



**A COMPARATIVE STUDY ON STUDENT'S
WRITING ABILITY USING PHOTOGRAPHS AND
LEAFLETS**

IN WRITING DESCRIPTIVE TEXT

**An Experimental Study at the Eight Grade Students
of SMP 2 Limpung, Batang in the Academic Year of 2010/2011**

a final project
submitted in partial fulfillment of the requirements
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in English

by
Muhammad Gunarso
2201406602

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
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APPROVAL

This final project has been approved by the Board of Examination of the English Department of the Faculty of Languages and Arts of Semarang State University on February 16th, 2011.

Board of Examination

1. **Chairperson,**
Drs.Dewa Made Kartadinata, M.Pd.
NIP. 19511118 198403 1 001 _____
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Drs. Suprpto, M. Hum.
NIP. 19531129 198203 1 002 _____
3. **First Examiner,**
Dr. Dwi Anggani Linggar B, M.Pd.
NIP. 19590114 198901 2 001 _____
4. **Second Examiner as Second Advisor,**
Dra. C. Murni Wahyanti, M.A.
NIP. 19540423 197903 2 001 _____
5. **Third Examiner as First Advisor,**

Rohani, S.Pd., M.A.

NIP. 19790312 200312 1 002 _____

Approved by
The Dean of Faculty of Languages and Arts,

Prof. Dr. Rustono, M.Hum.
NIP. 19580127 198303 1 003

PERNYATAAN

Dengan ini saya,

Nama : Muhammad Gunarso

NIM : 2201406602

Prodi / Jurusan : Pendidikan Bahasa Inggris / Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa Skripsi / Tugas Akhir /Final Project yang berjudul:

**A COMPARATIVE STUDY ON STUDENT'S WRITING ABILITY USING
PHOTOGRAPHS AND LEAFLETS
IN WRITING DESCRIPTIVE TEXT
(An Experimental Study at the Eight Grade Students
of SMP 2 Limpung, Batang in the Academic Year of 2010/2011)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 16 Juni 2010

Yang membuat pernyataan

MUHAMMAD GUNARSO

NIM. 2201406602

MOTTO AND DEDICATION

Verify along with the difficulties there's relief

(Al Insyrah: 5)

If there is a will, there is a way

(Alan Price)

To:

*My Lovely Parents, Bapak Edi Ujianto
and Ibu Nur Fajariyah*

My Elder Brother, Mas Gunadi Wibowo

Me, my self

ABSTRACT

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Key words: photographs, leaflets, writing, descriptive text, experimental study.

This final project is an experimental study that aims to investigate whether there is any significant differences of the achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflets with an assumption that these media can help them to interpret the content of the course. The subjects of the study were the eight grade students of SMP N 2 Limpung, Batang in the academic year of 2010/2011.

There were two groups that were given different treatments. The first group was the control group who was taught by using photographs, and the second group was the experimental group who was taught by using leaflets. There were six meetings for each class. One meeting was for a pre test, four meetings were for treatments and one meeting for a post test. In the test, the students of the control group used the photographs and the experimental group used the leaflets to write a descriptive text based on the topic provided: animal.

The result of this research showed that the pre-test average scores of the two groups were nearly the same. The means of the pre-tests were 57.15 (the control group) and 57.60 (the experimental group). The slight difference between the two groups

indicated that they were homogenous. After the control and the experimental groups were given different treatments, the score of the two groups increased. The means turned into 74.68 for the control group and 78.50 for the experimental group. The improvement were 17.53 (the control group), and 20.90 (the experimental group). The result of t-test based on the difference of two means revealed that the obtained value (3.90) was higher than t-table value for $\alpha = 5\%$ (2.00). It means that there was a significant difference between the students who were taught with photographs and those who were taught with leaflets.

Based on the result above, it is concluded that in this study leaflets are more effective than photographs to improve students' ability in writing a descriptive text. It is suggested that leaflet can be used as alternative media for teaching descriptive text. Further research is suggested to be carried out for a better understanding of this field.

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CHAPTER I

INTRODUCTION

This chapter gives introduction about the study. It contains background of the study, reasons for choosing the topic, research questions, research hypothesis, purposes of the study, limitation of the study, significance of the study and outline of the research report.

1.1 Background of the Study

Language contributes an important role in our life. It is not the most important thing but it influences our life much. It is proven that language has an important role since people first lived in a community. In their community, people lived together; they do interaction and communication in order to fulfill their needs inside society relationship. In doing these activities, they need something as a means or media of communication systematically to convey and distribute their ideas, thoughts, opinion, information, knowledge, feeling, technology and cultures from one side to others and we agree to call this means or this media of communication as “*language*”. We can imagine what will happen if there is no means, media or things to do communication and interaction between people and people in our life. Therefore, language becomes an important part and has great significance as a tool in communication and relationship for human beings.

Nowadays, there are many kinds of language used among the countries around the world. Each country has its own language that is used by its citizens in the daily life. Every language has characteristic and different ones with the others. For example: Arabic and Japanese letters in the form of shape, English and Indonesian letter in the form of pronunciation and so on. As a result, it becomes difficult to communicate with people whose language is different because different ponds have different fish. In this case, people around the world agree to use one language as international language to unite them in the same code to meet one condition in doing a communication.

English is one of the languages used around the world and considered as international language. People around the world often have to use it in their daily interaction as international means of communication despite the fact that, sometimes, it is either their second or even foreign language. It happens because English has become one of the most, if not the most, important and widely used languages across the world. Many factors such as science, technology, and the Internet contribute to this condition. For instance, when people want to communicate with their colleagues from countries with different languages, they just need to use English as an international language to join them with the same code to make it easy and understandable.

Realizing the demand of English as an international means of communication, Indonesian government has chosen English as a first foreign language and fundamental subject in our education system. English is taught as one of the main compulsory subjects in junior and senior high school, and has

started to be taught in elementary school as a local content. In addition, it is used to communicate with foreigners' regardless nationality. By mastering English, the students are supposed to be able to gain valuable information and knowledge from the texts and books about science, commerce, economy, technology, etc which are written in English.

Based on the concept and function of English as stated in the 2006 *Competence-Based Curriculum*, which has similar principle with *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for *SMP/MTS*, the teaching learning of English has the purpose to develop four language skills; listening, speaking, reading and writing. The other English language components; vocabulary, structure and pronunciation (in speech) or spelling (in writing) are important to be taught to support the development of four language skills. It means that English teachers should teach the four aspects. It is not only reading or speaking but also listening and writing so the students can master all of these skills.

English teachers should provide materials that are appropriate with the curriculum and find suitable methods and implementation in teaching and learning process to make the students understand the lessons. One of the writer's suggestions that will be examined in this final project is about the implementation of teaching English to see the students' achievement in writing using media that are photograph and advertisement leaflet and find out the most effective of it by comparing the significance difference between two media itself.

Brown et.al. (1969) as quoted by Kumala (2009:14) stated that media refers to the tools or physical things used by teacher to facilitate the instruction.

Supporting Brown's idea, Gerlach and Ely (1980:216) say that a medium, broadly conceived, in any person, material, or event that establishes condition, which enable the learner to acquire knowledge, skills and attitude. In this sense, the teacher, the textbook, and the school environment are media. Every medium is a means to an end or to a goal. It means that the teacher have to consider the characteristic of media to gain the achievement in teaching and learning process. In this final project, I will focus on the students' writing achievement.

Writing is a skill that is required in written communication. It is a process of discovering and organizing ideas, putting them on papers and revising them. By writing, we can express our ideas or feeling to the readers. At junior high schools, writing is taught in the end of each chapter to measure students' understanding and ability to write the English text genre. In addition, students have to learn some functional texts that they will commonly use in daily communication. . In writing process, the students are expected to write their written grammatically, express their idea, and make the conclusion as the steps to develop rhetorical devices in the written form. It is clear that the way we organize our students writing and the way we offer advice and correction will be different .It is depending on what kind of text of writing they are involved in.

According to Derewianka (1990: 17), a text is any meaningful stretch of language either oral or written. The written form belongs to the written product that is produced grammatically. The students have to choose the words that are used and how to put the words to communicate meaning. There are two main categories of text, namely: literary and factual form. A text has a particular type,

which is called with genre. Harmer (2004: 24) states that students who are writing within certain genre need to consider a number of different factors. They should have the knowledge of the topic, the convention style of the genre, and the context in which others will read their writing. Genre-based teaching helps teacher and students to see that texts are purposeful and patterned to serve writer and community purpose. Each text type has different social function, different structure and different linguistic features. There are many kinds of text types that are studied for the junior high school students, namely: description, narration, spoof, recount, procedure, report, and news items.

