

**TEACHING WRITING DESCRIPTIVE TEXT
USING PICTURE
AT THE SECOND GRADE STUDENT OF SMA KORPRI
KARAWANG**

A RESEARCH PAPER

Submitted to the English Education Study Program
Language and Arts Department of STKIP Siliwangi Bandung
in Partial Fulfillment of the Requirements for
the *Sarjana Pendidikan Degree*



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STATEMENT

I here with declare that the research paper entitled “ **TEACHING WRITING DESCRIPTIVE TEXT USING PICTURE AT THE SECOND GRADE STUDENT OF SMA KORPRI KARAWANG**” as a partial fulfillment of the requirements for the sarjana pendidikan degree and submitted to the English Education study program language and Arts Department STKIP Siliwangi Bandung is my own work. As for the other person’s works whose ideas were quated in this paper had been referred to appropriately in accordance to prevailing legal and intellectual athic in the word of scientific writing tradition. I am completely responsible for the content of this paper. Other writer’s opinions or findings included in this paper are quated or cited in accordance with ethical standars.

Bandung, June 2017

Willy Nurwiansyah

ABSTRACT

This research entitled “Teaching Writing Descriptive Text Using Picture at Second Grade Students of SMA KORPRI Karawang” the main objective of this research is to find out whether or not using picture is give contribution to student’s writing descriptive text ability significantly. The research method used is quantitative research, with One-Group Pretest-Post-test Design. The population of this research was 29 students of the second grade student’s of SMA KORPRI Karawang in academic year 2016/2017. The instruments for collecting the data were writing descriptive text tested pre-test and post-test. The results of the data analysis showed that the mean in pre-test is 20 and the mean of post-test is 37. Data analysis showed that the t-observe is $11.2776 > t\text{-table}$ with degree of freedom (*df*) 28 and level of significant at 5% (0.05) which had value 1.4. Because the significant level is 1.4, and that the t-observed is higher (11.2776) than t-table, based on the data analysis above, the alternative hypotheses is accepted, because the t-observed was higher than t-table $11.2776 > 1.4$. The writer also concludes based on the final result that the using picture is has contribution to students writing descriptive text ability significantly.

Keywords: Teaching, Writing, Descriptive Text, Picture.

PREFACE

Alhamdulillahirobil'amin, in the name of Allah the most Gracious, the most merciful. All praises are to Allah SWT, the one and only Lord we worship. Our Bless be upon to our prophet Muhammad SAW, the most respectful human in the world. No more words deserve to say Alhamdulillah. Finally the writer has already finished writing this paper entitled: Teaching Writing Descriptive Text using Picture at second Grade Students of SMA KORPRI Karawang. The purpose of writing this paper is to fulfill one of the requirements for submitted to the English Education Study Program STKIP Siliwangi Bandung in partial fulfillment of the requirements for Educational Degree. The writer hopes that the result of this study can give contribution especially to departement to which the writer always devoted herself, although the writer realizes that is far from being perfect. The writer would appreciate criticism and contructive suggestion to improve this paper to make her love better.

Last but no least, the writer hopes that her paper will be useful to everybody or readers who want to have some techniques to build up their writing well, and improve their writing ability, it may to be valuable paper to read.

Bandung, June 2017

Willy Nurwiansyah

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This paper is presented to the English Education Study Program of STKIP Siliwangi Bandung in partial fulfillment of requirements for Sarjana Degree. This paper cannot be completed without a great deal of help from many people.

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TABLE OF CONTENT

COVER.....	i
APPROVAL SHEET.....	ii
STATEMENT.....	iii
ABSTRACT.....	iv
PREFACE.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENT.....	vii
LIST OF TABLE.....	x
CHAPTER I INTRODUCTION.....	1
A. Background of the Research.....	1
B. Research Question.....	4
C. Objective of the Research.....	5
D. Limitation of the problem.....	5
E. Benefit.....	5
F. Definition of Key Terms.....	6
G. Organization of the Research.....	6
CHAPTER II Literature Review.....	8
A. Theoretical Framework.....	8
1. Definition of Teaching	8
2. Definition of Writing.....	8
3. Definition of Descriptive Text.....	9

