

Enhancing the L₁ Primary Students' Achievement in Writing Paragraph by Using Pictures

Rosmawaty

Faculty of Languages and Arts, Universitas Negeri Medan

Jl. Willem Iskandar Pasar V – Kotak Pos No. 1589 – Medan 20221 Indonesia

No. Tel. +6281396451905

E-mail: harahaprosmawaty@gmail.com

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Abstract

Lecturing method is a very old method and makes students become bored during the teaching learning process especially in writing paragraphs. This case was occurred in teaching learning process of L₁ learners on primary level in Indonesia. This problem is solved by using picture as media for teaching writing paragraph. The scope of this study is focus on L₁ learners on first grade primary level in Indonesia and on writing paragraph topic of subject. The objective of this study is to find out the improvement of students' achievement in writing paragraph by using pictures. Significance of this study is to motivate students, improve readers' knowledge about picture as media for teaching paragraph writing skill. Quantitative and qualitative approaches were conducted to get the data for this research. Factually, in the result of the research, the mean score of students sharply increases from the first evaluation to the second evaluation, which is from 65.25 to 85.50. Additionally, there is 80% of percentage range between the first evaluation and second evaluation, which are 20 % and 100% respectively. From the qualitative data, the researcher discovered that both of teacher and students said that picture is an appropriate media for teaching and learning paragraph writing skill. All in all, from the finding it can be concluded that by using picture, the L₁ Primary students' achievement in writing paragraph is significantly enhanced.

Keywords: Achievement, writing, paragraph and picture

1. Introduction

1.1 Background

Theoretically, Writing is one of the skills in language competence that is a very complex activity. Jabrohim (2001) said that in writing process, the students are trained to use their brain and sense at the same time. This thing is known when the students do the writing activity. Their brains will think about the ideas and their hand will start to write what they think in their mind. Additionally, writing is a very essential capability for being mastered by students; writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Sharples (1999:8) stated that writing is virtually an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good paragraph so that others recognize them. In addition, they can think critically.

Therefore, learning is very significant to improve writing skill in particular learning of Language in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product.

Unfortunately, based on the observation of researcher on teaching learning writing process for primary students in Indonesia, there are many students still having difficultness to write paragraphs since the method that is applied by the teachers makes the students become bored. Actually, this problem is caused by many factors according to the observation that was done by researcher. One of the crucial problems is that the teacher only taught the students by using handbook as the media in teaching learning process, no variation of the media, so that it decreases the learner's motivation and willingness dramatically.

Teaching in primary level is not same with other levels in Indonesia since the learners are still young at primary level. Their age is between 6 and 12 years old. At this age, they cannot be taught through lecturing method. They need something to enjoy. In contrast lecturing is a very old method and makes not only primary students but also all level of students become bored and disinterested in both topic and teacher.

Because of that, the author gives one of the new notions to teach primary level by using picture since picture is a fantastic media and very familiar among the primary students. By using picture, it is hoped that the motivation and

willingness of students can be enhanced particularly on writing paragraph because picture can bring the students' imagination for creating a creative word, sentence even paragraph. In so doing, the purpose of the educational process in writing can be reached perfectly.

1.2 Research Question

Related to the background of study, the research question is formulated as below:

“Is the primary students' achievement significantly enhanced when they are taught by using picture?”

1.3 Scope

The scope of this study is for teaching learning process in primary level. In Indonesia, this is the first grade in primary school. Additionally, this study merely uses picture as a media since there are many media for teaching writing skill at primary level. On the other hand, this research is focusing on writing a simple paragraph at primary students' level.

1.4 Objective

Based on the problem, the objective of this study is to find out and investigate whether by using picture the primary students' achievement paragraph writing improves.

1.5 Significance

Findings of this study are expected:

- 1) to motivate the primary students' on paragraph writing
- 2) to provide the new information about using picture to teach writing paragraph at primary level.
- 3) to increase the readers' knowledge about media and paragraph writing
- 4) to help the next scholar or researcher for doing research about using media at primary level.