The study will focus on writing a descriptive text only, which is one of the materials in English lesson for *SMP/MTS* especially on eight-degree students. It is a kind of factual type that is designed to describe a particular person, place, or thing (Gerot & Wignell, 1994:208). In learning and teaching this material, that is descriptive text; teachers are allowed to use media. It helps teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context (Murcia, 2001:461). So many media can be used in teaching and learning this material. In this study, the writer uses photograph and leaflet as media to be compared each others. The writer also will try to find out if there is any significant difference of the achievements in writing descriptive texts of students who are taught with photographs and those who are taught with advertisement leaflets.

1.2 Reasons for Choosing the Topic

In the teaching and learning of descriptive text teacher sometimes uses only one visual aid or media to teach their students. Actually, there are many ways to teach descriptive text. I hope that the teacher can teach descriptive text with many variants of media or visual aids. The reasons for me to choose the topic are:

- (1) Writing in English is a difficult language skill for junior high school students.
- (2) Many students of junior high school seem to have problems in writing descriptive text.
- (3) The student's world is still full of enjoyable activities. If English is taught interestingly, it will raise the students' interest to study.
- (4) In the *Kurikulum Tingkat Satuan Pelajaran* (KTSP), the students are demanded to be able to produce some texts including descriptive text.

1.3 Research Questions

The problems that will be solved in this study are:

- (1) Is there any significant difference of the achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflets?

- (1) Which one is more effective to improve the students' ability in writing descriptive text at eight grade students of SMPN 2 Limpung, Batang in the academic year of 2010/2011, teaching using photographs or leaflets?

1.4 Research Hypothesis

Based on the research question above, there are two hypotheses in this study that are working hypothesis and null hypothesis.

Working hypothesis (H1): There is a significant difference of achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflets.

Null hypothesis (Ho): There is no a significant difference of achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflets.

1.5 Purposes of the Study

The objectives of this study are:

- (1) To find out the significant difference of students' achievements in the improvement of students' writing ability to produce descriptive text for those who are taught with the use of photographs and those who are taught with the use of leaflets.
- (2) To compare the effectiveness of teaching using photographs and leaflets to improve the ability in writing descriptive text of the eight grade students of

SMPN 2 Limpung, Batang in the academic year of 2010/2011.

1.6 Limitation of the Study

The study is limited to compare the use of media (the photographs and advertisement leaflets) in teaching descriptive text with particular technique for eight grades students and to find out whether there is any significant difference of achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflets.

The research was done in “SMP N 2 Limpung”, to the eighth grade students in academic year of 2010/2011.

1.7 Significance of the Study

The result of the study will hopefully be useful for English teachers in teaching descriptive texts using visual aids.

By conducting this research, I hope I can give useful contribution to English teaching, especially for:

(1) English teachers of junior high school

It can give inspiration for their teaching especially in teaching descriptive texts. It also can add their media in teaching and learning English.

(2) Junior high school students

It can motivate and improve their writing skill, especially in writing descriptive texts.

1.8 Outline of the Research Report

This final project is developed into five chapters, which can be elaborated as follows: First, chapter one gives introduction of the study, which contains background of the study, reasons for choosing the topic, research questions, research hypothesis, purposes of the study, limitation of the study, significance of the study and outline of the research report. Next, chapter two deals with the review of related literature as the theoretical basis for the study.

Then, chapter three deals with methods of investigation, which discusses the approach, true experimental design, research variables, subject of the research, research instrument, research procedure, method of collecting data, and method of analyzing data. After that, chapter four presents data analysis and discussion of the research. The last, chapter five consists of conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the literature that there will be general ideas of the concepts underlying this study. The ideas are divided into the following sub-titles: review of the previous studies, and review of the theoretical background. The understanding of these general ideas and theories will be helpful in comprehending the next discussion.

2.1 Review of Previous Studies

In the area of teaching and learning language especially English, there have been some researchers conducted with the purpose of revealing media in finding the effective and suitable media to increase the learning and teaching process. It cannot be denied that media is needed to support the process of transferring the material from teacher to student to gain the aim of learning and teaching itself. Moreover, they compared one media with another to get the most effect

dy on Students' Recount Writings Using Role Plays and Pictures as Media in Junior High School grades 8Th. Her study aimed at finding out whether there is a significant difference of students' achievement in writing recount between making use of role-play and pictures as media and described in what way role-plays and pictures group achievement results are different. Based on her study, the teacher can use role-play as medium to improve students' ability in writing a recount text and considers the weaknesses and the advantages of it.

The next researcher working on comparing two media is Roy Desimilana (2010). This research compared the use of real things and sequence pictures for the tenth year students' ability in producing a procedure text and to describe significant difference of students' achievement in the improvement of students' writing ability between those who were taught by using real things and those who were taught by using sequence pictures.

Considering the above studies, the writer views and tries to conduct a research study in teaching English. This study is comparing two media to get a description from empirical condition in gaining the most effective medium that can be used in teaching writing to produce descriptive text for junior high school students. This research is going to reveal whether there is any significant difference on producing descriptive text ability (achievements) between students who are taught with photographs and those who are taught with leaflets of the eight grades of junior high school students.

2.2 Review of Theoretical Background

This sub-title is related to the topic of discussion that consists of the general concept of text, general concept of descriptive text, general concept of writing, steps in writing, objectives of teaching English in junior high school, media in teaching language, the use of photograph as media, and the use of leaflet as media.

2.2.1 General Concept of a Text

What is a text? We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text. When you read, listen to, or view a piece of text you are interpreting its meaning (Anderson, M. and K. Anderson, 1997: 1). Then, Derewianka (1990: 17) stated that a text is any meaningful stretch of language, oral or written. Nevertheless, of course, not all texts are the same, and a functional model of language tries to describe the ways in which they differ. Each text has its own characteristics and functions .A functional model of language tries to describe in what ways they differ. It is interested in what language choices are more likely to result in an effective text, which achieves its purposes.

In addition, Macken (1991:8), said that texts are determined by genre (and other semiotic systems which are part of the context of culture) and register (the meanings associated with the context situation- field, mode, and tenor). Field is the register variable focusing on what is going on (the social activity), with

subject matters as a special instance when texts are describing rather than being part of these activities. It is the subject matter of the text. Then, Mode is the register variable focusing on how the language relates to its context: is the text monologic or dialogic and is it part of what is going on? (e.g. the talk during football training), or constitutive of what is going on? (e.g. a news story on the week-end's fixtures) it is the channel of communication being used; written or spoken. Moreover, tenor is the register variable focusing on interpersonal relationship: status relations, degree of familiarity and attitudes. It is the relationship between the participants: speaker/listener; writer/reader. Furthermore, Halliday and Hasan (1984:6) states that text is language that functional, means language is doing job in some context. Thus, many instance of living language that is playing some part in context of situation we shall call a text.

2.2.2 General Concept of Descriptive Text

Descriptive text is one of genres, which must be learnt by students of junior high school according to KTSP. Descriptive text is a kind of text, which is used to describe a particular person, place or thing that is drawn in words. According to Hornby (1995:314) in "Oxford Advanced Learner's Dictionary of Current English" states that descriptive is giving a picture in words and describing something.

Hammond et.al. (1992:78), in his book "English for Social Purposes A Handbook for Teachers of Adult Literacy" states that descriptive text has social function, schematic structure and significant grammatical pattern as follows:

(1) Social Function

This text is used to describe a particular person, place, or thing

(2) Schematic/ Generic Structure

The schematic/ generic structure consists of identification and description. Identification means identifying phenomenon (person, place, or thing) to be described. While, description means describing parts, qualities, characteristics of phenomenon (person, place, or thing).

(3) Significance Grammatical pattern

Significance grammatical pattern focuses on specific participants, the use of simple present tense, verbs of being and having and descriptive adjective to build up long nominal groups.

From the above explanations, it goes without saying that descriptive text is a text which is used to describe phenomenon (person, place or thing) in words. It has two generic structures that are identification and description.

2.2.3 General Concept of Writing

Writing is a kind of skill that expects the students to have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. There are several definitions of writing that can be studied, Meyers (2005:2) states:

Writing is a way to produce language, which you do naturally when you speak". Writing is speaking to others on paper-or on a computer screen. Writing is a partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper, and reshaping and revising them.

Writing is a way of getting things done. To get things done such as, describing something, telling a story, requesting an overdraft, drafting an essay,

and so on, one must follow certain social conventions for organizing messages, and these conventions can be described and taught (Hyland, 2004:5).