4. The Generic Structure of Descriptive Text.....	10
5. Teaching Using Aid or Media.....	10
6. Picture.....	12
7. The Function of Picture as an Aid.....	13
B. Previous Studies.....	13
CHAPTER III Research Methodology.....	16
A. Research Design.....	16
B. Research Method.....	17
C. Population and Sample.....	18
D. Instrumen.....	18
E. Data Collection.....	18
F. Data Analysis.....	20
1. Finding Out Mean.....	21
2. Finding out Standard Deviation.....	21
3. Finding Out Degree of Freedom.....	22
4. Finding Out The t-observed Using t-test Formula.....	22
G. Research Hypotheses.....	23
CHAPTER IV Result and Discussion.....	24
A. Result.....	24
1. Pre-test Score.....	24
2. Mean of Pre-test Score.....	25
3. Standard Deviation of Pre-test Score.....	26
4. Post-test Score.....	27

5. Mean of Post-test Score.....	28
6. Standard Deviation of Post-test Score.....	28
7. Finding out The t-observed Using t-test Formula.....	29
8. Degree of Freedom.....	32
B. Discussion.....	32
CHAPTER V Conclusion and Suggestion.....	34
A. Conclusion.....	34
B. Suggestion.....	34
REFERENCES.....	36
APPENDICES	
AUTOBIOGRAPHY	

CHAPTER I

INTRODUCTION

This chapter present the research foundation, including the background of the research, research question, objectives of the research, limitation of the problem, benefits, definition of key terms, and organization of the research paper.

A. Background of the Research

“Language is used as a means to communicate. People speak language to convey messages, to show their feeling or to ask questions” (Finocchiaro,1973:6). Thus, language plays a very important role in human life. There are many languages spoken by people in all over the world. One of them is English, which is spoken by people in most countries in the world. For that reason, it is important for people to master English orally and in writing in order to communicate and socialize in the world community

English is considered a major subject for the students. Recently from kindergarten to Senior High School, students learn English in formal and non-formal ways. They realize how important English in this life, so they intend to master it in such a way that they can use that language to communicate with other people. In order to be good in mastering English, students must master the four language skills; listening, speaking, reading and writing.

In mastering English, students meet many problems dealt with language skills and language components as mentioned above. Most students in Indonesia consider English as a difficult subject, which makes them frustrated. Many of

them failed to graduate from SMP/SMA only because their mark of English National Final Examination does not meet the required of the passing grade score. That is why the Indonesian government does effort to find the solution of that problem. For example, they change the curriculum and introducing new approaches (methods) of teaching to English teachers. They also have to consider some factors such as quality of the teacher, students' interest, motivation, teaching techniques, and teaching media that play important roles to achieve the objectives of school learning. Here I took one of language skills to be the focus of this research, which is writing, because writing is considered difficult to learn.

Writing demands someone's language and memory systems working harder because it allows us to organizing ideas, producing sentences, using effective transitions and choosing precise wording. The students must have this skill because it will help them in the future after they graduate. As stated by Ramelan (1992:3) that "most SMA graduates are still poor in their reading comprehension since they cannot usually read or understand articles in English dailies, magazines, which are now in circulation here; let alone their ability in writing, which has mostly been overlooked in our schools. Speaking skill is another linguistic skill of our students which is least developed." Looking at the above quotation, we find the fact that, beside reading and speaking, writing is one of the four language skills the students fail to master. For getting a better result, it is necessary to teach writing from the earlier stage. It means that children should be acknowledged about writing step by step. Because younger they are, their brain will easier catching the ideas and it will help them in

writing. Writing is introduced gradually, firstly, students are taught to make sentences, arrange words to make meaningful and structured sentences, and then they are asked to compose the sentences in good arrangement so texts are meaningful and cohesive. Being good in making a paragraph, they should be able to apply knowledge of genres they have learnt.

Writing represents writer's intended meaning so the other or reader can understand what they try to convey by their writing / text. Students should be guided to achieve the intended goals. To enable the students master those language skills, English teachers should provide materials that are appropriate with the curriculum and find suitable methods in the teaching and learning process. One of the methods suggested in the new approaches introduced by the government is by using visual aids as media in classroom. Kreidlen (1965:1) has stated, "vvisual aids can be useful to the language teachers".

