# THE STUDENTS' WRITING PROFICIENCY IN DESCRIPTIVE PARAGRAPH WITH PERSONAL PHOTOGRAPH

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## ABSTRACT

*The objective of the research was intended to find out the students improvement of writing descripctive paragraph in term of organization and content; to explain wheter or not using personal photograph can increase the students' writing in descriptive paragraph. This research used Classroom Action Research that consisted of two cycles. The research population was the second grade students of SMA Negeri 1 Cendana in academic 2014/2015. The sample of this research consisted of 23 students. The instrument used for measuring the students ability scoring the student was written test. The findings of the research were (1) the students' sentence organization achievment was increased 3,6% from pre test to cycle 1 and was increased 8,8% from cycle 1 to cycle 2. (2) the students' sentence content achievement was increased 4,3% from pre test to cycle 1 and was increased 8,9% from cycle 1 to cycle 2. From the finding of the research, it indicated that using personal photograph can increase the students' writing proficiency.*

**Keywords**: *Writing Proficiency, Descriptive Paragraph, Personal Photograph*

## INTRODUCTION

Every country has their own language to communicate. By using language, they can communicate between one another. It means that language is a mean of communication. Learning a language needs an important skill that children must learn it.

Learning English is not odd for everyone in our country. People realize that they need knowledge to survive their life. The knowledge that they need is not only from their own country but also in other countries. To make relationship with them, people need English communication because English is as one of the international language has an important role in international communication. People use language as a means of communication because through language, people can express their thoughts and feeling.

There are four skills in English; they are listening, speaking, reading, and writing. Since the language is a tool of communication, the teacher must be able to make the learner communicate information effectively both in spoken and written form as stated by Brown and Yule, in Yuharniaty (2007).

Writing means marking letters on a surface, especially with a pen or pencil. This means that marking letters or symbols on any surface using pen or pencil is considered as writing. But nowadays, people write using any tools. For example: typewriter or computer. Writing is the activity or occupation of writing, example: stories, books, or articles. (Breton, 1982:38).

Writing, we can say that it is more complex than the other language skills. If a student uses both of foreign language orally, so the native speaker can understand and accept unperfected pronunciation or the ungrammatical expressions. The other hand, if the student uses both of language by writing so the native speaker who is reading it able to be more selective in evaluating it that has many mistakes either spelling or grammatical. Even though the delivered meaning is clearly enough and his writing is good enough, but writing should be better and as can as possible without any mistakes because it is supposed the writer's grade of education.

Writing is one of the language skills that plays important role in human communication. It is used to communicate with other people in society and also to express our opinion in writing form (Syam, U. K., Sangkala, I. (2014). In learning English, there are many difficulties of writing, the teacher should give more attention to increase the students' ability in writing. One of the ways in increasing the students' ability in teaching writing is to provide media which are interesting to them. One kind of useful media in teaching process is visual aids like picture, photograph, etc.

In relation to the importance of meaningful material, the researcher has an alternative to use personal photograph to help the students to express their idea or opinion in the written form because sometimes they are blocked by limited ideas. Students enjoyed doing it, and it increases their attention so by showing a personal photograph, it tends to help the students to express their ideas easier, it is a solution to combine right and left brain in methods, something that will improve

memory, comprehension and creative thinking, photograph arguably as a picture language, contains information as much as, we can read concerning with the difficulties faced by the students in writing. So, through this media the researcher will improve the students' writing proficiency until 70, it is the successful minimal criteria (KKM) of that school. It means that the target of every focused element in writing was 70 (organization: 70 and content: 70).

## PERSONAL PHOTOGRAPH AS A MEDIA OF TEACHING

As the visual aid, the function of photograph are not different from picture photograph can also be used for writing activities.

However, not all teachers can draw picture, which is appropriate to a certain topic, for example, when the teacher asks to draw the activity of the people in the market. Also not all picture made appropriate to certain situation. While, preparing teaching material must be in short time, for this case-using photograph can be provide in shorter time, and the result of the picture will be more natural and interesting.

Photograph is the production of visible images by the action of light (Encyclopedia Americana, 1995:253). The main function of photograph is communication. One of photograph saves thousand world consists of information as much as we can read in it. Photograph, moreover can be more realistic, sharper and it can also be formulated as well as we need. Teacher can choose a situation or background, which is appropriate to the learning topic by using camera.