Oshima (1999:3) states that writing is not easy for both native speakers and new learners of English. It takes study and practice to develop this skill. Writing is a process, not a product. It means that a composition is never complete, it is always possible to be reviewed and revised many times.

From the definitions above, it can be concluded that writing is a way to produce language and communicate with others on a verbal way. It is an action for writers to express their ideas, opinions, and feelings and organize them in written form on a paper or computer screen as a continuous process. Practising is a very important thing in producing good writing.

Writing can be used as a means to express the writer's ideas based on her experience and knowledge. A writer expresses his/her ideas, experiences, thoughts and feelings through writing for a specific purpose. The purpose of writing is to give some information to other people by writing it down. Therefore, writing is one of the important skills in teaching and learning English, which has to be mastered.

2.2.4 Steps in Writing

In producing good composition of text in writing, it goes through many stages before it is finished. Although no two writers approach writing in exactly the same way, they generally follow six series of actions as stated by Meyers (2005: 3-12).

The steps are:

- (1) Explore Ideas

Writing first involves discovering your ideas. Before starting to write, a writer has to explore his/her mind as many ideas as possible freely, then he/she record it to save the idea.

(2) Pre write

Writing process involves writing the idea on a piece of paper or on computer. In this step a writer does not have to worry about the grammar, diction, spelling, or punctuation because he/she will revise it later. There are three steps in pre-writing: first, brainstorming. It is listing thought as they come in mind. Second, clustering, in this step, a writer may write the subject in the middle of the page, circle it and then write related ideas around the main circle. And the last is free writing, in this step, a writer simply writes about the subject without worrying about the sentence structure, spelling, logic and grammar.

(3) Organize

A writer begins to organize idea after putting his/her idea into words. This process involves selecting, subtracting, and adding ideas, and then outlining.

(4) Write a first draft

In this step, a writer writes quickly to record his or her thoughts and then put notes and new ideas in the margins.

(5) Revise the draft

Revising is among the most important steps of writing, especially for people who write in a second language. A writer may add or omit ideas of material, move and remove ideas material that has not fitted, revise it several times

until produce good composition of text. It is considering as the part of writing process that may take the most time.

(6) Produce the final copy

Finally, writer edits copy over or prints a clean final copy after he/she had revised the draft. Notice that this final copy draft is more entertaining than the original. All of its content develops the main point. Its sentences are clear. And it has plenty of details.

From the explanation above, I notice that writing is a series of process through step by step chronologically. Its process is important in producing a qualified text composition of writing.

2.2.5 Objectives of Teaching English in Junior High School

It has been stated in the KTSP that teaching-learning process of English in Junior High School provides the students with specific strategies to improve their use of language, not just for the English subject but for all key learning areas and life itself. The activities assist students to improve their ability to communicate effectively, inquire, share information, express idea, and make sense of life.

The goal of the English teaching at junior high school is to give students a working knowledge of English. It means that they have to master the four language skills. They are listening, speaking, reading, and writing. They also have to master the English components, which include grammar, vocabulary and sound system.

The students who have mastered those four skills and the English components are regarded to be able to use this language at the recognition level as well as at the production level. Hopefully, they can listen to and read English written materials, besides they are able to speak English fluently and write it as well.

2.2.6 Media in Teaching Language

In teaching and learning language process, effective communication between teacher and students is intensively needed. Sometimes, to establish an effective communication, teachers need media that can help them to deliver a message or information. As stated by Soeparno (1987:1), media is a tool used as a channel to deliver a message or information from a resource to receiver. In teaching and learning context, the resource is a teacher, while the receiver is students. Media also can be used to transfer the learning material to reach the goal of study and increase the student's achievement. It is in line with Halmar (2008:40), media is a transformative means of the learning material toward the goal of the study. In addition, Sudjana and Rivai (2007:1-2) stated media is a tool in the systematic instruction that can accelerate the students' learning process which in turn is hoped to increase the students' achievement.

Thus, media is one of the main components and tools such photograph, chart, diagram, poster, leaflet, brochure pamphlet etc which is needed in teaching and learning language process to help establish condition used by the teacher to facilitate the instruction in order to support students to reach the goal of the study.

There are so many functions of media in the teaching and learning process. According to Sudjana and Rivai (2007:1-2), there are some functions of media, as follow:

(1) To attract students' attention

By using media, the instruction can be more interesting and students will be more interested in learning process designed by the teacher, which in turn will raise their motivation in learning a subject.

(2) To make the lesson meaningful and more understandable

Learning material will be easier to be understood and meaningful, so that, it is expected that students will be able to reach the goal of teaching and learning better.

(3) To reduce the length of time required

Teaching and learning activities are not only verbal communication. Knowledge that will be transferred to the students will be understood easily by seeing or using the media. So, the length of time required can be reduced.

(4) To make students more active in learning process.

When the process learning and teaching happen, students are not only listening to the teacher's explanation but also doing other activity such as observing, interpreting, explaining, demonstrating, practising, etc. on the process, students learn actively which in turn will prevent students from feeling bored and reduces this condition.

Referring to the explanation above, it is crystal clear that media is important in teaching and learning English. They help both of the teacher and the students to achieve the goal of the study. Media help the teacher to deliver the material being taught easier. So, the students can understand the material easily. Moreover, media is a good way to engage the students in learning English.

2.2.7 The Use of Photograph as Media

Photograph is one of the instructional media, which is widely used in teaching learning process for its simplicity and practicality. Photograph is kind of flat opaque picture including picture and printed painting (Sudjana, 2007:71). Photograph is a representation of a person or scene in the form of a print or transparent slide; recorded by a camera on light-sensitive material (www.Freeonlinedictionary,Thesaurusand,Encyclopaedia.com/photograph-html, accessed on 15/07/2010).

Teachers are supposed to know about the media that will be used during the lesson. According to Sudjana and Rivai (2007:72-73) photograph as medium that use in teaching and learning process have some characteristics and advantages.

(1) Characteristics of Photograph

The characteristics of photograph are: First, photograph is two-dimensional media and belongs to still opaque picture that is very important for the teaching purpose. Second, it can give the impression of moving activity, a man who is riding a bicycle for instance. Third, it focuses on topic and

impression, thus photograph can be valuable media in teaching and learning process. Next, it enables students to observe object, person, place or situation presented in detail and the last, it also can be used in all subjects of study.

(2) The Advantages of Photograph

The advantages of photograph as media are as follows: First, photograph is easy to use or practical. Second, it is economical and easy to prepare. Next, it can be used for many purposes, in many kinds of educational level, and many subjects of study and the last, it interprets an abstract concept or idea to be more realistic and simpler. In addition, Edgar Dale in Sudjana and Rivai (2007:72) stated that photograph also can change teaching verbal symbols into a more concrete stage that is visual symbols.

Knowing the explanation above, I can draw that photograph is suitable as the media in teaching writing descriptive text to the students.

2.8.8 The Use of Leaflet as Media

According Wiechman (1992: 165), leaflet is a printed sheet, usually consisting of two to six folded pages. In addition, leaflet is a piece of printed-paper, usually folded which is given pictures (photos), caption (notes) and free of charge, advertising or providing information about something in small size. www.media.diknas.go.id/media/document/3543.pdf. (Access on Wednesday 2/2/2011)

In contributing as a medium in teaching and learning, leaflet has some functions. In Edipeni quoted by Rahmawati (2004:15), the leaflets function as the promotion, publicity and advertisement material. It is designed and then published for several aims:

- (1) To give information and knowledge
- (2) To attract the target audience
- (3) To introduce the target audience about the prospective things promoted
- (4) To acquaint people with the product and to make them convinced to try the product (related to the main aim of publicity, advertising and promotion policy).

Based on those statements, it can be inferred that leaflets can be used as the media in teaching descriptive text in line with its definition and functions to describe information about something.

CHAPTER III

METHODS OF INVESTIGATION

This chapter focuses on methods of the study. They are approach, research design, subject of research, research variables, research instrument, research procedure, methods of collecting data, and methods of analysing data.

3.1 Approach

Approach is a way of considering or doing something. The research approach that used in this study is quantitative approach. It uses and deals with statistical calculation. Statistical calculation is the process of using information discovered from studying numbers by adding, multiplying, subtracting or dividing numbers to judge the number or amount of something.