In writing process, the students are expected to write their written product grammatically. Express their ideas, and make the conclusion as the steps to develop rhetorical devices in the written form. Because of the students easy to write in English. They must be suitable for the classroom situation in which the teacher is working. According to Gerlach and Elly (1980: 254-255), to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which teacher also ought to consider the media selection come from the instructional system model, that is, the organization of groups, the time available and the space in which the media will be used.

The teaching of English at junior and senior high school aims at developing the four language skills: speaking, listening reading, and writing. From the four skills stated above i only focused on the study of the use of picture to teach writing descriptive. I used pictures to improve the students' ability in writing because of some reasons as follows:

1. Pictures as media can be found in magazines and newspapers easily and inexpensively.
2. Pictures can help the students associate what they hear with their real life experience.
3. Pictures as media for teaching writing in the textbook are not enough for the achievement for writing works.
4. The teachers can also guide their students to create words and to arrange the words into paragraphs in their minds that they get from the pictures.
5. The students commonly get bored in writing activity as they must spend many times to write their ideas into a writing product.

B. Research Questions.

The problems that will be discussed in this study is:

How well do the pictures give contribution to students in writing descriptive text ?

C. Objectives of the Research

The objectives of the Research can be stated as follows:

1. To find out how well pictures give contribution to students in writing Descriptive Text.

2. To identify the advantages of using pictures for the teacher in teaching writing Descriptive Text.
3. To find out whether there is any significant difference in the improvement of students' writing ability after being taught by using pictures and not by using pictures.

D. Limitation of the Problem

I limit this study by the following limitation:

1. I use still pictures
2. I only take Descriptive text in the research.
3. This observation is only conducted to class XI-IPS-1 at second year of SMA KORPRI Karawang in the academic year of 2016/2017.

E. Benefits

The benefit of teaching writing descriptive text using picture among other things to :

1. Help the student to improve writing descriptive text
2. Make the student think creatively about a subject
3. Help the teacher improve the student writing ability
4. Improving long-term memory skills so that knowledge is more accessible

F. Definition of Key terms

“Descriptive text is a text that describes and list something about characteristic, parts, qualities, and other which is interesting to explore” (Anderson & Andreson, 2003 : 223).

“Picture is a visual representation of something” (Harmer, 2007 : 376). In addition, a research conducted by Dwyer in 1978 has proven that when teacher delivers material accompanied by visual aids, the percentage of student understanding which combines verbal and visual aids remain 85% after 3 hours and 65% after 3 days. Besides that, by using picture, student can use the right side of brain at the same time with the left side of the brain to identify words.

G. Organization of the research paper

Chapter I: Introduction. This chapter present the background of the research, research question, objective of the research, limitation of the problem, benefit. In the end of this chapter, research methodology , the writer informs the definition of key terms and organization of the paper.

Chapter II: Literature Review. This chapter discusses the theoretical foundation on the literature as the references to support the writer’s understanding about the problem.

Chapter III: Research methodology. This chapter contains methodology of the research to guide the writer in conducting the research. It consist of research design, research method, instruments of the research, population and sample, data collection, data analysis and the research procedures.

Chapter IV: Result and Discussion. Contain findings on the research field which is supported by the gathered data and also discussion on how to analyze the data using the formula which has been determined before

Chapter V: Conclusion and suggestions. This is the last chapter for the writer's research question and recommending some suggestions.

CHAPTER II

LITERATURE REVIEW

This chapter deals with the theories of teaching, writing skills, definitions descriptive text, general concept of media, pictures as an aid, the function of picture as an aid, and the contribution of pictures to teach writing.

A. Theoretical Framework

1. Definition of Teaching

“ Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understanding” (Brown, 1980:7). “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition to learning” (Brown, 1980:8). The conclusion is that teaching is an activity that consciously done by human being to help other human being learn how to do something or transfer knowledge.

2. Definition of Writing

“Writing is recognizing the relationship between oral language and writing, sharing common meaning through work, composing sentences and paragraphs that convey ideas for ourselves and others; spelling; punctuation; letter formation; grammar and usage” (Calhoun, 1999:57).

Graham and Perin (2007:20) stated that “writing has been shown to be an effective tool for enhancing student’s learning of content material. Although the impact of writing activity on content learning is small, it is consistent enough to predict some enhancement in learning as a result of writing to learn activities”.