Photographic media can depict content with great accuracy and detail. They also can affect attitudes and simplify the teaching of psychomotor skills (Locates and Atkinson, 1984: 155). Photographic media are produced by exposure and chemical treatment of light-sensitive film. Included are slides, motion pictures, filmstrips, and photographic prints, either in black and white. Furthermore, Locates and Atkinson, (1984:156) divide the characteristic of Photographic media into three:

1) The record visual images by registering on film the pattern of light reflected from objects.
2) The registered images are developed by chemical treatment.

3) The images are then displayed either physically or by projection.

Brown in Aini, (2006: 10) state that pictures can be used in many stages:

1) To introduce and motivate study of new topics.

2) To clarify misconception.

3) To communicate basic information.

4) To evaluate students' progress and achievement.

It seems that students will be more interested and more stimulated to write when they are asked to speak about something which related to students lives. Discussion about students experience will be very interesting. For example, asking about the students experience, when they went for picnic, camping or another place; can motivate the students to speak. Moreover, the students will be more interested in speak when they are given a certain topic which provided with picture. To do this, using photograph will be very interesting and sentences easily by showing photograph. In short, the students will be more motivated to write when the teacher presents his material by implementing photograph.

It cannot denied that most of the use like to see photograph, particularly if the photograph is familiar with us, it may be more interesting to talk when someone shows photograph about something that we do not know at all. We cannot talk much about the object or the events if the photograph is not familiar with us. The photograph may be the events when we were in the classroom with friends and teacher, or in a beautiful place for recreation, and sort fort. The events and objects can be a good topic to discuss in the classroom.

**Using Personal Photograph in Writing Descriptive Paragraph**

Teaching of writing should provide variety of techniques in order that the students can follow the course well. There is no one way to teach writing but many ways. One of them is by using media like Personal Photograph. Personal Photograph can be applied as a device in writing activities. It can help students to express their ideas or opinions into the writing form. Personal Photograph is the photograph of the students based on their experience for example, asking about the students experience when they went for picnic, camping or another place.

Personal photograph usually capture important moments in our lives. Further, it can help us remember title details about people, places, and events.

Before the actual introduces of the writing activity, the students should be instructed to bring in a couple of personal photographs that have some special meaning to them. Typically, students come to class with the personal photograph of themselves at important events (graduations, weddings, or some sporting competitions).

The students should write one or two page paper (including a short introduction and conclusion) about one of their personal photograph. In the paper, they are to describe the Personal photograph fully and to explain why the photographs importance on their lives? So that other readers will understand what prompted the reflective response.

**Running of Personal photograph in Teaching**

Before the actual introduction of the photograph writing activity, the students should be instructed to bring in a couple of photographs that have some special meaning to them. Typically, students come to class with photographs of themselves at important events (graduations, weddings, or some sporting competitions). On the day of the photograph writing lesson, the students will then be prepared by having the photographs in front of them. According to Scott, there are 5 steps in teaching by using photograph, they are:

**Step 1**

It might be helpful to begin the lesson by allowing the students to write a journal entry for 10 minutes about their photographs. While they are writing, you can ask several questions: Who is in the photographs? When were the photographs taken? What was happening in the photographs?

**Step 2**

After the journal writing is completed, ask several volunteers to briefly describe their photographs. Then, introduce the photograph writing activity. The students should write a one to two page paper (including a short introduction and conclusion) about one of their photographs. In the paper, they are to describe the photograph fully and to explain the photograph's importance on their lives so that other readers will understand what prompted the reflective response.

**Step 3**

Provide the students with some sample photograph papers written by former students and read them aloud in class. Scott, (1996) presents her view of using student samples: "Since students vary a great deal in their writing ability, it can be helpful for teachers to collect examples of good student writing. Showing students what constitutes 'good' writing at each level of language study can be very useful" (120). However, since it will be the first time for you to do the activity, you should write a sample based on your own personal photograph.

**Step 4**

Do a prewriting activity. This activity involves making a timeline for the student's photographs. On a piece of paper, the students make a list of all the events for the day when the photographs was taken. Allow the students to prewrite for 10-15 minutes.

**Step 5**

Give the students time to draft their papers. Before the students begin drafting, it might be important to highlight the paper's requirements and expectations once more. Further, it is a perfect time to circulate around the room and provide assistance to the students. Finally, give students a week to draft and complete their papers before turning them in for evaluation.