3.2 Experimental Design

In this study, experimental design was used. This research design used pre-test post-test in experimental and control groups. The design of the experiment can be described as the following:

E	01	X	02
C	03	Y	04

(Arikunto, 2006:86)

In which:

- E = experimental group
- C = control group
- 01 = pre-test for the experimental group
- 02 = post-test for the experimental group
- 03 = pre-test for the control group
- 04 = post-test for the control group
- X = treatment using leaflets
- Y = treatment using photographs

An experimental design involves an experimental group (E), a control group (C), and treatments in collecting data. Best (1981: 68), in his book “Research in Education” states that:

Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables. Selection of particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted. The design deals with such practical problems as how subjects are to be selected for experimental and control groups, the way variables are to be manipulated and controlled, the way extraneous variables are to be controlled, how observations are to be made, and the type of statistical analysis to be employed in interpreting data relationships.

In the design above, samples are assigned either to the experimental group (top line) or to the control group (bottom line). The qualities of the subjects elected firstly by pre-testing them (01 and 03). Then the experimental treatment was given to the experimental group. The two groups were taught with the same topic but with different media. The experimental group was taught with leaflet. The control group was taught with photograph. Both groups did the same test that is composition essay with what they have done in the pre-test. The results (02 and 04) were counted statistically as the object of the study.

3.3 Subject of Research

Subject is something which is being discussed, considered or studied for the purposes of research. The subject of this study is a number of students called population. From that, sample as the representative of this will be taken from the population mentioned.

3.3.1 Population

A population is a group of people or items from which the data are collected (Arikunto, 1998: 115). The population of the study was the eight year students of SMP Negeri 2 Limpung in the academic year of 2010/2011.

3.3.2 Sample

Sample is a group of people or things that is chosen out of a larger number and is asked questions or tested in order to get information about the larger group. It is a

representative of population which acts for the population and reflect the condition of population Therefore, in order to know the effectiveness of the topic, taking two classes was done. Comparing their result of studying writing descriptive text whereby the one class used leaflet and the one used photograph as media. The first group was an experimental group and the second one was the control group.

3.4 Research Variable

Best (1981:238) states that research variables are the conditions that are manipulated, controlled, or observed by the researcher in research study. In this study there were two kinds of variables namely independent variable (X) and dependent variable (Y).

3.4.1 Independent variable

Independent variable (X) is a stimulate variable which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon (Tuckman, 1978: 58). Based on the definition, the independent variable of this research (X) is the use of media in teaching writing descriptive text for both groups. They are photographs for photographs group (control group) and leaflets for leaflets group (experimental group).

3.4.2 Dependent variable

Dependent variable (Y) is a respond variable which is observed and measured to determine the effect of the independent variable (Tuckman, 1978:50). Based on the definition, the dependent variable of this research (Y) is the students' ability (achievement) which is indicated by students' scores of writing descriptive text.

3.5 Methods of Collecting Data

3.5.1 Type of Data

The data for the objective of this study was students' score in writing essay test after they are taught with leaflets for experimental group, and photographs for control group.

3.5.2 Instrument for Collecting Data

An instrument is used by the writer to gather data. According to Harris (1969: 71), there are two basic kinds of test instrument used to measure the four language skills of the students, i.e. the objective test and essay test. An essay test was used in this study. It was made in the form of composition text in writing test. On the control group the photographs were used as the media, whereas the leaflets were used on the experimental group in producing descriptive text. The topic was similar (animal) on both groups. To collect the data, the writer used the achievements scores of the means of pre-test and post-test from the both groups in

producing descriptive text. The scores was analysed with the computation of the two means and the t-test formula.

3.5.3 Try out

Before the test was used as an instrument to collect the data, it had been analyzed by language expert analyst its compatibility to gain the data and tried out first to the students of another class. After the result of the tried- out was gained, the analysis was made.

3.5.4 Pre-test

Pre-test is the test that is held before giving the treatment in order to find out the prior knowledge or ability or skill of the test takers before the treatment is given. After introduce myself to the students, I asked them to create a descriptive text based on the given themes.

3.5.5 Treatment

Some treatments were given after conducting the pre-test to the experimental and the control group. The experimental group was taught with leaflets as media while the control group was taught with photographs as media with the same themes.

3.5.6 Post-test

The post-test was conducted to measure the students' abilities after they got the treatment. The test was the same as the pre-test. I asked the students to create a descriptive text based on the material given.

3.5.7 Scoring System

I used an analytical method giving the score to the test paper. I used analytic scale for rating composition tasks suggested by Brown and Bailey (1984: 39-41) as quoted by Brown (2004:244).

This technique stresses five categories in marking the students' composition, namely organization; logical developments of idea (content); grammar; punctuation, spelling, and mechanics; and style and quality of expression. The range of every component score was 20.

Table 3.1

Brown's Analytic Scale for Rating Composition Task (2004:244)

	20-18	17-15	14-12	11-6	6-1
	Excellent to Good	Good to Adequate	Adequate to fair	Unacceptable-not	College-level work
1. Organization : Introduction, Body, and Conclusion.	Appropriate title, effective introductory paragraph, topic is stated and	Adequate title, introduction, body and conclusion of essay are	Mediocre or scant introduction or conclusion; problems with	Shaky or minimally recognizable introduction; severe problems	Absence of introduction or conclusion; no apparent organization

	leads to body; supporting evidence given for generalizations; Conclusion logical and complete.	acceptable but some evidence may be lacking.	the order of ideas in body.	with ordering of ideas; lack of supporting evidence; conclusion weak or illogical.	of body.
2.Logical development of ideas: content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous materials; essay reflect thought.	Essay addresses the issues but misses some points; Ideas could be more fully developed; some extraneous material is present.	Development of ideas is not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.	Ideas incomplete; essay doesn't reflect careful thinking or was hurried written; inadequate effort in the area of content.	Essay is completely inadequate and doesn't reflect college level work; no apparent effort to consider the topic carefully.
3.Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.	Advanced proficiency in English grammar; some grammar problems don't influence communication; no fragments or run-on sentences.	Grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments presents.	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some area clearly needed; difficult to read sentences.	Severe grammar problems interfere greatly with the message, reader can't understand what the writer was trying to say.
4.Punctuation, spelling, and mechanics	Correct use of English writing conventions: all	Some problems with writing conventions or	Uses general writing conventions but	Parts of essay not legible; errors in	Complete disregard for English

	needed capitals, paragraphs intended, punctuation and spelling; very neat.	punctuations; occasional spelling errors; paper is neat and legible.	has errors; spelling problems distract reader; punctuation errors interfere with ideas.	sentence punctuation and final punctuation; unacceptable to educated reader.	conventions; paper illegible; obvious capitals missing, severe spelling problems.
5.Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.	Some vocabulary misused; lack awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lack variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety.

3.6 Research Procedure

Some steps which are done in a chronologic order are always required in conducting an experiment. The following were taken by the writer when he worked on his experiment:

- (1) Choosing the eight grade students of SMP N 2 Limpung as the population;
- (2) Doing try out test;
- (3) Taking two groups which have the same characters consisting of 40 students for each group from the population as the sample of the experiment. The first group became the experimental group and the other one became the control group;

- (4) Doing the pre test for both of the groups;
- (5) Scoring the result of the pre-test and analyzing them;
- (6) Doing the experiment by giving the treatments for both groups;
- (7) Doing the post-test;
- (8) Scoring the result of the post-test and analyzing them;
- (9) Calculating the means of the result (pre-test post test) of the two groups;
- (10) Comparing the difference between the result of the pre-test and the post-test;
- (11) Analyzing whether the difference was significant or not, then the t-test was applied;
- (12) Finally, drawing a conclusion.

3.7 Methods of Analysing Data

After the data was collected, the next step was to analyze the data collected. They were pre-test and post-test. The score was used in data analysis. In analyzing the data, I took the following steps as follows:

- (1) Tabulation of the data;
- (2) Applying the appropriate formula for analyzing the data; it was done to determine whether the difference was statistically significant. The difference between the two means was computed using the following formula as stated by Arikunto (2002: 264):

$$\bar{X}_c = \frac{\sum X_c}{N_c} \qquad \bar{X}_e = \frac{\sum X_e}{N_e}$$

In which:

\bar{X}_e = mean score of the experimental group

$\sum X_e$ = sum of all scores of the experimental group

N_e = number sample of experimental group

\bar{X}_c = mean score of the control group

$\sum X_c$ = sum of all scores of the control group

N_c = number sample of control group

After the computation of the two means was done, the t-test formula was applied to determine whether the difference between the two means was statistically significant. In order to apply the t-test formula, the standard deviation should be computed first. The formula is as follows:

$$s = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

In this case, the t-test formula was applied to check the truth.

$$t = \frac{\overline{x_1} - \overline{x_2}}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

(Sudjana, 2005: 239)

In which:

\overline{X}_1 = the average score (the mean) of the experimental group

\overline{X}_2 = the average score (the mean) of the control group

S = standard deviation

n_1 = the number of the students in the first experimental group, and

n_2 = the number of the students in the second experimental group.