3. Definition of Descriptive Text

“Descriptive text is text that describes the features of someone, something or a certain place” (Wardiman et al 2008:115). “Descriptive text is a text which says what a person or things is like. Its purpose to describe and reveal a particular person, place or thing” (Sutisna, 2009:22). While Oshima and Hogue (1983:50) has argued :”descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and or sound.”

While the purpose, features and language of descriptive text by Werlich (1976:8) to describe a particular person, place or thing in detail. Dominant language features (linguistic markers): using simple present tense, using action verbs, using stative verbs, using adverbs, using technical terms, and using adjectives.

It can be concluded that descriptive text is a text that describes about how are the person or things described their shapes, character, or materials as well as their number.

4. The Generic Structure of Descriptive Text

Descriptive text has two generic structure (Wardiman et al, 2008:115), there are :

1. Identification, is the part of the paragraph that introduces the character.

2. Description, is the part of the paragraph that describes the character.

According to Gerrot and Wignel (1995:208), there are two steps schematic structure of descriptive text :

1. Identification, identifies phenomenon to be described

2. Description, describes part, qualities, characteristics.

Still according to Gerrot and Wignel (1995:208), stated that the language of descriptive text has some significant lexicon grammar features as below :

a. Focus on spesific participant

b. Use of attribute and identifying process

c. Frequent use ephitets and classifies in nominal groups

d. Use the simple present tense

5. Teaching Using Aid or Media.

The teaching and learning process is viewed as an integrated part. It means that the result of the teaching-learning process will be determined by the roles of all components involved. It also implies, for the teacher, that deciding what visual aids to be employed is one of the essential decisions that must be made in making an instructional design.

Teaching using aid or media is very needed in order to facilitate the teaching and learning process. Using instructional media is requiring creative efforts to overcome a variety of problems and help in achieving the instructional sub objectives of:

- a. attractive attention
- b. developing interest
- c. adjusting the learning climate
- d. increasing understanding
- e. promoting acceptance (of an idea)
- f. introducing hands on and interactive activities.

A good aid is like a window, it should not call attention to itself, it should just let in the light. The pictures as an aid help the teacher to draw her students' interest and engage the students to be active during the teaching and learning process.

The purpose of using media in the instruction is to assure that learners have meaningful experience. For this purpose, the teacher may use pictures in many stages of the instructional process to introduce and motivate study of new topics, to clarify conceptions and to communicate basic information.

Research and experience show that:

- a. Pictures stimulate students interest
- b. Properly selected and adopted, pictures help readers to understand and remember the content of accompanying verbal materials.
- c. Verbal and/or symbolic cueing of still pictures through use of arrows or other marks can clarify-or possibly change the message intended to be communicated by them

6. Pictures.

One definition of picture is a two-dimensional visual representative of persons, and things. A picture may not only be worth thousand words but it may also be worth a thousand years or a thousand kilometres. A picture is also simple in that it can be drawn, printed, or photographically processed and it can be mounted for preservation for the use in the future (Minor, 1978:2).

Brown et al (1977:179) stated that pictures provide for most people critical contacts with the real world. As students use still pictures, they may improve their visual literacy. For example, study of still pictures may help them to comprehend various abstractions. Past experiences may provide clues to learning from still pictures in much the same way that phonetics or contextual clues help in reading verbal material. "Flat pictures may be used to reinforce impressions, add new facts or clarify the meanings of abstractions. They deal with experiential matters and enlist the

viewers' own capacities for collection and recall" (Brown et al, 1977:180). Furthermore experienced instructors find many valuable uses for still pictures.

7. The Function of Picture as an Aid

Hi Gang Qiang (1989:36) states if students want to explain better, to argue better, and to persuade better, they need foods from thoughts material in which they can start their writing. They should be provided with something that will trigger their imagination and thinking. It is relevant to the opinion stated by Alexander (1988:44) that "the use of an interesting picture may trigger a desire to learn more about the topic or happening being presented". "Pictures can be used in many stages of the instructional processes: to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information and to evaluate student progress and achievement" (Brown et.al:186).

It becomes clear now how pictures contribute to the teaching and learning process at school. Picture can stimulate creative expression. They can help the students to arrange information in sequential form and organize the knowledge derived.