**Concept of Descriptive Writing**

Description writing is a way to present details; even though it is often appears with other or pattern of development. When we write, we are contrastingly describing people, place and objects (Need et al, 1990:116).

Descriptive appears in almost writing because the writer try hard to create word image with ideas that they convey. Description is a common may to present details, but it often appears with other forms or pattern of development.

Needet al, (1990:119) further states that two elements are crucial for effective description. First, reader need explicit, specific details if they are to create exactly the mental image have in mind. Vague word, general impression, and skimpy details do not add to concrete image if details appear to all sense, sight, learning, taste, tough and smell. Second, the readers need a logical sequence of details a partial order. The writers describe. A person, a place, and a subject,

might work from top to bottom, bottom to top, right to left, clock wise and so on. Having begun a pattern of movement, however the writer must stick to that spatial presentation of details. Finally, description can be objective or subjective. Using specific but neutral words will not carry personal impression into the description.

Furthermore, Cole et al, in Rajab, (2008:22) states the purpose of descriptive writing is to communicate to a reader the impression by combining careful observation with descriptive technique that helps us to choose the more effective words. And explain that sensory details are the characteristic that we perceive with five senses, sight, hear, thought, and smell. To create a sharp impression of a person, a place, or a subject, use not only details that we perceive with other sense.

When we plan a description, we may to list as many details as possible. Before writing, however, select only the most important details include in the description. Choose the details that show the subject us unique and help to create a sharp, unified impression of the subject. Choose the whole carefully will make the descriptive writing vivid and interesting. Specific nouns and strong verbs give the reader a clear mental image of the subject. The reader will easily understand the description of a person, a place, or an object if it organized well and written clearly.

To organize and write description, the following steps may be suggested:

1) Begin the description with a topic sentence that introduces the person, place, and object. And if possible, state the general impression of subject.

2) Percent the supporting sensory details and a logical order, using chronological, or order of important. If we use chronological order, present the details in order in which appear. If we use spatial order, present the details in order in which they exist in space, such us from left to right, top to bottom, and or front to back. If we use order of importance, the reader may start with lest important details. For the detail they have been draw further in the description. On the other hand, we may capture the reader's attention by starting with the strongest details and continuing with less striking details that reinforce the impression created by the first details.

3) Use transitional word and phrases to emphasize the order of the description. Example of words then to right finally.

4) Place the group of relates details in a separate paragraph if the details contain many details.

5) Conclude a sentence that relates the general impression or indicates the end of the description.

In connection with the statement above, the writer concludes that descriptive writing is a common way to present details and in the impression of a person, a place, and an object to the readers.

## RESEARCH METHODOLOGY

This research followedthe principal working of *Cclassroom Aaction research,* which contained of four stages, they were: Planning, Implementation of Action, Observation, and Reflection.

This research held around two cycles. They were first and second cycle and each cycle was the series of activity which had close relation. Where, the realization of the second cycle was continued and re-corrected from the first cycle.
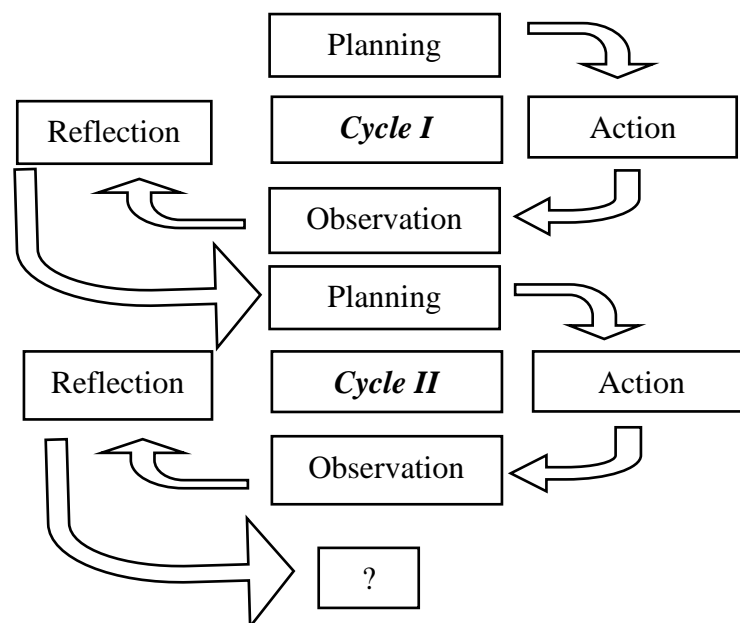


*The scheme of Classroom Action Research*
Figure 1: Classroom Action Research (CAR) Design

This research was held twice a week in eight times. The subject of this research was all of the students of class XI IPAconsisted of twenty three students which taught at the first semester. In this research, the researcher used one kind of instrument namely written test. The test used in the last item of every cycle to measured the students' achievement in writing organization and the students' writing content. The instruments used were pre-test and test.