Therefore, the application and the result of the investigation will be discussed in chapter IV.

(3) Reporting the data

Based on the data analysis, it was applied statistical and non- statistical analysis to report the result of the students' achievement in writing descriptive texts. The criteria of the reporting data are the reports could be understood and objective. It means that the report described the real condition of the research.

The procedure, the type or the technique in reporting the result could be in various ways, such as tables, statistical data, and description. The report also described the students' achievement in writing descriptive texts.

CHAPTER IV

DATA ANALYSIS AND DISCUSSIONS

In this chapter, obtained data will be presented and analyzed. The data presentation is outlined in several parts. The first is significant difference between the result of the pre-test and the post-test, and then followed by the normality and the homogeneity test. The comparison of difference between the two means is presented in the third part. After those data analysis, the core of this experiment is presented; it is the t-test result. The next part of this chapter is discussion of the research findings, followed by the advantages and disadvantages of using photographs and leaflets in teaching writing descriptive text.

4.1 Significant Difference between the Result of the Pre-test and the Post-test

Before the experiment was conducted, the students were given a pre-test. The test was a writing test. After the treatments, the students were given a post-test. The scores of the pre-test and the post-test were obtained from five components of writing which consist of organization, content, grammar, punctuation and style. The range of each component score was 1-20. The students' score was gotten from the sum of the total score of those five components multiplied to 100%. The students' score of the control and the experimental groups can be seen in research data tabulation in Appendix 17.

4.1.1 Pre-test Finding

Pre-test is the test that is held before giving the treatments in order to find out the prior knowledge or ability or skill of the test takers before the treatment is given. In this case, the purpose of giving the pre-test was to investigate the students' ability in writing descriptive text. The pre-test was conducted on Wednesday, October 27th, 2010 for class VIII A as the control group, and for class VIII B as the experimental group. Those two classes consist of 40 students for each class. The result of the pre-test can be seen in Appendices 7 and 9.

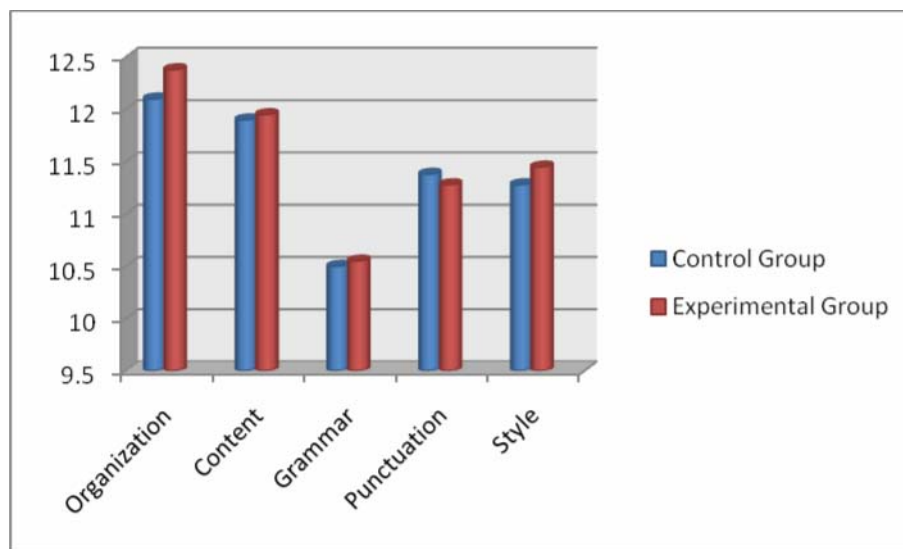
From the result, the students' average scores were analyzed. The average score of the control group was 57.15 and the experimental group was 57.60. It meant that the students' achievement of the control and the experimental groups was relatively the same before the treatments were given. It was proven by the t-test formula.

The number of subjects in this study for the control and the experimental groups were 80 with the degree of freedom (df) = 78, that was $N_x + N_y - 2 = 78$. At the 5% (0.05) alpha level of significance, t-value for the pre-test that was obtained was 0.41 and t-table was 2.00. Because t-value (0.41) was lower than t-table (2.00), it could be concluded that it was not significant, meaning that there was no significant difference in achievement between the control and experimental groups on the pre-test. The computation can be seen in Appendix 11.

Below is the chart of the students' average score which covers five components of writing.

Chart 4.1

The Average Scores Result of the Pre-test



4.1.2 Treatment on the Control Group

The treatment was conducted on November 3rd, 10th, and 13th, and 15th, 2010 for the class VIII A as the control group. This class consists of 40 students. The students were taught by using photographs as media to improve their writing skill of descriptive text.

There were some photographs about animal given to the students: Elephant, Tiger, Lion, Goat, Chicken and so on. Below is the table of the activities in doing the treatment.

Table 4.1**The Activities on the Control Group**

Date	Materials of Learning	Activities
Wednesday, November, 3 rd 2010	<ol style="list-style-type: none"> 1. A photograph "Elephant" (animal as topic) displayed from LCD projector. 2. Power point presentation of explanation about the definition of descriptive text and the sample. 3. Vocabularies from photograph are given. 4. The general structure and general features of descriptive text. 5. Adjective, noun, pronouns, articles, nominal words used in descriptive text. 	<ol style="list-style-type: none"> 1. The students pay attention to the teacher explanation displayed from LCD projector. 2. The students learn Descriptive text using photograph (animal as topic). 3. The students are shown the material about descriptive text. 4. The teacher starts to explain the definition of descriptive text with photograph as media. 5. The teacher shows types of descriptive text and the structure and lexicogrammatical features. 6. The students learn about adjective, noun, pronouns, articles, nominal words used in descriptive text.
Wednesday, November, 10 th 2010	<ol style="list-style-type: none"> 1. Photographs (tiger, and goat) 	<ol style="list-style-type: none"> 1. The students learn about grammar used in descriptive

	<p>displayed from LCD projector.</p> <p>2. Power point presentation of grammar about simple present</p>	<p>text.</p> <p>2. The teacher begins with Simple Past tense.</p> <p>3. The teacher shows the students a list of verbs that will be used.</p> <p>4. The teacher shows the examples of simple present tense and reconstructs the form or formula.</p> <p>5. The students learn the use of article such as, a/an, and the.</p> <p>6. The teacher shows the student how to use pronouns (singular or plural).</p> <p>7. The teacher shows a photograph as media in giving example.</p>
<p>Saturday, November, 13th 2010</p>	<p>1. Photographs (cat, and chicken) displayed from LCD projector</p>	<p>1. The teacher shows photographs that can help students create descriptive text easier.</p> <p>2. The teacher asks the students to make the descriptive text in correct order.</p>

Monday, November, 15 th 2010	<ol style="list-style-type: none"> 1. Printed Photographs (tiger, lion, goat, and rabbit) 2. Blackboard 3. Selotip (paper glue) 	<ol style="list-style-type: none"> 1. The teacher shows photographs that can help students create descriptive text easier. 2. The teacher asks the students to make a group consist of 10 persons each. 3. The teacher asks the students to make the descriptive text in correct order. 4. Some of the students are asked to apply the photographs in front of the class as the model.
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4.1.3 Treatment on the Experimental Group

The treatment was conducted on November 3rd, 10th, 13th, and 18th 2010 for the class VIII B as the experimental group. This class consisted of 40 students. The students were taught by using leaflets as a media to improve their writing skill of descriptive text. There were five leaflets given to the students for one topic that is animal. Below is the table of the activities in doing the treatment.