A. Previous Studies

People have practiced writing since long time ago. Bloomfield (1964:249) stated that "writing has for many years, even centuries, occupied a large place in teaching and learning procedures in schools". From the statement, we can see the importance of

writing. In teaching writing, in this case for the Junior High School students are required to express the meaning with developing rhetoric steps correctly in written text in the form of descriptive, narrative, anecdote, analysis exposition and simple hortatory exposition with emphasizing on ideational and textual meaning (Competence Based Curriculum 2004, 2004:8).

White states that: “Writing is a public discourse and for that reason it should be worthwhile, well organized, sufficiently developed to accomplish its intended purpose and clearly and effectively”. He continues that “the act of writing is also an act of sharing new ideas-or old ideas with new perspective- with the human community. To write means to put our favourites or most important thoughts forward, to unveil a line of thinking too elaborate, to communicate through conversation. Putting our thoughts on paper not only “fixes” them, like verbal photographs for anyone at anytime to read, but it also allows for repeated and in depth perusal, which is so often necessary for thoughts too rich and complex to be absorbed in one reading.” (White, 1986:12-13) White also adds that writing help us to understand ourselves, our ideas and our feeling fully and accurately. Certainly, we often verbalize our thoughts, which can be helpful and often necessary, but writing gives us the addition of advantages of allowing us to see those thoughts materialized on paper. Writing differs from speaking in one very important way: the text has to carry all the meaning, because the writer is never around to explain. “This is not all like normal speech situations, in which listeners can tell you they don’t understand, or you

can use tone of voice or body language to help you explain some points. In writing, the words on the page do it all” (Brereton, 1978:2).

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer explained research design, research method, population and sample, instrument, data collecting, and data analysis.

A. Research Design

Kaswan and Suprijadi (2013:12) states :

A research design is the architectural plan of research project. Decision regarding what, when, where, how much, by what means concerning an inquiry or a research study constitute a research design. A research design is the arrangement of condition for collection and analysis of a data in a manner that aims to combine relevance to the research purpose. In fact, the research design is the conceptual structure within which research is conducted. It constitute the blueprint for collection, measurement, and analysis of data, as such the design includes an outline of what the researcher will do from the formulation of the reserach question and hypothesis to reporting to research findings.

According to Creswell (2003), the research designs can be classified into three broad research catagories : 1) Quantitatives research designs, 2) Qualitative research designs, 3) Mixed method research designs.

In this research the writer used the quantitative research design, the writer selected experimental method which is defined as to research (Fraenkell et al; 265) has argued : ” experimental research or experiment refers to research in which at least

one independent variable is manipulated, other relevant variable are controlled, and the effect on one or more dependent variables is observed.”

There are three experimental research design (Kaswan and Suprijadi, 2013:34) : 1) Pre- experimental design, 2) Quasi-experimental design, 3) True experimental design.

In this research, the writer used pre-experimental design. With one group pretest-posttest design, involves three steps. First step is pre-test, second is treatment and the final step is post-test, can be described like this :

Pre-test	Treatment	Post-test
O1	X	O2

The writer use this research design because the writer can compare students pre-test and post-test attitude to see if there have been an improvement after the treatment is taken.

B. Research Method

In carrying out the study, the writer used quantitative method. “quantitative research methods are used to examine questions that can best be answered by collecting and statistically analyzing data that are in numerical form” (Crowl, 1996:10). The writer

employed a pre-experimental design because the design could be apply within a shorter period.

C. Population and Sample

1. Population

According to Crowl (1996:15) “population are group consisting of all people to whom a researcher wishes to apply the findings of study”.

The population to which I would like to generalize the result was the second year students of SMA KORPRI Karawang in the academic year 2016/2017. The total number of the population was about 195 students divided into 5 classes.

2. Sample

“Sample are students of people used to represent population” (Crowl, 1996:8). In this research, writer took one class or 29 students of second grade students of SMA KORPRI Karawang.

D. Instrument

In conducting this research, the writer give a pre-test and then the writer will teach writing descriptive text using picture, after that the writer give a post-test. According to Hughes (1989:10) “the purpose of the test is to establish how successful individual student, group students or courses themselves have been in achieving objectives.