## DISCUSSION

The analysis of increasing the students' sentence organization of writing proficiency on using personal photograph in pretest, cycle 1, and cycle 2.

Table 1: The students' sentence organization of writing proficiency

| No. | Indicator | Pre Test | | Cycle 1 | | Cycle 2 | | Improvement | |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean Score | % | Mean score | % | Mean score | % | PT to CI | CI to CII |
| 1 | Unity | 63.69 | 64 | 66.08 | 66 | 72.17 | 72 | 3.7% | 9.2% |
| 2 | Cohesion and coherence | 63.04 | 63 | 65.21 | 65 | 70.65 | 71 | 3.4% | 8.3% |
| | ∑X | 126.73 | 127 | 131.29 | 131 | 142.82 | 143 | 7.1% | 17.5% |
| | $\overline{X}$ | 63.36 | 63 | 65.64 | 66 | 71.41 | 72 | 3.55% | 8.75% |

The table above shows that in pretest, the students' unity is 63.69 with the percentage 64%, it improves in cycle 1 to be 66.08 with the percentage is 66%. In pretest, the students' cohesion and coherence is 63.04 with the percentage is 63% and it improves in cycle 1 to be 65.21 with the percentage is 65%. So there is improvement after using personal photograph as much as 3.7% of the students' unity and 3.4% of the students' cohesion and coherence. The students' organization in pretest is 63.36 and it improves in the cycle 1 to be 65.64 so the percentage improvement of the students' organization from pretest to cycle 1 is 3.55%.

The table above also shows that in cycle 2 the students' unity is 72.17 with the percentage is 72% and the students' cohesion and coherence is 70.65 with the percentage is 71% so the improvement of the students' unity from cycle 1 to cycle 2 is 9.2% and the students cohesion and coherence is 8.3%. The students' organization in cycle 1 is 65.64 and it improves in Cycle 2 to be 71.41 so the

percentage improvement of the students' organization from cycle 1 to cycle 2 is 8.75%.

The analysis of increasing the students' content area of Writing proficiency on using personal photograph in pretest, cycle 1, and cycle 2.

Table 2. The Students' Content of Writing Proficiency

| No | Indicator | Pre Test | | Cycle 1 | | Cycle 2 | | Improvement | |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean Score | % | Mean score | % | Mean score | % | PT to CI | CI to CII |
| 1 | Clear and meaningful | 62.17 | 62 | 64.78 | 65 | 70.86 | 71 | 9.3% | 4.1% |
| 2 | Logical, communicate and knowledge able | 63.91 | 64 | 65.43 | 65 | 69.78 | 70 | 6.6% | 2.3% |
| 3 | Relevant with the topic | 61.95 | 62 | 65.86 | 66 | 73.04 | 73 | 10.9% | 6.3% |
| | $\sum X$ | 188.03 | 188 | 196.07 | 196 | 213.68 | 214 | 26.8% | 12.7% |
| | $\overline{X}$ | 62.67 | 63 | 65.35 | 65 | 71.22 | 71 | 8.9% | 4.2% |

The table above shows that the students' clear and meaningful achievement in pretest is 62.17 and it improves in the cycle 1 to be 64.78. In the pretest the students' logical, communicated and knowledgeable achievement is 63.91 and it improves in the cycle 1 to be 65.43, and the pretest shows the students' relevant with the topic is 61.95 and it improves in the cycle I to be 65.86. So, there is improvement after using personal photograph in contents area as much as 8.9%.

Even though, there is improvement from the pretest to the cycle 1 but the successful minimal criteria (KKM) as the target for this research is 70, so the researcher decided to organized cycle 2.