Table 4.2
The Activities on the Experimental Group

Date	Materials of Learning	Activities
Wednesday, November, 3 rd 2010	<ol style="list-style-type: none"> 1. A leaflet Ali's "Goat" Provider (animal as topic) displayed from LCD projector. 2. Power point presentation of explanation about the definition of descriptive text and the sample. 3. Vocabularies from photograph are given. 4. The general structure and general features of descriptive text. 5. Adjective, noun, pronouns, articles, nominal words used in descriptive text. 	<ol style="list-style-type: none"> 1. The students pay attention to the teacher explanation displayed from LCD projector. 2. The students learn descriptive text using leaflet (animal as topic). 3. The students are shown the material about descriptive text. 4. The teacher starts to explain the definition of descriptive text with leaflet as media. 5. The teacher shows types of descriptive text and the structure and lexicogrammatical features. <p>The students learn about adjective, noun, pronouns, articles, nominal words used in descriptive text.</p>
Wednesday, November, 10 th 2010	<ol style="list-style-type: none"> 1. Leaflets (Goen "Duck" Farm, John Dairy "Cows") displayed from 	<ol style="list-style-type: none"> 1. The students learn about grammar used in

	<p>LCD projector.</p> <p>2. Power point presentation of grammar about simple present</p>	<p>descriptive text.</p> <p>2. The teacher begins with Simple Past tense.</p> <p>3. The teacher shows the students a list of verbs that will be used.</p> <p>4. The teacher shows the examples of simple present tense and reconstructs the form or formula.</p> <p>5. The students learn the use of article such as, a/an, and the.</p> <p>6. The teacher shows the student how to use pronouns (singular or plural).</p> <p>7. The teacher shows a leaflet as media.</p>
<p>Wednesday, November, 13th 2010</p>	<p>1. Leaflets (Edi's "Chickens" Poultry, "Cat" Center) displayed from LCD projector.</p>	<p>1. The teacher shows leaflets that can help students create descriptive text easier.</p> <p>2. The teacher asks the students to make the descriptive text in correct</p>

		order.
Wednesday, November, 18 th 2010	<ol style="list-style-type: none"> 1. Printed leaflets (“Cat” Center, Goen “Duck” Farm, John Dairy “Cows”, Edi’s “Chickens” Poultry) 2. Blackboard 3. Selotip (paper glue) 	<ol style="list-style-type: none"> 1. The teacher shows leaflets that can help students create descriptive text easier. 2. The teacher asks the students to make a group consist of 10 persons each. 3. The teacher asks the students to make the descriptive text in correct order. 4. Some of the students are asked to apply the leaflets in front of the class as the model.

4.1.4 Post-test Finding

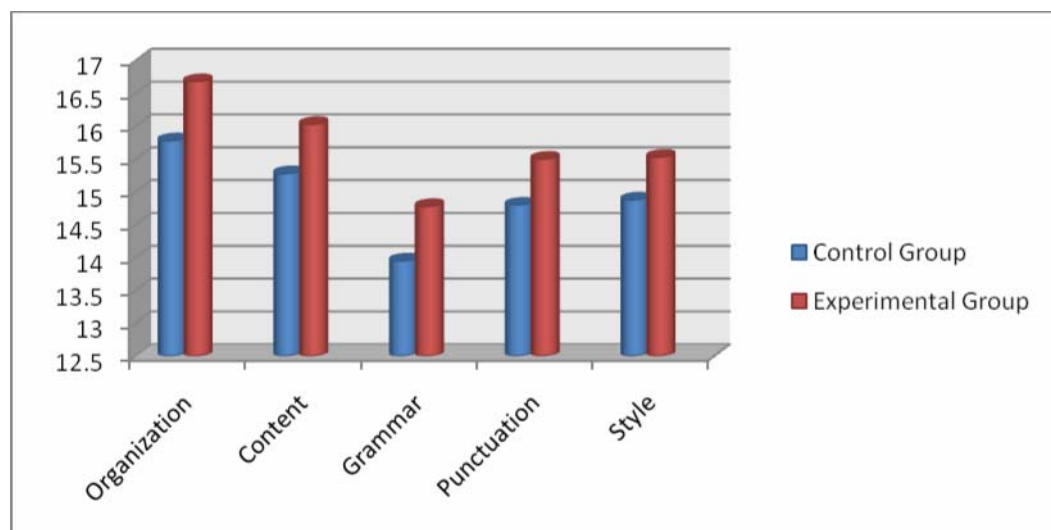
The post-test was conducted on Wednesday, November 24th, 2010 for both groups, class VIIIA as the control group and class VIIIB as the experimental group. The purpose of this test was to know the students’ ability in writing descriptive text after the treatment were given. The result of the post-test can be seen in Appendices 12 and 14.

From those scores, the average scores of the control and the experimental groups were analyzed. The post-test average score of the control group was 74.68 and the experimental group was 78.50. It meant that the achievement of the experimental group was higher than the control group. It was proven by the t-test formula.

The number of subjects in this study for the control and the experimental groups were 80 with the degree of freedom (df) = 78, that was $N_x + N_y - 2 = 78$. At the 5% (0.05) alpha level of significance, t-value that was obtained was 4.40 and t-table was 2.00, so the t-value is higher than t-table. The result showed that there was a significant difference in achievement between the control and experimental groups on the post-test. The computation can be seen in appendix 16. Below is the chart of the students' average score which covers five components of writing.

Chart 4.2

The Average Score of the Post-test



4.1.5 Level of Students' Achievement

The data were obtained from the students' achievement of writing descriptive text. The following are the charts of the students' average scores which cover five components of writing on the control and the experimental groups.

Chart 4.3

The Average Score of the Control Group

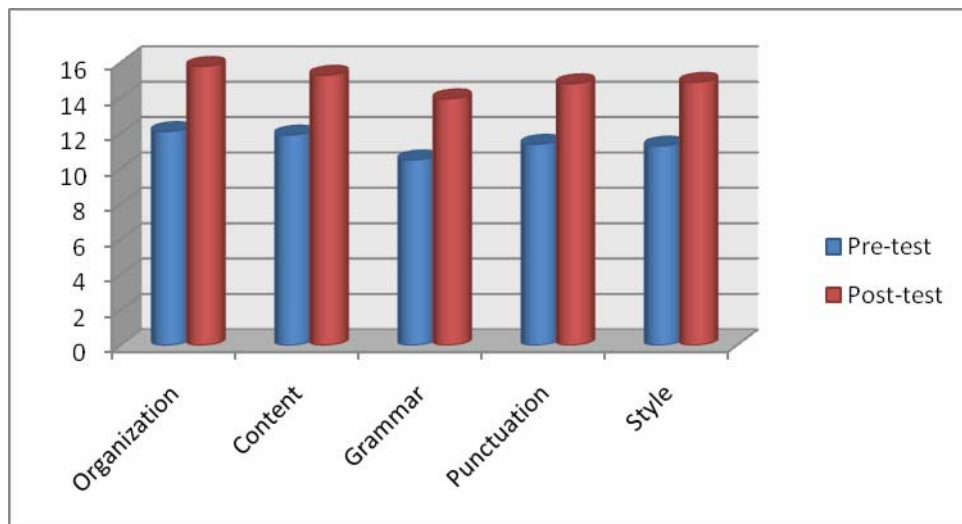
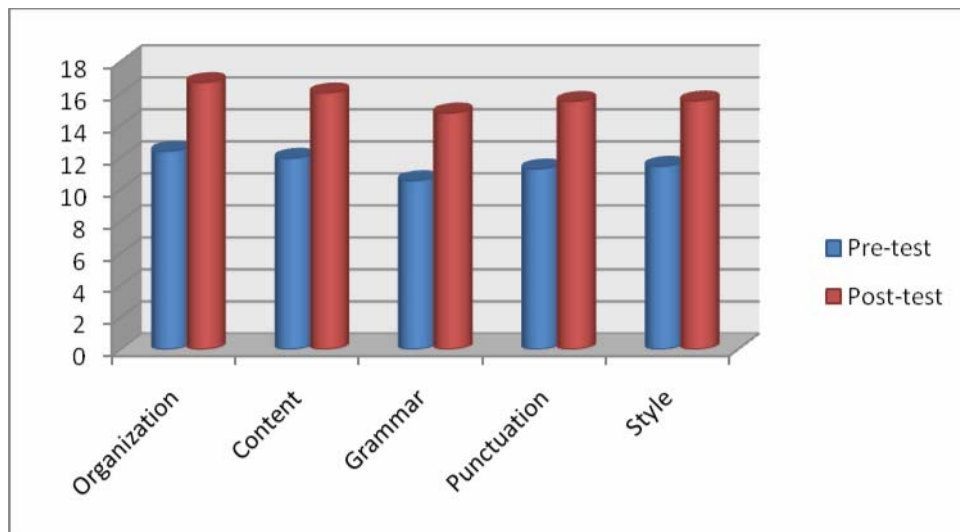