E. Data Collection

In collecting the data of this study the writer used test, the data took from pre-test and post-test. Pre-test was given to the subjects before doing teaching and learning process. Meanwhile, post-test was given after applying teaching and learning process.

Kaswan & Suprijadi (2013:170) has stated, “almost all measurement begins with what is called a raw score, which is the initial score obtained”. It maybe the total number of items an individual gets correct or answers in certain way on a test, the number of times a certain behavior is tallied, the rating given by a teacher, and so forth.

In this case, the aspect of writing ability will be measured as follow :

Table 3.1

Writing Score Test

No	Element of Writing	Performance Description	Weighting
1	Grammar	20	Excellent
		15	Good
		10	Fair
		5	Poor
		0	Very Poor
2	Punctuation, Spelling	20	Excellent
		15	Good

No	Element of Writing	Performance Description	Weighting
		10	Fair
		5	Poor
		0	Very Poor
3	Vocabulary	20	Excellent
		15	Good
		10	Fair
		5	Poor
		0	Very Poor
4	Organization	20	Excellent
		15	Good
		10	Fair
		5	Poor
		0	Very Poor
5	Logical of Development, Content	20	Excellent
		15	Good
		10	Fair
		5	Poor
		0	Very Poor

F. Data Analysis

In analyzing data of the research, the writer used the following steps

1. Finding Out Mean

Mean is average of students score. It is simply the sum of the scores (ΣX) divided by number of the student (n). To find out the mean of the score from the test, Crowl (1996:140) notes the Formula as follows:

$$M = \frac{\Sigma X}{n}$$

M = mean

ΣX = the score of the student

n = the total of the student

2. Findings out Standard Deviation

The standard deviation is the square root of the average squared difference between each score and the mean score (Crowl:1996:140) defines as follows:

$$SD = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{n}}{n - 1}}$$

SD = the standard deviation of the difference in scoring of the pretest and posttest

ΣX = the sum of the score

n = the number of score

Σx^2 = the sum of the scores squared

Σ = summation (Sum Up)

3. Finding out Degree of Freedom

Degree of freedom is needed we want to compare between the obtained t with table entry for relevant df and level significant degree of freedom formula is:

$$Df = n-1$$

n = the number of the students

4. Finding out the t-observed Using the t-test Formula

In analyzing the collected data, the writer used t-test formula (Crowl 1996:338). The formula of the t-test as follows:

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{n}}{n(n-1)}}$$

$\overline{D}$ = the mean difference between the two sets of scores

Σ = summation (Sum up)

D = the difference between the scores of one person (or matched pair)

D^2 = the squared difference between the score of the person

$(\sum D)^2$ = sum the difference and square the sum

n = the number of difference

The formula is used to find out the significant difference between two score.

G. Research Hypotheses

1. Null Hypotheses (H_0)

There is no significant differences in the student's score of writing before and after the treatment using pictures.

2. Alternative Hypotheses (H_a).

There is a significant differences in the student score of writing before and after the treatment using pictures.

Note :

If $t_0 > t_t$: there is significant differences and the alternative hypotheses (H_a) is accepted

If $t_0 < t_t$: there is no significant differences and the alternative hypotheses (H_a) is rejected, the null hypotheses is accepted.

CHAPTER IV

RESULT AND DISCUSSION

This chapter explained and described the research data from the data that writer has analyzed

A. Results

As described earlier, this research tried to answer the following question: “ How well do the pictures give contribution to students in writing descriptive text ?”. In the relation to the object above, the writer collected the data from student pre-test and post-test. The students as respondent are given pre-test and post-test to get data.

1. Pre-Test Score

The first step to collect the data is pre-test, pre-test was given before the students writing descriptive text being taught picture as media. To know the student ability in writing descriptive text before they were taught by using picture.