The table above shows that in the cycle 2, the students' clear and meaningful achievement is 70.86, the students' logic, communicated, and knowledgeable achievement is 69.78, and the students relevant with the topic achievement is 73.04. So there is improvement from the cycle 1 to the cycle 2 as much as 4.2%.

The improvement of the students' writing proficiency in descriptive paragraph at the second year students in SMA Negeri Cendana Kabupaten Enrekang through personal photograph as result of table 1 and table 2, will be explain as follows:

Table 3. The Students' Improvement in Writing Proficiency

| Variable | Pre test | | Cycle1 | | Cycle 2 | | Improvement | | |
|---|---|---|---|---|---|---|---|---|---|
| | score | % | score | % | Score | % | PT - C.I | C.I - C.II | PT - CII |
| **Organization** | 63.36 | 63 | 65.64 | 66 | 71.41 | 71 | 3.6% | 8.8% | 12.70% |
| **Content** | 62.67 | 63 | 65.35 | 65 | 71.22 | 71 | 4.3% | 8.9% | 13.64% |
| **∑X** | **126.03** | **126** | **130.99** | **131** | **142.63** | **142** | **7.9%** | **17.7%** | **26.34%** |
| **$\overline{X}$** | **63.01** | **63** | **65.49** | **65** | **71.31** | **71** | **3.9%** | **8.8%** | **13.17%** |

The research finding from the table above indicate that there is improvement of the students writing proficiency in descriptive paragraph from pretest to cycle 1 and to cycle 2 , where in students' achievement of writing proficiency becomes 71.31 in cycle 2. Therefor the improvement of the students writing proficiency achievement from pretest to cycle 2 is 13.17% it is more clearly shown at the graphic below:
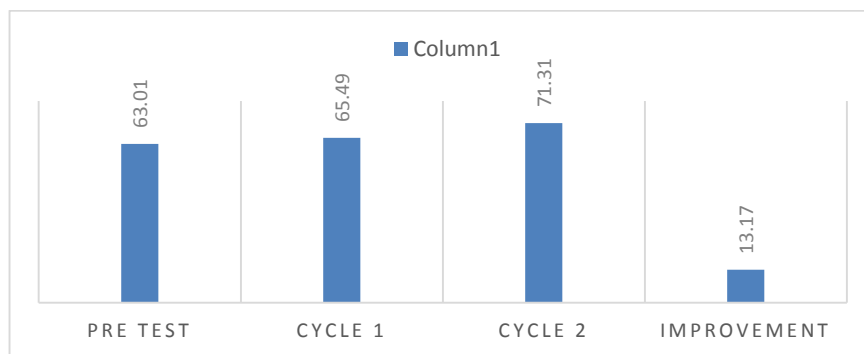


Figure 3. The Students' Improvement in Writing Proficiency

The figure above indicates that the score of pretest (63.01) is fewer than cycle 1 (65.49). This means that there is improvement, even though it is still classified as fair. This means also the target in cycle 1 which is 70.00 has not been achieved yet. So, the researcher decided to organize cycle 2 with several re-correcting activities and the result of cycle 2 (71.31) is greater than pretest and

cycle 1, and it is classified as good. This means there is improvement of students' writing (13.17%) and the target can be achieved. Finally, using personal photograph is effective for the students.

## 1. Organization

Based on the data and analysis is got the result of learning writing organization in pretest, cycle 1 and cycle 2 in the following table.

Table 4. Result of the Students' Unity Achievement

| Classification | Score | Frequency | | | Percentage (%) | | | N |
|---|---|---|---|---|---|---|---|---|
| | | PT | C1 | C2 | PT | C1 | C2 | |
| Excellent | 91-100 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Very good | 81-90 | 0 | 0 | 2 | 0 | 0 | 9 | |
| Good | 71-80 | 0 | 2 | 7 | 0 | 9 | 30 | |
| Fairly good | 61-70 | 11 | 14 | 14 | 48 | 61 | 61 | |
| Fair | 50-60 | 12 | 7 | 0 | 52 | 30 | 0 | |

Based on the table above, it indicates that in pretest there are 11 students (48%) get fairly good and12 students (52%) get fair. It improves in cycle 1 where there are 2 students (9%) get good, 14 students (61%) get fairly good and 7 students (30%) who get fair. Next in cycle 2 it can improve until2 students (9%) get very good, 7 students (30%) get good and 14 students (61%) get fairly good.