Chart 4.4

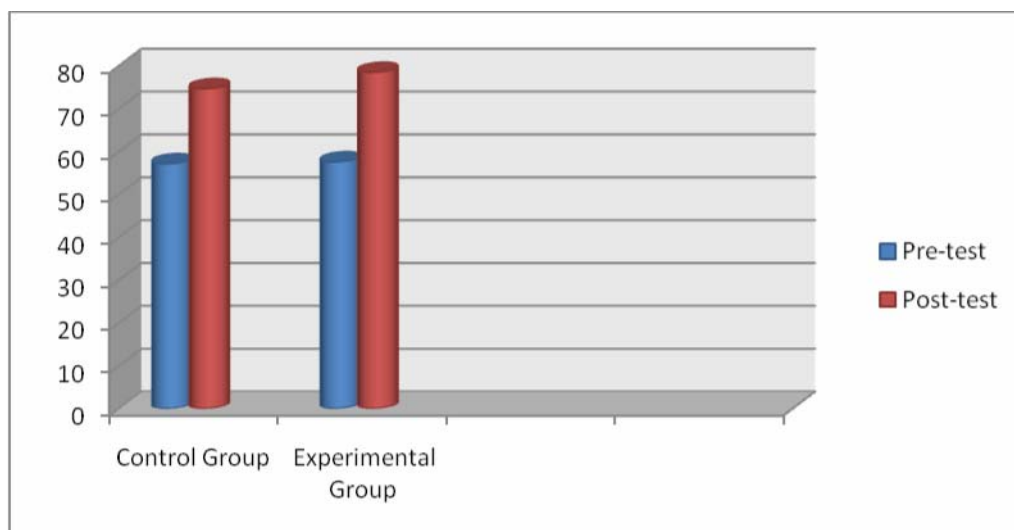
The Average Score of the Experimental Group



From the charts above, the average scores of each component of writing on the two groups were improved on the post-test. From those result, the average scores of the two groups were analyzed. In details, it can be seen on the chart below:

Chart 4.5

The Average Score between the Control and Experimental Groups



From the chart above, the different average score between the control and experimental groups was shown. On the control group, the average score of the pre-test was 57.15 and the post-test 74.68. From those scores, the different average score between the pre-test and the post-test on the control group was 17.53. While, on the experimental group, the average score of the pre-test was 57.60 and the post-test was 78.50. The different average score between those tests was 20.90. It meant that the different average score on the experimental group was higher than in the control group. It could be concluded that there was good improvement of the experimental group's achievement after they received the treatment using leaflets. It was also proven by the t-test formula. The result showed that there was a significant difference between the control and experimental groups on their writing product. The computation can be seen in Appendix 20.

4.2 Normality and Homogeneity

After the data were gathered, the normality and the homogeneity should be checked in order to know if the data could be analyzed.

4.2.1 Normality

Before the t-test computation, it is needed to make sure that the data were normal.

Research data tabulation can be found in appendix 17.

After getting the data of the control and experimental groups, the normality of those data were analyzed. It was found that the X^2_{hitung} of pretest and posttest of the control group was 6.995 and 7.316, while the X^2_{hitung} of pretest and posttest of the experimental

group was 2.440 and 6.153.

Then, the results were consulted with critical value of $X^2_{hitung}(\alpha)$ (dk) with $\alpha = 0.05$ and $dk = 3$, whose result is 7.815. Since the value of $X^2_{hitung}(\alpha)$ (dk) of the control and experimental groups were lower than 7.815, the data were considered to be normally distributed.

The computation of normality can be seen in Appendices 8, 10, 13 and 15.

4.2.2 Homogeneity

Homogeneity is important to check whether the data of each group are homogeny or not. The computatio

$$F = \frac{VARIANCE_2(S_2^2)}{VARIANCE_1(S_1^2)}$$

Use the formula stated above, the homogeneity of pre-test of the experimental and control groups is computed as follow:

$$F = \frac{27.05}{21.99}$$

$$F = 1.23$$

The result was consulted with the value of F table with dk numerator $v_1 = 40-1 = 39$, dk numerator $v_2 = 40-1 = 39$, and $(\alpha) = 0.05$, squared to $v_1 = 40$ and $v_2 = 40$ is 1.69. Because

the $F (1.23) < 1.69$, then the data were considered to be homogeneity.

While the homogeneity of post-test of both groups is computed as follow:

$$F = \frac{17.30}{13.90}$$

$$F = 1.25$$

The result was consulted with the value of F table with dk numerator $v_1 = 40-1 = 39$, dk denominator $v_2 = 40-1 = 39$, and $(\alpha) = 0.05$, squared to $v_1 = 40$ and $v_2 = 40$ is 1.69. Because the $F (1.25) < 1.69$, then the data were considered to be homogeneity.

The computation of homogeneity can be seen in Appendices 11 and 16.

4.3 Difference between the Two Means

After analyzing the normality and homogeneity of the data, the computation was made.

The first way to identify the significant difference between the control and experimental group were by comparing the different means of both groups. The data being compared were the difference between the two means of the pre-test and post-test, because the data showed the result of the treatment.

The difference between the two means was computed using the following formula as stated by Arikunto (2002:264):

$$\bar{X}_c = \frac{\sum X_c}{N_c} \qquad \bar{X}_e = \frac{\sum X_e}{N_e}$$

The mean of the control group on the pre-test:

$$\begin{aligned}\bar{X}_c &= \frac{\sum X_c}{N_c} \\ &= \frac{2286}{40} \\ &= 57.15\end{aligned}$$

The mean of the control group on the post-test:

$$\begin{aligned}\bar{X}_c &= \frac{\sum X_c}{N_c} \\ &= \frac{2987}{40} \\ &= 74.68\end{aligned}$$

Whereas, the mean of the experimental group on the pre-test:

$$\begin{aligned}\bar{X}_e &= \frac{\sum X_e}{N_e} \\ &= \frac{2304}{40} \\ &= 57.60\end{aligned}$$

The mean of the experimental group on the post-test:

$$\begin{aligned}\bar{X}_e &= \frac{\sum X_e}{N_e} \\ &= \frac{3140}{40} \\ &= 78.50\end{aligned}$$

From the calculation, it can be seen that on the control group, the mean of the pre-test was 57.15 and the post-test 74.68. From those scores, the different mean

between pre-test and post-test on the control group was 17.53. While, on the experimental group, the mean of pre-test was 57.60 and post-test was 78.50. The different mean between those tests was 20.90. It meant that the different mean on the experimental group was higher than in the control group.

It could be concluded that there was good improvement of the experimental group's achievement after they received the treatment using leaflets. However, it could not be concluded that the difference between the two means of pre-test and post-test was significant. Therefore, to determine whether the difference between the two means was statistically significant, the t-test formula was applied.

4.4 Analyzing the T-test

The study was intended to investigate whether there is any significant difference of ability in writing descriptive text between the students who are taught by using photographs and those who are taught by using leaflets as media. It was hypothesized that the difference occurs.

To measure the significance of the pre-test and the post-test, the t-test was used. T-value obtained from the computation should be consulted with the critical value in the t-table. The result of the consultation is then used as an attempt to verify the hypothesis.

Before applying the t-test formula, the standard deviation should be computed first. The formula is as follows:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$$S = \sqrt{\frac{(40 - 1)12.81 + (40 - 1)18.05}{40 + 40 - 2}}$$

$$S = \sqrt{\frac{499.59 + 703.95}{78}}$$

$$S = \sqrt{\frac{1203.54}{78}}$$

$$S = \sqrt{15.43}$$

$$S = 3.928103868$$

8

After that, the t-test formula was applied to measure the significant difference between the control and the experimental groups. The formula is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{20.90 - 17.53}{3.928 \sqrt{\frac{1}{40} + \frac{1}{40}}}$$

$$t = \frac{3.37}{3.928 \sqrt{0.05}}$$

$$t = \frac{3.37}{3.928 \times 0.22}$$

$$t = \frac{3.37}{0.864}$$

$$t = 3.90$$

To interpret the t obtained, it should be consulted with the critical value of the t -table to check whether the difference was significant or not. In education research, the 5% (0.05) level of significance was used. If the t -value is higher than t -table, it means that there is significant difference between the two means. Contrary, if the t -value is lower than t -table, it means that there is no significant difference between two means.

The number of subjects in this study for the control and experimental groups were 80 with the degree of freedom (df) = 78, that was $N_x + N_y - 2 = 78$. At the 5%

(0.05) alpha level of significance, t-value that was obtained was 3.90 and t-table was 2.00, so the t-value is higher than t-table. It means that there is significant difference between two means. Therefore, there was significant difference in achievement between students who were taught writing descriptive text by using photographs and those who were taught by using leaflets.