The students detail score can be seen in the following table :

Table 4.1.
Student's Pre-test Score

No	Name	X	X ²
1	Student 1	25	625
2	Student 2	40	1600
3	Student 3	20	400
4	Student 4	20	400
5	Student 5	30	900
6	Student 6	20	400
7	Student 7	15	225
8	Student 8	20	400
9	Student 9	20	400
10	Student 10	20	400
11	Student 11	20	400

No	Name	X	X ²
12	Student 12	20	400
13	Student 13	20	400
14	Student 14	20	400
15	Student 15	35	1225
16	Student 16	30	900
17	Student 17	20	400
18	Student 18	0	0
19	Student 19	10	100
20	Student 20	10	100
21	Student 21	10	100
22	Student 22	28	807
23	Student 23	17	272
24	Student 24	17	276
25	Student 25	10	98
26	Student 26	15	225
27	Student 27	20	400
28	Student 28	20	400
29	Student 29	30	900
Sum		581	13552

2. Mean of Pre-test Score

Mean is average of students score. It is simply the sum of the scores (ΣX) divided by number of the student (n). The result was :

$$M1 = \frac{\Sigma x}{n}$$

$$M1 = \frac{581}{29}$$

$$M1 = 20$$

The result of the mean (M_1) of the pre-test is 20.

3. Standard Deviation of Pre-test Score

Standar deviation is the square root of the average squared difference between each score and the mean score. The formula according to Crowl (1996:140) as follows :

$$SD = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{n}}{n - 1}}$$

$$SD = \sqrt{\frac{13552 - \frac{(581)^2}{29}}{29 - 1}}$$

$$SD = \sqrt{\frac{13552 - 11640}{28}}$$

$$SD = \sqrt{\frac{1912}{28}}$$

$$SD = \sqrt{68,2857}$$

$$SD = 8,2635$$

From the formulation above, the result of the standard deviation on pre-test was 8,2635.

4. Post-Test Score

In this research the student writing descriptive text after being taught picture as media. Based on the score we can find whether using picture is effective to improve student's writing descriptive text ability significantly or not after the treatment.

The students detail score can be seen in the following table:

Table 4.2.
Student's Post-test Score

No	Name	X	X²
1	Student 1	43	1866
2	Student 2	68	4624
3	Student 3	38	1475
4	Student 4	40	1592
5	Student 5	53	2820
6	Student 6	35	1225
7	Student 7	40	1600
8	Student 8	45	2025
9	Student 9	43	1866
10	Student 10	40	1608
11	Student 11	32	1005
12	Student 12	27	713
13	Student 13	38	1467
14	Student 14	25	625
15	Student 15	45	2025
16	Student 16	45	2025
17	Student 17	44	1936
18	Student 18	36	1260
19	Student 19	28	807
20	Student 20	30	906
21	Student 21	34	1176
22	Student 22	34	1176
23	Student 23	30	906
24	Student 24	25	625
25	Student 25	25	625
26	Student 26	23	548
27	Student 27	25	625
28	Student 28	50	2500
29	Student 29	37	1354

No	Name	X	X ²
Sum		1080	43005

Based on the table above, we can see that the score of post-test was bigger than pre-test. It meant that there was an improvement of student's writing descriptive after they had been given the treatment.

5. Mean of Post-test Score

$$M_2 = \frac{\sum X}{n}$$

$$M_2 = \frac{1080}{29}$$

$$M_2 = 37$$

The result of the mean (M₂) of the post-test is 37.

6. Standard Deviation of Post-test Score

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n - 1}}$$

$$SD = \sqrt{\frac{43005 - \frac{(1080)^2}{29}}{29 - 1}}$$

$$SD = \sqrt{\frac{43005 - 40220,6896}{28}}$$

$$SD = \sqrt{\frac{2784,3104}{28}}$$

$$SD = \sqrt{99,4397}$$

$$SD = 9,9719$$

From the formulation above, the result of the standard deviation on post-test was 9.9719.

7. Finding out the t-observed using t-test Formula

The data of the differences between student's pre-test and post-test score was described in the following table :

Table 4.3.
Student's Score Differences

No	Name	X1	X2	D = X2-X1	(ΣD) ²
1	Student 1	25	43	18	331
2	Student 2	40	68	28	784
3	Student 3	20	38	18	339
4	Student 4	20	40	20	396
5	Student 5	30	53	23	534
6	Student 6	20	35	15	225
7	Student 7	15	40	25	625
8	Student 8	20	45	25	625

