researcher asked the students to collect their worksheet around the class.

Second meeting

a) Pre-Teaching

- 1) The researcher said "Assalamualaikum Wr. Wb". And greeting "How are you today."

- 2) The researcher asked to the students to pray together.

- 3) The researcher checked the attendant list.

- 4) The researcher gave motivation to the students

- 5) Aspersepsi.

b) While Teaching

- 1) The researcher gave some pictures related to the topic.
- 2) The researcher wrote some words in whiteboard.
- 3) The researcher described the words into sentence.
- 4) The researcher asked students to guess the meaning of the words.
- 5) The researcher asked students to write some sentences using some words that are wrote by the researcher in the board.
- 6) Researcher asked students to make their sentences based on their background. So, every student can make different sentences or students had not same sentences.
- 7) The researcher asked the students to write in paragraph by describing picture.
- 8) The researcher monitored student activity.
- 9) The researcher gave students homework to write paragraph descriptive to make students more than easy in write good paragraph.

c) Post-Teaching

- 1) The researcher wrote some word about describing place.
- 2) The researcher explanation about meaning of the word gave the students picture of kitchen room and asked the student to describing of place.
- 3) The researcher asked the students to write paragraph descriptive and use the word that was explanation.
- 4) The researcher asked the students to collect their worksheet around the class,

Third meeting

a) Pre-Teaching

- 1) The researcher said "Assalamualaikum Wr. Wb". And greeting "*How are you today.*"

2) The researcher asked to the students to pray together.

3) The researcher checked the attendant list.

4) The researcher gave motivation to the students

5) Aspersepsi.

b) While Teaching

1) The researcher gave some pictures related to the topic.

2) The researcher wrote some words in whiteboard.

3) The researcher described the words into sentence.

4) The researcher asked students to guess the meaning of the words.

5) The researcher asked students to write some sentences using some words that are wrote by the researcher in the board.

6) Researcher asked students to make their sentences based on their background. Furthermore, every student can make different sentences or students had not same sentences.

7) The researcher asked the students to write paragraph descriptive and use the word that was explanation.

8) The researcher monitored student activity.

- 9) The researcher gave students homework to write paragraph descriptive to make students more than easy in write good paragraph.
- c) Post-Teaching
- 1) The researcher wrote some word about describing place.
 - 2) The researcher explanation about meaning of the word gave the students picture of watching room and asked the student to describing of place.
 - 3) The researcher checked the students' activity.
 - 4) The researcher asked the students to collect their answer sheet around the class.

3) Observation

Based on the action above, the researcher also did the observation and monitoring during the process of action. To get it, the researcher took the result in action and compared the data obtained to the result of the test condition.

By observation, the researcher saw that there were some students' improvements that were shown by the students, such as they were enthusiastic. Some of students' activity to conduct a new knowledge with previous knowledge and some students felt more interesting with describing picture technique was applied. But the researcher still found the problem is that some students did not focus with the material so the students were sleepy.

4) Reflection

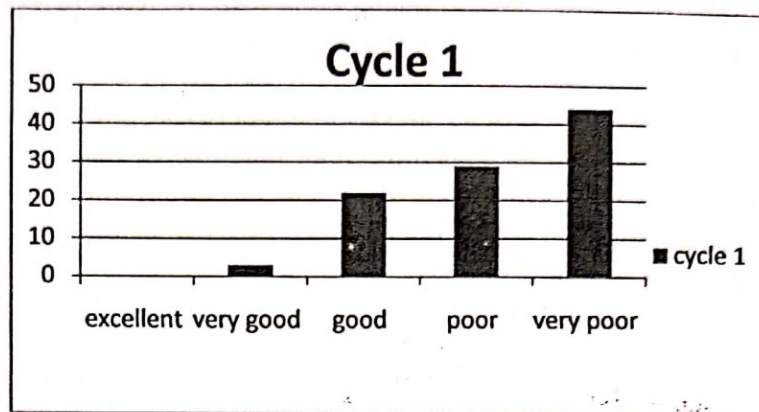
From the action I, the researcher felt that describing picture technique was quite effective to improve the students' writing competence. It can be seen on the result of the students' score in cycle I. It was better than other in pre-test. These data can be seen in the following table:

Table 5
The percentage of students' writing score in cycle 1.