2. Literature Review

2.1 Achievement

Yelon, et all (1977:301) stated that achievement is an individuals' successfulness. Then, Smith and Hudgins (1964:95) said that achievement is to do something well, to be successful to accomplish works requiring skill and effort and to be known by authority. Additionally, Travers (1970:447) maintained that achievement is the result of what an individual has learned from some education experiences.

Completely, achievement is the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning. Achievement concerns with what someone has actually learnt whereas aptitude is the potential for learning something. In other words, achievement is a success in reaching particular goal/status or standard, especially by effort, skill, courage, and so on.

2.2 Writing

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. According to Jones in R. Cooper and Odell (1977:33) said that writing is synonymous with discourse, and discourse is discussed in terms of its aims, it relate to the function of language, and in terms of its feature, which are the separate elements, devices, and mechanism of language. On the other hand, Reinking, Hard and Osten (1993:188) state that writing is a way of communication and of course communicates all the time. And then Deporter and Heracki (2002:179) explain that writing is a whole brain activity, which use bright brain side (emotion) and left-brain side (logic). Although right and left-brain sides are used in writing, right brain side has a big position because it consists of new ideas and emotion. To state that, writing is a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper

2.4 Paragraph

A paragraph is compiled sentences that deal with one subject and it presents a discussable main idea. Furthermore, Oshima and Hogue (1999:16) states that a paragraph is a basic unit of organization in writing in which a group of related sentence develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. However, the paragraph should be long enough to develop the main idea clearly. A paragraph may stand by itself. According to Rini (2008:13), that paragraph is collection of sentences that each other's have a relationship, in which the sentences themselves build one idea. And the basic purpose of the paragraph is to widen the learner's perspective, expand their mental horizon and to strengthen their writing skill for a larger composition.

In generally, paragraph consists of three parts:

- a. Introduction (opening)
- b. Discussion (content)
- c. Conclusion (closing)

In introduction part, the author delivers a thing that will be discussed in discussion part. The discussion part occupies the largest part of paragraph. The discussion part includes the explanations that support the introduction part. For

conclusion, the author uses it as place for completing the discussion part or summarizing sentences in the discussion part.

According to Mc Crimmon (1998:88), there are four requirements of a good paragraph as the following:

1) Unity

The paragraph should be related to a single controlling idea (often expressed in the topic sentence of the paragraph). A unified paragraph makes clear reading, one which digress or drifts away from the topic puts extra demands and sometimes thwarts him in his efforts to follow the author's thought.

2) Complements

A paragraph is complete when it does all it is intended to do, where the brief paragraph poses a question and provides an answer.

3) Coherence

The sentence should be arranged in a logical manner and should follow a definite plan for development. A coherent paragraph brings the reader easily from one sentence to the next sentence without feeling the grasp in the thought, puzzling jumps or points not made.

4) Well developed

Every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea.

Oshima and Hogue (1999:17) say that a paragraph has three major structural parts: a topic sentence, supporting sentence, and a concluding sentence.

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a paragraph. The specific area is called the controlling idea. Notice how the topic sentence of the model states both the topic and the controlling idea:

TOPIC

CONTROLLING IDEA

Gold, a precious metal, is prized for two important characteristics

Supporting Sentence develops the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, and quotation. Some of the supporting sentences that explain the topic sentence about gold are:

First of all, gold has a lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as day it was minted twenty-three century ago.

The **Concluding sentence** signals the end of paragraph and leaves the reader with important points to remember:

In conclusion, gold is treasured not only for its beauty but also its utility.

2.5 Media

Theoretically, Arsyad (1997:3) defined that media is intermediary or connection tool from the deliverer to the receiver. It means that media is the tool to deliver something. Additionally, Gerlach and Ely (1971) said that the media is the tool to establish human understanding about one material or event that makes human beings acquire knowledge, skills and attitudes. In other words, Media is a tool that is intermediary for saying something or delivering something from the deliverer to the receiver. Media also has an advantage in teaching and learning process.