No	Name	X1	X2	D = X2-X1	(ΣD) ²
9	Student 9	20	43	23	538
10	Student 10	20	40	20	404
11	Student 11	20	32	12	137
12	Student 12	20	27	7	45
13	Student 13	20	38	18	335
14	Student 14	20	25	5	25
15	Student 15	35	45	10	100
16	Student 16	30	45	15	225
17	Student 17	20	44	24	576
18	Student 18	0	36	36	1260
19	Student 19	10	28	18	339
20	Student 20	10	30	20	404
21	Student 21	10	34	24	590
22	Student 22	28	34	6	35
23	Student 23	17	30	14	185
24	Student 24	17	25	8	71
25	Student 25	10	25	15	228
26	Student 26	15	23	8	71
27	Student 27	20	25	5	25
28	Student 28	20	50	30	900
29	Student 29	30	37	7	46
Sum		581	1080	498	10397

$$D = M2 - M1$$

$$D = 37 - 20$$

$$D = 17$$

To compute t-test, the writer used the formula according to Crowl (1996:179) :

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{n}}{n(n-1)}}$$

$$t = \frac{17}{\sqrt{\frac{10397 - \frac{(498)^2}{29}}{29(29-1)}}$$

$$t = \frac{17}{\sqrt{\frac{10397 - \frac{248004}{29}}{29(28)}}$$

$$t = \frac{17}{\sqrt{\frac{10397 - 8551,86}{812}}}$$

$$t = \frac{17}{\sqrt{2,273}}$$

$$t = \frac{17}{1,5074}$$

$$t = 11,2776$$

From the formula above, the result of t-test is 11,2776.

8. The Degree of Freedom

According to Crowl (1996:180), “to determine if the t values is statistically significant, it is first necessary to determine how many df are”. The df are determine by taking the number of pairs of subject minus 1. In this case, there are 29 pairs of subject. Consequently the $df = 29-1 = 28$ and the significance at 5% (0,05) was 1,4 .

B. Discussion

Based on the result of the data analysis, it was found that average score of students in every evaluation kept improving. It can be said that there was a significant improvement. We can see the mean of pre-test is 20 and the mean of post-test is 37, the mean of post-test is bigger than pre-test, it can be said that there was a significant improvement on the teaching writing descriptive text using picture as media.

In the first meeting in the pre-test before applying the treatment without using picture the students fell confused when they start to write descriptive text about describing people that describe the character that have been choosen. But after applying the treatment using picture as media in teaching writing descriptive text, they have writing descriptive text be better than pre-test because picture allow the student to see the object, so it can make the students not confused about the object that student will described.

The result of the data analysis showed the t -observed (t_0) was higher than t -table (t_t) (11,2776 > 1,4), so the alternative hypothesis is accepted and rejected the null hypothesis. “teaching writing descriptive text using Picture is effective to

improve student's writing descriptive text ability significantly" so this research accepted alternative hypotheses.

In this research, the writer also concludes based on the final result that the using of picture is effective to improve student's writing descriptive text ability significantly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the writer explained conclusion and suggestion based on the data as the result of this research. They included:

A. Conclusions

Using picture to teach writing is a good innovation since it can stimulate the students's interest in writing. Teacher will be more easily to expalin in order to create a descriptive text. Descriptive deals with describing something, and it is hard if we only use our imagination. The data shows that there is significant in the students writing ability after being taught by using pictures. We can see the difference of the mean score of the result of the pre-test and post-test. The mean score of the pre-test and post-test of the research class were 20 and 37. It can be concluded that teaching writing using picture give contribution to the students in writing.

B. Suggestions

The success in teaching learning process doesn't depend on the lesson only, but teacher should be able to make the activity of teaching learning becomes enjoyable and uses various techniques to manage the class more lively and fun. Regarding to

the teaching writing descriptive text using picture as media, the writer gives some suggestion for the teachers, students, and next researchers as follow:

For the teachers:

1. The teachers should choose the material that are appropriate and not too difficult for the students.
2. The teacher should apply the right and interesting media which is adjusted to the condition of the students.

For the Students:

1. The student should do more practice in writing, because by taking a lot of practise, it will increase their ability in writing.
2. The students are hoped to increase their vocabulary
3. The students should ask the teacher if there is something that they don't understand when teaching learning process.

For the next researchers

The writer humbly assert this paper is still far from being perfect, the writer hopes that for the next researchers who want to take the same subject to complete this paper and can make it better. Other constructed suggestion and criticism the readers are highly welcomed.

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