No	Categories	Frequence	Percentage
1.	90-100 Excellent	0	0%
2.	80-90 Very good	1	3.70%
3.	70-80 good	6	22.22%
4.	60-70 poor	8	29.62%
5.	< 60 Very poor	12	44.44%

From the table above, the researcher could see that every student had increase in writing achievement. In order words, they had better in their percentage. It is shown that 25.92% in very poor, 25.92% poor, 25.92% good, 3.70 % very good and no students got score in excellent. From this result, the researcher felt that describing picture technique as media was suitable for teaching writing in SMP and must be improved again to get the better one.

Diagram 2
Students writing score in cycle 1



c. **Cycle 2**

1) **Planning**

In action II, the researcher prepared again another describing picture technique as material. The material had the same level as describing picture technique, the material was about "people." Then, the researcher rules to plays this material with the students together.

2) **Action**

The implementation of action (cycle 2) was done on Wednesday Augustus 06 , Friday Augustus 08 the and Monday Augustus 11 2014. In this action, the researcher divided the action in giving the material of teaching writing into three steps. They were; pre-teaching, while teaching, and post teaching.\

First meeting

a) **Pre-Teaching**

1) The researcher said "Assalamualaikum Wr. Wb". And greeting "How are you today?"

2) The researcher asked to the students to pray together.

3) The researcher checked the attendant list.

4) The researcher gave motivation to the students

5) Aspersepsi.

b) **While Teaching**

1) The researcher gave some pictures related to the topic

2) The researcher wrote some words in whiteboard

3) The researcher described the words into sentence.

4) The researcher asked students to guess the meaning of the words.

5) The researcher asked students to write some sentences using some words that are wrote by the researcher in the board.

6) Researcher asked students to make their sentences based on their background. So, every student can make different sentences or students had not same sentences.

- 7) The research asked the students to write in paragraph by describing picture.
 - 8) The researcher monitored student activity.
 - 9) The researcher gave students homework to write paragraph descriptive to make students more than easy in write good paragraph.
- c) Post-Teaching
- 1) The researcher wrote some word about describing people.
 - 2) The researcher explanation about meaning of the word gave the students picture of Popy Bunga and asked the student to describing of people picture.
 - 3) The researcher asked the students to write paragraph descriptive and use the word that was explanation.
 - 4) The researcher asked the students to collect their worksheet around the class.

Second meeting

- a) Pre-Teaching
- 1) The researcher said "Assalamualaikum Wr. Wb". And greeting "How are you today."
 - 2) The researcher asked to the students to pray together.
 - 3) The researcher checked the attendant list.
 - 4) The researcher gave motivation to the students
 - 5) Aspersepsi.
- b) While Teaching
- 1) The researcher gave some pictures related to the topic.
 - 2) The researcher wrote some words in whiteboard.
 - 3) The researcher described the words into sentence.
 - 4) The researcher asked students to guess the meaning of the words.
 - 5) The researcher asked students to write some sentences using some words that are wrote by the researcher in the board.
 - 6) Researcher asked students to make their sentences based on their background. So, every student can make different sentences or students had not same sentences.
 - 7) The researcher asked the students to write in paragraph by describing picture.
 - 8) The researcher monitored student activity.
 - 9) The researcher gave students homework to write paragraph descriptive to make students more than easy in write good paragraph.
- c) Post-Teaching
- 1) The researcher wrote some word about describing people.
 - 2) The researcher explanation about meaning of the word and gave the students picture of Yuki Kato and asked the student to describing of people picture.
 - 3) The researcher asked the students to write paragraph descriptive and use the word that was explanation.

- 4) The researcher asked the students to collect their worksheet around the class.