2.5.1 Types of media

Kariman (1991:47-48) said there are sorts of media that can be used in language teaching. In general, they can be classified into three groups, namely:

1) Audio Media

For example: Radio, Audio Tapes, Phonograph disc.

2) Visual Media

For example: Flat material (pictures, flash card, maps, charts, cardboard figures), Three dimension materials (realia, puppets, models), and Projected material (slides, overhead projector, film strips)

3) Audio-visual Media

For example: Television, video.

According to Kemp and Dayton (1985:3-4), the advantages for using media in teaching learning process are:

- 1) Lessons can be more interesting
- 2) Long learning time required can be short
- 3) Quality of learning outcomes can be improved

- 4) Positive attitude towards students: what they learned and the learning process can be enhanced.
- 5) Teacher's role may change towards more positive.

2.6 Picture

Picture is one of media that can be used in teaching learning process. Additionally, picture is very good media particularly for beginners to recognize something new. For teaching primary level particularly for beginners of learning how to write paragraph is very useful because picture can simply connect the learners mind or brain with the skill of writing. By using picture the learners can imagine something from what occurs implicitly in the picture. So that, the learners can easily write what they see from the pictures.

For using pictures there are some regulations that should be followed to reach the goal of teaching learning process particularly on teaching writing paragraph to the beginners:

- 1) Arrange the picture according to the need of subject.
- 2) Use the familiar picture for the learners.
- 3) Give the instruction or keywords for the picture.
- 4) Give an example sentence to star the paragraph.

2.6.1 Advantages of using picture on teaching writing

According to Latuheru (1988), pictures have several functions in the teaching and learning process. First, picture can translate abstract ideas into more realistic forms. Second, pictures are easily obtained, e.g. from schoolbooks, newspapers and magazines. Third, pictures are usable in different kinds of academic levels. Fourth, pictures can save the teacher's time and energy. In addition, Raimes (1983), pictures in sequence provide for a variety of guided and free writing exercises.

Meanwhile, Klasek (1972) states that there are several advantages of pictures. First, the picture is inexpensive, and is a medium of communication. Moreover, picture can be arranged in sequence and can be adapted to many subjects. In addition, picture has a multiplicity of uses - by individual student, on bulletin boards and on flame board. Furthermore, picture can assist in the prevention of, and correction of, misconceptions. Besides, picture can translate word symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attentions, and develop critical judgment.

Dale (1969) adds that pictures have advantages of their own. They can bring the students close to the very point of visual context with reality itself. They can also compress or otherwise manipulate reality for teaching purposes or change the size of an object too small or too large to be visually understood in its actual dimensions. They enable us to travel to an inaccessible place, to study in detail, and to accomplish a great many other learning that would be impossible otherwise. In addition, Sulaeman (1988) states that pictures are essential visual media since they can show concrete visual description of the ideas they bring. They can make readers understand the ideas or information they bring clearly, even more clearly than written or oral words.

Brown, et. al. (1983) state that pictures may improve the students' visual literacy. For example, pictures may help them to comprehend various abstractions. There are some valuable uses for pictures such as stimulating students' interest and helping readers to understand and remember the content of accompanying verbal materials.

3. Method

An action research was applied in this study. Stringer (2007:1) stated that action research is a systematic approach for discovering fact or information that enables people to find effective solutions from problems, which they face in their everyday life. Furthermore, action research focuses on localizing specific situations and solutions. Action research is provide for people who are active in schools, business and community organizations, teachers, health and human services to increase sharply the effectiveness of the work in which they are engaged.

In this study, the data was collected by quantitative and qualitative approach. Quantitative data was collected in two times of evaluation, which was administered by the researcher. For gathering the qualitative data, the researcher used interview and questionnaire. Interview was conducted when the scholar wanted to identify the problems occurring in the learning process and questionnaire was delivered to the learners to know whether they strongly disliked, disliked, were neutral, liked and strongly liked the picture as the effective media for teaching writing paragraph as well.