Table 5. Result of the Students' Cohesion and Coherence Achievement

| Classification | Score | Frequency | | | Percentage (%) | | | N |
|---|---|---|---|---|---|---|---|---|
| | | PT | C1 | C2 | PT | C1 | C2 | |
| Excellent | 91-100 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Very good | 81-90 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Good | 71-80 | 0 | 1 | 7 | 0 | 4 | 30 | |
| Fairly good | 61-70 | 13 | 17 | 16 | 57 | 74 | 70 | |
| Fair | 50-60 | 10 | 5 | 0 | 43 | 22 | 0 | |

Based on the table above, it indicates that in pretest there are 13 students (57%) get fairly good and 10 students (43%) get fair. It improves in cycle 1 where there are 1 student (4%) get good, 17 students (74%) who get fairly good and 5 students (43%) who get fair. Next in cycle 2 it can improve until7 students (30%) get good and16 students (70%) get fairly good.

## 2. Content

Based on the data and analysis is got the result of learning writing organization in pretest, cycle 1 and cycle 2 in the following table

Table 6. Result of the Students' Logical, Communicated, and Knowledgeable Achievement

| Classification | Score | Frequency | | | Percentage (%) | | | N |
|---|---|---|---|---|---|---|---|---|
| | | PT | C1 | C2 | PT | C1 | C2 | |
| **Excellent** | 91-100 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| **Very good** | 81-90 | 0 | 0 | 0 | 0 | 0 | 0 | |
| **Good** | 71-80 | 1 | 1 | 7 | 4 | 4 | 30 | |
| **Fairly good** | 61-70 | 13 | 15 | 15 | 57 | 66 | 66 | |
| **Fair** | 50-60 | 9 | 7 | 1 | 39 | 30 | 4 | |

Based on the table above, it indicates that in pretest there are 1 student (4%) get good, 13 students (57%) get fairly good, and 9 students (39%) get fair. It improves in cycle 1 where there are 1 student (4%) get good, 15 students (66%) who get fairly good and 7 students (30%) who get fair. Next in cycle 2 it can improve until7 students (30%) get good, 15 students (66%) get fairly good and only 1 student (4%) get fair.

Table 7: Result of Students' Clear and Meaningful Achievement

| Classification | Score | Frequency | | | Percentage (%) | | | N |
|---|---|---|---|---|---|---|---|---|
| | | PT | C1 | C2 | PT | C1 | C2 | |
| **Excellent** | 91-100 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| **Very good** | 81-90 | 0 | 0 | 1 | 0 | 0 | 4 | |
| **Good** | 71-80 | 0 | 2 | 6 | 0 | 8 | 26 | |
| **Fairly good** | 61-70 | 10 | 13 | 16 | 43 | 57 | 70 | |
| **Fair** | 50-60 | 13 | 8 | 0 | 57 | 35 | 0 | |

Based on the table above, it indicates that in the pretest13 students (57%) get fair and 10 students (54%) get fairly. It improves in cycle 1 where 8 students (35%) get fair, 13 students (57%) get fairly good and 2 students (8%) get good. Next, in cycle 2 it can be improved until 1 student (4%) get very good, 6 students (26) get good, and 16 students (70%) get fairly good.

Table 8. Result of the Students Relevant With the Topic Achievement

| Classification | Score | Frequency | | | Percentage (%) | | | N |
|---|---|---|---|---|---|---|---|---|
| | | PT | C1 | C2 | PT | C1 | C2 | |
| **Excellent** | 91-100 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| **Very good** | 81-90 | 0 | 0 | 1 | 0 | 0 | 4 | |
| **Good** | 71-80 | 1 | 3 | 10 | 4 | 13 | 43 | |
| **Fairly good** | 61-70 | 10 | 14 | 12 | 43 | 61 | 53 | |
| **Fair** | 50-60 | 12 | 6 | 0 | 53 | 26 | 0 | |

Based on the table above, it indicates that in pretest there are 1 student (4%) get good, there are 10 students (43%) get fairly good, and 12 students (53%) get fair. It improves in cycle 1 where3 students (13%) get good, 14 students (61%) who get fairly good, and 6 students (26%) who get fair. Next in cycle 2 it can improve until 1 student (4%) get very good, 10 students (43%) get good, and 12 students (53%) get fair.