Third meeting

a) Pre-Teaching

- 1) The researcher said "Assalamualaikum Wr. Wb". And greeting "How are you today."
- 2) The researcher asked to the students to pray together.
- 3) The researcher checked the attendant list.
- 4) The researcher gave motivation to the students
- 5) Aspersepsi.

b) While Teaching

- 1) The researcher gave some pictures related to the topic.
- 2) The researcher wrote some words in whiteboard.
- 3) The researcher described the words into sentence.
- 4) The researcher asked students to guess the meaning of the words.
- 5) The researcher asked students to write some sentences using some words that are wrote by the researcher in the board.
- 6) Researcher asked students to make their sentences based on their background. Furthermore, every student can make different sentences or students had not same sentences.
- 7) The researcher asked the students to write paragraph descriptive and use the word that was explanation.
- 8) The researcher monitored student activity.
- 9) The researcher gave students homework to write paragraph descriptive to make students more than easy in write good paragraph.

c) Post-Teaching

- 1) The researcher wrote some word about describing people.
- 2) The researcher explanation about meaning of the word and gave the students picture of Bunga Citra Lestari and asked the student to describing of people picture.
- 3) The researcher asked the students to write paragraph descriptive and use the word that was explanation.
- 4) The researcher asked the student to collect their worksheet around the class.

3) Observation

In action II, the researcher also did the observation. It was same in action I. Through the observation of action II; the researcher found that all of the students were spirit or enthusiast with the lesson. They focused with the material; no students were sleepy in the class because the researcher could be active with the lesson. The process of teaching in action II ran well. It was the fact that their activities are better than before.

4) Reflection

Based on the observation above, there was a little process of students' writing that caused by the condition on the classroom and the students

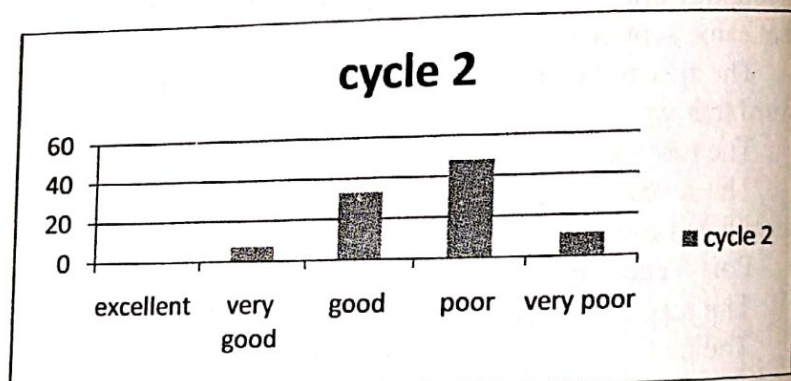
itself. But the result of the action II also gave the improvement. The result can be seen in the following table.

Table 6
The percentage of students' writing score in cycle 2.

No	Categories	Frequence	Percentage
1.	90-100 Excellent	0	0%
2.	80-90 Very good	2	7.40%
3.	70-80 good	9	33.33%
4.	60-70 poor	13	48.14%
5.	< 60 Very poor	3	11.11%

Based on the table above, it shown that 11.11% in very poor, 48.14% in poor, 33.33% good, 7.40% in very good, and no students in excellent yet. The result of the percentage in average level was more increase than action I. Then, in this action there were no more students had less competence category.

Diagram 3
The writing score in cycle 2



Considering with the result above, the researcher was needed to improve again the material or instrument that used. Based on that, the condition of the classroom activity active must be managed well, and the motivation of the students must be increased again on the next action.

d. Cycle III

1) Planning

In action III, was the researcher tried to improve achievement of students writing especially in used of vocabulary, grammar, content, organization, and mechanics in writing processes. This aimed to their writing achievement to be better than the action before. The material in action III was about "describing animals".

2) Action

The implementation of action (cycle 1) was done on Tuesday Augustus 12th 2014, Wednesday July 13th 2014, and Thursday 14th 2014. In this action 12

researcher divided the action in giving the material at the teaching writing into three steps. They were pre-teaching, while teaching, and post-teaching.

a) Pre-Teaching

- 1) The researcher said "Assalamualaikum Wr. Wb". And greeting "*How are you today.*"
- 2) The researcher asked to the students to pray together.
- 3) The researcher checked the attendant list.
- 4) The researcher gave motivation to the students
- 5) Aspersepsi.