The procedure in this research was regulated into two cycles. Each cycle has regulated procedures that are plan, action, observation and reflection. Besides that, the participants in this research were the first language (L_1) learners in grade one at primary school in Indonesia and the numbers of participants were 20 learners.

4. Results and Discussion

4.1 Quantitative Data

The students' score increased from first evaluation to second evaluation. The researcher delivered the evaluation on the 3rd and the 6th meeting. During the research, it was found out that the students' score kept improving from first evaluation to second evaluation. By using picture the learners' score was significantly enhanced. The ranges of score improvement can be seen in the following table:

Table 1. Range of Score Improvement

Range of Score Improvement	Students' Initial	Total
26-30		5
21-25		6
16-20		5
11-15		3
6-10		1
0-5		0
Number of Students		20

There are 5 learners who got the improvement of score 26 – 30. They were students who did not like writing. But, after observing their problems, and using picture as a media for teaching writing paragraph in class, they got interested in writing paragraph. Subsequently, 6 students who got the improvement of score 21 – 25 were active students during teaching learning process. Most of them got points 87 up in the last evaluation. They were active from the first until the last meeting in asking questions and doing assignments in class. In addition, they discussed every single thing from the picture so that their scores also kept improving. Then, 5 students who get the improvement of score 16 – 20. Although the range did not increase dramatically, it does not mean the students in this place were not competent in writing paragraph. Two of them achieved satisfying score up to 90. Then the low score in this range was just 83, it means they passed the test well. Attentively, there were 3 scholars who got the improvement of the score between 11 and 15. The score improvement is not too high but almost students in this range were smart students. Unfortunately, There was one student who got the score just 75 in this range in last evaluation even though this learner still passed the evaluation since learner is very smart student but he did not much pay attention to the teacher and the media. And then all students in this range were not serious to hear the explanation and did not care about the picture. But, they kept improving their score until the last writing evaluation. Next, There was one student who get the improvement of score 6-10. The score improvement was quite low, but in these ranges no one got lower than 80. It means they are good students but they did not pay attention to the lesson that was given by the teacher and they do not like to study about writing.

There are differences in the lowest and the highest of students' writing score in each writing evaluation. The differences show there is a significant improvement of students' writing. The improvement of students' score in each writing evaluation can be seen in the following table:

Table 2. Comparison of students' score on writing paragraph during the three evaluations

Type of Score	Evaluation I	Evaluation II
	M3 Cycle I	M6 Cycle II
Lowest Score	60	75
Highest Score	80	90
N	32	32

Note:

M = Meeting

N = Number of Students

From the table 2, it is seen that students' score kept improving. In writing evaluation I, the lowest score was 60 and the highest score was 80. Interestingly, in the second writing evaluation, the lowest score was 75 and the highest score was 90. It shows the significant improvement in students' writing paragraph.

The improvement of students' score in writing paragraph by using picture as media for teaching learning process also can be seen from the mean of the students' score in each of writing evaluations. The mean of students' score can be seen below:

$$X = \frac{1305}{20} \times 100\% = 65.25 \quad (1)$$

$$X = \frac{1710}{20} \times 100\% = 85.5$$

Table 3. The Improvement of Mean Scores of Students

Evaluation	Meeting	Total Score	Mean
I	3	1035	65.25
II	6	1710	85.50

The mean of the students' score in the first meeting is the lowest of both meetings. In the last meeting, the students' score improved. From the data analysis, the mean score of the students' writing increased dramatically from 65.25 to 85.50. It means that the ability of students in writing descriptive text improved.