After carrying out the research at XI IPA of SMA Negeri 1 Cendana, the researcher wishes to organize several findings and make it as conclusion. Using personal Photograph as the formula that had been prepared and applied by the researcher, it can improve students' achievement in writing. Before, we can see the increasing which occurred from the first cycle to second cycle.

In the early meeting of this research, the researcher found there were many troubles, especially about the condition of the school. Honestly, the researcher thought that the school was not an appropriate place to conduct the teaching learning process itself. This condition influenced the students' mood in learning into negative side. Second case is students' English basic; the researcher found that the students have low ability in English which influence in the next teaching learning process. It could be seen at the first meeting in cycle 1, when the researcher delivered his English writing material; the students did not understand and did not know what they wrote about. In facing this obstacle, the researcher got an idea to strength the students' English basic skill first before holding the research in using Personal Photograph. The researcher did it about two meetings while holding some items of the research. Finally, in average, the students' English basic was more improves and the teaching learning process in English could run efficiency more than before.

For the lighter enlightenment, this explanation below is needed:

1. At the first meeting in cycle 1, researcher introduced himself in front of the class, the introduction was in English. From that introduction, the researcher wondered how deep the students' ability in English and also tried to catch the psychology of the class. After that, the researcher checked the names in the attending list and gave some slim questions in English, such as: How do you do?, How's life?, Where do you come from?, etc. After that, the researcher told about his duty as the researcher at that class. After that, the researcher asked the students to make a descriptive paragraph with a free topic.

2. At the second meeting in cycle 1, the researcher checked the attending list at the day and then asked their condition. By his question, the researcher wanted to know how students' ability in English then corrected it. It needed 10-15 minutes to explain a little bit about English basic. After that, the researcher explained about writing, especially about component of writing. It was specificity in content and organization. After that, the researcher asked the students to write descriptive paragraph based on picture from the teacher. After that, the researcher gave them some corrections. For the individually task, the researcher gave them task about what they have learnt at the day and instructed to the students to bring a photo studying tomorrow.

3. At the third meeting in the cycle 1, the researcher checked the attending list and asked the condition for the absent students. By this question, the researcher still wanted to dig students' ability in English and solve it. As the task of students to bring a photo, it was a media for students to write paragraph. Teacher explained the step to write a paragraph by using personal photograph. Next students did their work with giving 60 minutes by the researcher.

4. At the last meeting of cycle 1, the researcher checked the attending list. The researcher did it in order to look for the student who has low ability in English. And then, the researcher did correction with the students writing and gave some explanation about the English basic just like some tenses or

some vocabulary that have related with the students writing.

5. At the first meeting in cycle 2, the researcher checked the attending list again. In the cycle 2, the researcher divided the students into 7 groups which one group consisted of 5 members. Each group chose their own leader. After that, the teacher shared the groups a text, its title "idola mini market" After that the teacher read the text in front of the class and every student followed him. Teacher explained the part of text. Those are about the topic sentence, supporting sentence and concluding sentence. After that, for the individually task, the researcher gave them task about what they have learnt at the day.

6. At the second meeting in cycle 2, the researcher checked the attending list. And then, the students presented their yell directly in front of the class. The researcher ask the students again to make a paragraph by using one of the members' photo for 30 minutes, after that the teacher invited the delegation of group to explain their writing task. The students looked like happy with their presentation. Next, teacher asked the student to prepare other photo for explaining writing form for next meeting.

7. At the third meeting of cycle 2, the researcher checked the students' attending list. Just like usually, the researcher asked the students' condition at the day. The researcher did question and answer with the students about the previous lesson. After that, the researcher asked to each group to make a paragraph again by using a photo. After that the researcher did the teaching proses just the same as previous lesson.

8. At the last meeting in cycle 2, the researcher checked the students' attending list. After asking the students' condition, the researcher asked every group to present their yell. In this time, for the best yell would be given a prize. For to emphasize the student ability in writing paragraph, the teacher give training with asking to write paragraph with showing some photos, and student just chose a photo for writing. It was individually writing. After that the teacher give correction about students' writing test and gave guiding, next the teacher told them to prepare themselves in examination next meeting.

## CONCLUSION

Based on the research findings and discussions in the previous chapter, the researcher concludes that using personal photograph as one of the strategies in teaching is effective in increasing the students' writing proficiency in term of students' writing content and organization. In addition, using personal photograph can improve students' memory, comprehension and creative thinking.

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