b) While Teaching

- 1) The researcher gave some pictures related to the topic
- 2) The researcher wrote some words in whiteboard
- 3) The researcher described the words into sentence.
- 4) The researcher asked students to guess the meaning of the words.
- 5) The researcher asked students to write some sentences using some words that are wrote by the researcher in the board.
- 6) Researcher asked students to make their sentences based on their background. So, every student can make different sentences or students had not same sentences.
- 7) The research asked the students to write in paragraph by describing picture.
- 8) The researcher monitored student activity.
- 9) The researcher gave students homework to write paragraph descriptive to make students more than easy in write good paragraph.

c) Post-Teaching

- 1) The researcher wrote some word about describing animals.
- 2) The researcher explanation about meaning of the word. Gave the student picture dog and asked the student to describing picture.
- 3) The researcher asked the students to write paragraph descriptive and use the word that was explanation.
- 4) The researcher asked the students to collect their worksheet around the class.

Second meeting

a) Pre-Teaching

- 1) The researcher said "Assalamualaikum Wr. Wb". And greeting "*How are you today.*"
- 2) The researcher asked to the students to pray together.
- 3) The researcher checked the attendant list.
- 4) The researcher gave motivation to the students
- 5) Aspersepsi.

b) While Teaching

- 1) The researcher gave some pictures related to the topic.
- 2) The researcher wrote some words in whiteboard.
- 3) The researcher described the words into sentence.
- 4) The researcher asked students to guess the meaning of the words.

- 5) The researcher asked students to write some sentences using some words that are written by the researcher in the board.
- 6) Researcher asked students to make their sentences based on their background. So, every student can make different sentences or students had not same sentences.
- 7) The researcher asked the students to write in paragraph by describing picture.
- 8) The researcher monitored student activity.
- 9) The researcher gave students homework to write paragraph descriptive to make students more than easy in write good paragraph.

c) Post-Teaching

- 1) The researcher wrote some word about describing people.
- 2) The researcher explanation about meaning of the word and Gave the student picture cat and asked the student to describing picture.
- 3) The researcher asked the students to write paragraph descriptive and use the word that was explanation.
- 4) The researcher asked the students to collect their worksheet around the class.

\

Third meeting

a) Pre-Teaching

- 1) The researcher said "Assalamualaikum Wr. Wb". And greeting "How are you today."
- 2) The researcher asked to the students to pray together. The researcher checked the attendant list.
- 3) The researcher gave motivation to the students
- 4) Aspersepsi.

b) While Teaching

- 1) The researcher gave some pictures related to the topic.
 - 2) The researcher wrote some words in whiteboard.
 - 3) The researcher described the words into sentence.
 - 4) The researcher asked students to guess the meaning of the words.
 - 5) The researcher asked students to write some sentences using some words that are written by the researcher in the board.
 - 6) Researcher asked students to make their sentences based on their background. Furthermore, every student can make different sentences or students had not same sentences.
 - 7) The researcher asked the students to write paragraph descriptive and use the word that was explanation.
 - 8) The researcher monitored student activity.
 - 9) The researcher gave students homework to write paragraph descriptive to make students more than easy in write good paragraph.
- c) Post-Teaching
- 1) The researcher wrote some word about describing people.

- 2) The researcher explanation about meaning of the word and Gave the student picture bird and asked the student to describing picture.
- 3) The researcher asked the students to write paragraph descriptive and use the word that was explanation.
- 4) The researcher asked the student to collect their worksheet around the class.

3) Observation

In action III, the researcher also did the observation as long as the action was running. Based on the observation the researcher found that there was some improvement on students' writing achievement. Beside that, the researcher felt that there was no a serious trouble with students. They begun to understand and tried to follow the action seriously. Even though, there were a few students who still made the condition noisy. In this action, the researcher also felt quite satisfied, because they were no students that have less active participation and the researcher through that the result would be much better for the next action.