In this research, the indicator of success in writing descriptive text was if 75 % of students got score 70 up in their writing evaluation because the Indonesia Language passing grade at the school is 70. The number of the students who were competent in writing paragraph is calculated below:

$$P1 = \frac{4}{20} \times 100 \% = 20 \% \quad (2)$$

$$P1 = \frac{20}{20} \times 100 \% = 100 \%$$

Table 4. The Percentage of Students' Writing Paragraph

Evaluation	Cycle	Meeting	Students who got score 75 up	Percentage
I	I	I	4	20 %
II	II	IV	20	100 %

In writing evaluation I, there were 4 learners who got point 75 up. The percentage of students' achievement in writing paragraph continuously increased when used on teaching learning process. In the first cycle 20 % students got points 75 up whereas in the second cycle 100 % students got points 75 up. The range of the first meeting (6, 25%) and the last meeting (100%) is 80 %. It has been proved that 80 % students got the good score on their writing achievement. It can be stated that picture is an effective and efficient media for helping students in improving their achievement in writing paragraph.

4.2 Qualitative Data

The qualitative data are taken from interview and questionnaire sheet obtained within two cycles.

4.2.1 Interview

From the interview data were taken from the teacher and the students from the first meeting to the last meeting. At the first interview, we found out that the teacher was very interesting to teach writing paragraph because the students were very active and enjoyed L₁ (Indonesian Language) subject but students ability in writing paragraph was not good enough and then the teacher did not have effort to improve it since the teacher only taught them through lecturing method.

From the interview with the students in the first cycle, it can be discovered that the students were interested in L₁ Subject (Indonesian Language) and most of the students did not like to write a paragraph because the teacher did not teach them by using media. So from this data we can conclude that most of the students liked Indonesian Language Subject but they did not like writing . That is why it is needed to improve their motivation and spirit to write paragraph by using pictures.

From the last interview that was taken from teacher in cycle two, it can be found out that using picture especially in writing paragraph is very helpful to improve the students' achievement. And according to the teacher this media is very good because it makes the students become active, fun and enjoy the lesson.

Furthermore, from the last interview that is taken from the students it can be assumed that most of the students liked this media and they said that this media was very good to enhance their ability in writing paragraph because they could be active, had fun and enjoyed the material. And from the 20 students, most of them said picture, which was used by the researcher was very good and just one student said that despite being too technical he liked the media.

So, from the entire interview, picture was very appropriate to improve the students' achievement on writing paragraph, and hopefully the teacher will try to use picture in teaching learning process not only on writing but also on other skills.

4.2.2 Questionnaire

From the result of questionnaire, it is found out that using picture can enhance the ability of students in writing paragraph. In fact, from the data no one of the students filled in dislike and strongly dislike then no more than 4 students

filled in the neutral. Surprisingly, most of the learners filled in like and strongly like to the tune of 7 and 9 respectively. It means that this picture is appropriate to enhance the L₁ primary students' achievement in writing paragraph.

From the all questionnaire data, it can be concluded that the students were very interested in using picture as media in teaching learning process particularly in learning writing paragraph. In addition, they did not only improve their achievement in writing descriptive text but also improved their motivation and spirit.

5. Conclusion

All in all, by using picture in teaching learning process particularly in writing paragraph, the L₁ primary learners' achievement was significantly enhanced. In fact, from the quantitative data, the mean of score and percentage of students who got the standard deviation of the subject sharply increases from the first evaluation to the second evaluation, which is 65.25 to 85.50 and 20 % to 100 % respectively. Furthermore, from the qualitative data, in interview the teacher said that using picture could easily motivate and teach the students about writing paragraph. Additionally, students said that by using picture, they manage to learn and write the paragraph easily and happily. In addition, from the questionnaire 4 students are neutral, 7 students like and 9 students strongly like the picture as the media in teaching learning writing paragraph.