4) Reflection

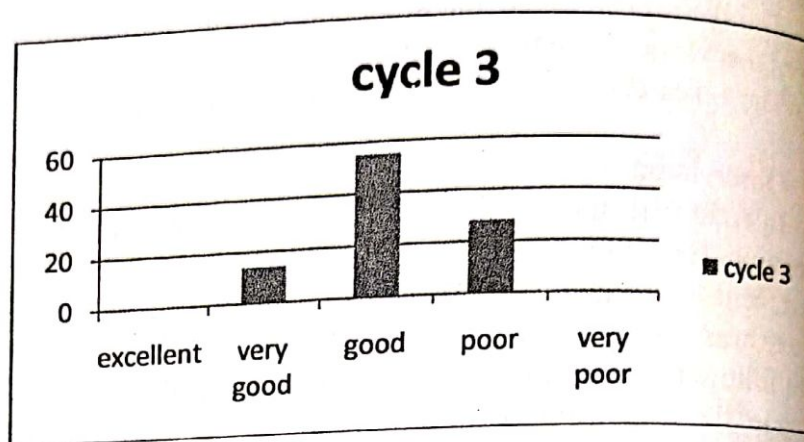
In action III, the researcher tried to analyze the weakness and the trouble that occurred in the classroom. In addition, the researcher saw there were other students felt that there was no significance problem for other students. Then, the researcher analyzed and evaluated the result of students' writing achievement. The result can be seen in the following table.

Table 7
The percentage of students' writing score in cycle 3.

No	Categories	Frequence	Percentage
1.	90-100 Excellent	0	0%
2.	80-90 Very good	4	14,81%
3.	70-80 good	15	55.55%
4.	60-70 poor	8	28-62%
5.	< 60 Very poor	0	0%

The table above showed that there was a little progress of students' percentage. It can be seen that 0% is very low, 28.62% is poor, 55.55% is good, 47.62% is good while no students get excellent. It can be said there was an improvement of students' writing achievement. Because the result of students' writing achievement was better than action II. Then, in this action there were no more students had less competence category.

Diagram 4
The writing score in cycle 3



Post-Test

1) Planning of post test

After then researcher finished the action I, II and III, the researcher did a post-test form was same as the form in each cycle. Before doing the post-test, the researcher concludes of cycle I, II and III. The researcher made exercises based on the three actions.

Before doing the post-test, the researcher did not forget to give the motivation and asked them to be carefully in doing an exercise. It was the last activity to know improvement of their writing achievement.

2) Action in post-test

The post-test held on Thursday August 14 2014, after preparing the exercises, the researcher did the post-test. The following procedures were:

- 1) The researcher gave greeting and checked the students' attendance list.
- 2) The researcher asked the students to remembering the material in cycle II and III.
- 3) The researcher asked the students to write descriptive sentence.
- 4) The researcher asked the students meaning of words from the words in writing form are their made. This action aimed to give motivation and remembering the students about the materials of action I, II and III.
- 5) The researcher remembered them to be carefully in writing descriptive sentence and asked them to do it by themselves.
- 6) The researcher gave the amazing picture (Living Room) to the students to make easy in writing.
- 7) The researcher explained about how to describing picture in writing descriptive.
- 8) The researcher asked the students to write a paragraph.
- 9) The researcher checked the students' activity around the class.
- 10) The researcher collected their writing form.

3) Observation
During the observation of the post-test, the researcher found that all of the students could follow the researcher teaches before. They also seemed to follow the activity seriously and activity. The students focused on their examination and

they were carefully to answers the exercises. Beside that, the researcher also often gave the motivation the students, because the researcher hoped to get the best result of students' writing achievement in post-tests. Furthermore, the researcher also did not found the serious problem in this activity. The process of the post-test was running well.

4) Reflection

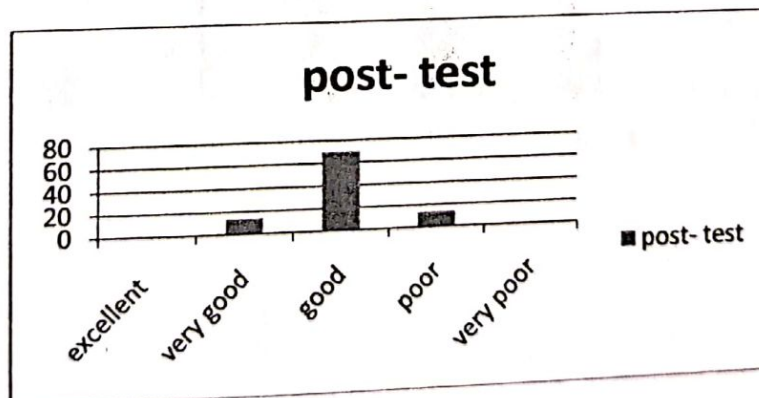
The result of students' writing achievement all the post-test was good. The percentage of competence in the post-test can be shown in the following table.