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Appendix 1

Score of Evaluation I

No	Initial Name	Content	Organization	Vocabulary	Language Use	Mechanism	Scores
1	AM	19	12	13	12	4	60
2	ARS	20	14	11	16	2	63
3	ADM	21	14	15	17	3	70
4	ARP	19	13	13	16	4	65
5	AP	20	15	13	18	4	70
6	AH	22	15	15	18	3	73
7	AS	22	15	12	18	4	71
8	BRD	23	12	13	14	3	65
9	BLN	16	13	11	16	4	60
10	DH	19	14	12	13	2	60
11	DAN	23	13	12	12	3	63
12	DAL	19	14	15	13	4	65
13	HD	21	12	13	13	4	63
14	KI	21	13	14	17	3	68
15	KIA	20	13	10	14	3	60
16	LHL	18	13	12	15	4	62
17	MS	19	12	15	13	4	63
18	MD	22	14	11	15	2	64
19	MDN	23	10	13	11	3	60
20	MJ	25	18	15	18	4	80
Total							1305

Appendix 2

Score of Evaluation II

No	Initial Name	Content	Organization	Vocabulary	Language Use	Mechanism	Score
1	AM	25	15	15	16	4	75
2	ARS	25	14	15	18	3	75
3	ADM	25	18	17	19	3	82
4	ARP	25	19	19	18	4	85
5	AP	25	19	19	19	5	86
6	AH	25	22	22	18	3	90
7	AS	25	25	20	15	3	88
8	BRD	20	20	20	17	5	82
9	BLN	25	20	20	16	4	85
10	DH	20	20	20	18	4	82
11	DAN	23	20	17	20	4	84
12	DAL	25	23	20	15	3	86
13	HD	20	20	20	20	5	85
14	KI	25	23	20	20	5	90
15	KIA	23	25	20	20	5	90
16	LHL	25	21	20	20	5	88
17	MS	25	25	20	15	5	90
18	MD	25	25	20	17	3	90
19	MDN	22	25	20	15	4	87
20	MJ	25	25	20	16	4	90
Total							1710

Appendix 3

Example of picture that is used in Teaching Learning Writing a Paragraph.

Picture 1

Tulislah Paragraf sesuai dengan gambar ini!!

Tulislah sebuah paragraf untuk menggambarkan kejadian pada gambar ini.!

Ini beberapa kata yang bisa kamu gunakan:

Perampok/ dirampok

Dompot

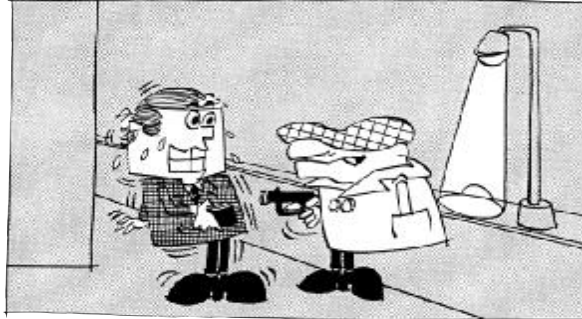
Senjata

Ketakutan

Takut

Sendiri

Korban



Kamu bisa memulai dengan kalimat ini: " Perampok mengarahkan senjatanya kepada Pak

Andi "

Picture 2

Tulislah Paragraf sesuai dengan gambar ini!!

Tulislah sebuah paragraf untuk menggambarkan kejadian pada gambar ini.!

Ini beberapa kata yang bisa kamu gunakan:

Polisi

Diberhentikan

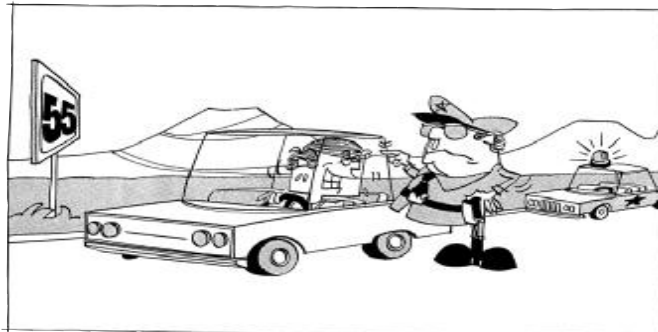
Baik

Batas kecepatan

Mengemudi

Menepi

Surat Tilang



Kamu bisa memulai dengan kalimat ini: *Pak Andi mengemudi mobil dengan sangat cepat*