Table 8
The percentage of students' writing score in post-test.

No	Categories	Frequence	Percentage
1.	90-100 Excellent	0	0%
2.	80-90 Very good	4	14.81%
3.	70-80 good	19	70.37%
4.	60-70 poor	4	14.81%
5.	< 60 Very poor	0	0%

The table above shows, that the students' writing achievement can be improved effectively than the action before. This table shows that the percentage of the students' writing achievement was increased. It was 14.81% in poor, 70.37% in good, and 14.81% very good. It means that most of the students had better in post-test.

Diagram 5
The writing score in post-test



From the diagram above, the researcher wrote the score of students writing. The students writing score could be seen from the following figure. If we compared with the result in pre-test before, there was significance different of the result in both tests. Beside that, the condition of students in pre-test was not same as in post-test. In pre-test, most of students still had low ability or skill, less concentrate, and uninterested with the material.

Based on the explanation above, it can be concluded that the describing picture technique are quite effective in improving students' writing achievement. Furthermore, describing picture technique can also minimize the problems of students in learning English writing.

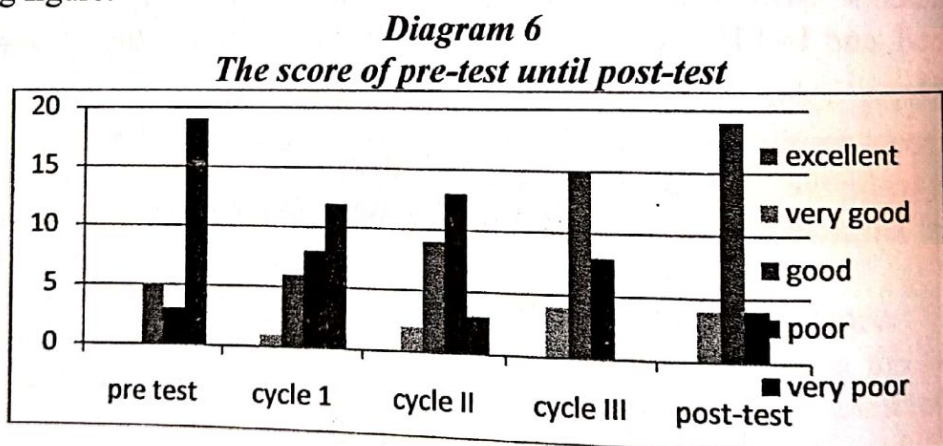
B. Data Analyze

The data was analyzed by observation and evaluating the students' score in pre-test, action I, action II and post-test. As we know that the students had studied how to improve their writing achievement by describing picture technique. The complete result can be seen and compared in the following table.

Table 9
The percentage of students' writing score in each cycle

Treatment	Very poor	Poor	Good	Very good	Excellent
Pre-Test	19	3	5	0	0
Cycle I	12	8	6	1	0
Cycle II	3	13	9	2	0
Cycle III	0	8	15	4	0
Post-Test	0	4	19	4	0

From the table score above, the researcher and collaborator felt that describing picture technique in students writing achievements. It could be seen from the following figure:



Based on the table above, it can be seen the improvement of students' writing achievement percentages. The improvement occurred from the pre-test until the post-test. The result was always positive. It means that this media was suitable and effective to be applied for junior high school especially in SMPN 14 Bengkulu Selatan.

C. Discussion

Based on the result that have got by the researcher from action I,2 and 3 this research, it can be taken some discussion that most of students were enthusiastic and interested with the material giving by using describing picture most of them got better percentage of competence in significance level from three action and post-test.

This finding indicated that the students' writing achievement through describing picture technique was effective. Beside that, describing picture technique can decrease the problem of students' writing achievement such as remembered of words to describe picture, bored less enthusiast, and etc.

Based on the explanation above, it can be concluded that describing picture technique was really effective to improved students' writing achievement. This fact is also proved by the real result on the research.

Based on the result was from pre-test, cycle 1, cycle 2, cycle 3 and pos-test this research. It could be taken some discussion that most of students were enthusiast and interested in the material trough describing picture technique. Most of them got better percentage of competence in significance level from pre-test, cycle 1, 2, cycle 3 and post-test. The mastery of English writing for the eight grade students of SMPN 14 Bengkulu Selatan in academic year 2014/2015 before being taught describing picture technique was poor. It is showed by mean of the pre- test was that it shown that 70.37% in very poor, 11.11% in poor, 18.51% good, no students in very good, and in excellent category. In this situation the students have to write not using media and technique in learning is not interesting. So, the students find it boring and they become reluctant to learn and write sentence in English writing. The result of the writing achievement for the eight grade students of SMPN 14 Bengkulu Selatan in academic year 2014/2015 after taught describing picture technique was increasing. It was showed by the result on cycle 1 test was shown that It has shown that 25.92% in very poor, 25.92% poor, 25.92% good, 3.70 % very good and no students got score in excellent. But it was write good paragraph yet. The researcher was done treatment to cycle 2. The result test on cycle 2 it shown that 11.11% in very Poor, 48.14% in poor, 33.33% good, 7.40% in very good, and no students in excellent yet. In the last cycle in cycle 3 that 0% is very low, 28.62% is poor, 55.55% is good, 47.62% is good while no students get excellent. After giving treatment the researcher gave post-test. Post-test analysis showed that there were significance different score average between pre-test and both treatment.

The researcher concluded that there were developments of score by student. The result in post-test It was 14.81% in poor, 70.37% in good, and 14.81% very good. It means that the students were writing achievement after taught by describing picture technique. After being taught by using "describing picture technique", students get new technique in solving their problem in focuses of English writing. picture as media is one of the English writing teaching media when they are learning writing. And this media are commonly fun and bring in relaxation. The students who are taught after being taught by using describing picture technique are motivated doing the steps ordered by teacher. During the teaching process, teacher expects that students are able to memorize English words. So, the students can write English writing more easily.

CONCLUSION AND SUGESTION

A. Conclusion

Students of the eight grade of SMPN 14 Bengkulu Selatan, they did not have much vocabulary to write in English and also there was not appropriate strategy

to teach. So, this researcher applied describing picture technique in there. It could help them to writing in English and memorize vocabulary to write paragraph. Because they were given to memorize vocabulary that suitable for senior high school, the teacher explained material that interesting to them. By using describing picture technique, the students could apply passive and active skill (listening, speaking, reading, and writing) and also made them easy to write paragraph in English; it was also build their confidence. They did not worry to write, because they have much vocabulary and understand to write paragraph in English. Then, describing picture technique was quite effective to apply in their need. It could be seen result from pre- test, the result, reflection, and evaluation Cycle I, cycle II and III. In pre-test, the result showed that 70.37% in very poor, 11.11% in poor, 18.51% good, no students in very good, and in excellent category .

Furthermore, in cycle I, the students writing achievement was improved after doing action. The result showed that they were consisted was shown that 25.92% in very poor, 25.92% poor, 25.92% good, 3.70 % very good and no students got score in excellent. In cycle II, the result better improve. It shown 11.11% in very Poor, 48.14% in poor, 33.33% good, 7.40% in very good, and no students in excellent yet, In the last cycle in cycle 3 that 0% is very low, 28.62% is poor, 55.55% is good, 47.62% is good while no students get excellent. And the result in post-test It was 14.81% in poor, 70.37% in good, and 14.81% very good. It means that the describing picture technique and media was suitable to apply for the students in Junior High school, especially in SMPN 14 Bengkulu Selatan.

B. Suggestion

Based on the finding and conclusion above, the researcher would like to suggest as follows:

1. English teacher at the school SMPN 14 Bengkulu Selatan should to try to use the (describing picture technique) as one of strategies in teaching writing in junior high school.
2. For the students, the students of SMPN 14 Bengkulu Selatan have to more active in learning English writing to help them write a sentence, memorize the words and how to use the words appropriately in writing form. The students should use this strategy in order to enlarge their knowledge in writing.
3. Futher research; futher research is highly recommended to find other strategies in designing materials for students to improve their writing achievement. And also give recommendation to do same research on other population in the same charateristic to get more data to improve students writing achievement, especially in Bengkulu province and generally in indonesia.

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