In other words, the research findings revealed that the result of the treatment was in line with the writer's hypothesis that "There is a significant difference of achievement s in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflet."

Therefore, the null hypothesis that "There is no a significant difference of achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflet" was rejected.

4.5 Discussion of the Research Findings

The aim of the test is to investigate whether there is any significance difference of the students' achievement in writing descriptive text taught by using photographs in control group and leaflets in experimental group as media at the eight year students of SMP Negeri 2 Limpung, Batang in the academic year of 2010/2011.

In the pre-test, the average scores of the control and the experimental groups were 57.15 and 57.60. From the pre-test, it can be said that the ability of the two groups was relatively the same. From the scores, it can be concluded that the two groups were

homogenous, because there was only slight difference in the pre-test result between the control group and the second one (experimental group).

After they received the treatment, the average score of the experimental group was higher than the control group. The experimental group got 78.50 and the control group got 74.68.

Providing students with leaflets made an upgrading in their writing ability more than giving them photographs. It can be seen in the average of each aspect both in the pre-test and the post-test section below.

Table 4.3

**Average of Each Aspect both in Pre-Test and Post-Test
of the Control Group**

Aspects	Pre-test	Post-test
Average of organization	12.10	15.78
Average of content	11.90	15.28
Average of grammar	10.50	13.95
Average of punctuation, spelling, and mechanics	11.38	14.8
Average of style and quality of expression	11.28	14.88

Table 4.4
Average of Each Aspect both in Pre-Test and Post-Test
of the Experimental Group

Aspects	Pre-test	Post-test
Average of organization	12.38	16.68
Average of content	11.95	16.03
Average of grammar	10.55	14.78
Average of punctuation, spelling, and mechanics	11.28	15.50
Average of style and quality of expression	11.45	15.53

From both of the tables above, it can be seen that the students' writing ability in describing a particular animal based on the photographs and the leaflets was increasing, but the posttest score of the experimental group of each aspects was higher than the score of the control group. The increasing ability involving the whole aspects of the components of writing: organization; content; grammar; vocabulary, punctuation, spelling and mechanics; and style and quality of expression.

The students' ability in organizing their ideas was so poor in the pretest. They lacked of understanding of how to give appropriate title, to make effective introductory paragraph, lead to body, or give supporting evidence for generalizations. Some of them, even, did not give the title for their texts. After providing them with leaflets completed with the help of explanation from the teacher, the students of the experimental group were better in organizing their ideas compared to the control group.

Talking about the content, there was a significant difference between the content of students' writing in the pretest and the posttest for both of leaflets and photographs class. In the pretest, they did not have any sources what they have to write, except their own prior knowledge about the topic. So, they only produced very simple sentences. After getting treatment, the content of students' writing was improved. The leaflets provided them much more needed information related to the topic than photographs did. Therefore, they produced more sentences.

Generally, their grammar was still weak, most students, in both of the groups, translated Bahasa Indonesia into English. They lacked of understanding of how to produce some sentences into a good structure. After the students were treated with leaflets and its explanations, they showed improvement in their grammar.

Both leaflets and photographs did not give significant contribution to the students' punctuation, spelling, and mechanics. The gain of these aspects depends more on the teacher's explanation and correction during the treatments.

Besides the grammar, the students' achievements were also still weak in style and quality of expressions. The style and quality of expressions included the vocabulary they chose in the case of register. In the pretest, they could not find appropriate words for showing their ideas. After the students were treated with the media (photographs and leaflets), they had known what register should be used according to particular topics appropriately. From the leaflets are given, they could notice many new vocabularies related to the topic. On the other hand, the control group got the new vocabularies from the help of the teacher explanation.

Based on the tables 4.3 and 4.4 above, we could see that there was a significant effect of teaching writing descriptive text with leaflets as the media was able to make the students' ability in making composition more improved than teaching writing with photographs.

4.6 The Advantages and Disadvantages of Using Photographs and Leaflets in Teaching Writing Descriptive Text

4.6.1 Photographs

Using various kinds of media in the classroom to help the teachers in supporting the presentation of material has always been a challenge, and how to bring these media in the classroom is more than a challenge. Students and teachers should be able to use in their classrooms different media through different technologies.

Photograph is one of the media that is appropriate to be used in teaching a second language. Photographs are wonderful teaching aids when used to elicit responses from the most reluctant students. They can be used to trigger the imaginations of students in all grades, or all ages. Pictures can work to describe an object which is showed.

As a kind of pictures, photographs are more interesting because they are printed on better quality of paper that is vivid and bright. Having slightly difference with pictures, based on the research was done, photographs have some advantages. Those are:

- (1) motivate the students to write compositions more easily than ever before,
- (2) offer the students opportunities to exchange ideas with their peers and help to focus attention.

Although photographs have many advantages, they still have some limitations as follows:

- (1) The part of the object have not named yet,
- (2) Students do not always know how to 'read' photographs.

4.6.2 Leaflets

Besides photographs, Leaflets are a printed sheet, usually consisting of two to six folded pages. In addition, leaflet is a piece of printed-paper, usually folded and free of charge, advertising or providing information about something. Words and pictures can work to describe an object to make a communication more powerfully than either alone.

In contributing as a medium in teaching and learning leaflet has some functions. Those are:

- (5) give the students information and knowledge by naming the part of the object in brief description, concise, and organized manner,
- (6) attract the students to write composition more detail,
- (7) introduce the students about the prospective things promoted,
- (8) learn the students to acquaint people with the product and to make them convinced to try or use the product.
- (9) help the teacher to create interesting and suitable leaflets design for teaching learning activities.

On the other hand, there are still some disadvantages of using leaflets in teaching writing descriptive text. Those are:

- (1) The high frequency of using the leaflets made the students to be games oriented rather than lesson oriented.
- (2) It is needed more than one folded of paper to provide the attractive leaflets design.

The limitations of the photographs can be easily covered by leaflets. In the leaflets, the students can easily know the part body of the animal specifically and detail. Leaflets also provide information that may be missed by the students when they are interpreting the photographs.

From the result of t-test and analysis above, both of photographs and leaflets affect the students' ability in writing descriptive text, but the leaflets give much more significant contribution.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study started from the questions whether there is any significance differences of the achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflets, and which one is more effective in giving contribution to improve the students' ability (achievements) in writing descriptive text at eight grade students of SMPN 2 Limpung, Batang in the academic year of 2010/2011, teaching using photographs or leaflets. To end the report, conclusions and suggestions of what have been discussed in the previous chapters will be presented here.

5.1 Conclusions

Based on the result findings and discussion in the previous chapter, there are some conclusions that could be drawn as following:

- (1) There is a significant difference of achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflets. As the computation explained in the previous chapter showed that the t-test value (3.90) was higher than t-table (2.00). It means that there is significant difference in writing descriptive text ability between the students

who were taught by using photographs and those who were taught by using leaflets as media.

In other words, the research findings revealed that the result of the treatment was in line with the writer's hypothesis that "There is a significant difference of achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflets."

Therefore, the null hypothesis that "There is no a significant difference of achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflets" was rejected.

- (2) The use of photographs and leaflets actually give contribution to improve students' achievements in writing descriptive texts. Based on the statistical analysis, it can be seen that on the control group, the average score of the pre-test was 57.15 and the post-test 74.68. From those scores, the different average score between the pre-test and the post-test on the control group was 17.53. While, on the experimental group, the average score of the pre-test was 57.60 and the post-test was 78.50. The different average score between those tests was 20.90. It could be concluded that there was good improvement of both group's achievement as good contribution after they received the treatments.
- (3) By comparing the different average scores (means) of both groups and the scores achieved by each group in two tests (pre-test and post-test), the writer come to the conclusion that the use of leaflets gave a significant difference in

the improvement of the students' writing descriptive text ability; and it is effective to be used in teaching writing a descriptive text.

5.2 Suggestions

Based on the conclusion above, the writer would like to present the following suggestions to:

(1) The students

The use of leaflets could be an interesting way or positive force to obtain higher achievement in improving their writing ability in creating a descriptive text.

(2) The English teachers

The use of leaflets helps the teacher to find another way to teach written descriptive text and will trigger them to have inspiration in improving their teaching methods so that they can direct the students' attention and finally improve the students' achievements in their writing ability of the material that they taught. So, the teachers must be able to create their own way to arise their students' interest in the lesson especially in writing descriptive text.

(3) The next researchers

Finally, it is hoped that the result of this research will be useful for readers. This research also can be one of the references for the next

researchers who want to conduct deeper research by using all various kinds of media include leaflets. They are also expected to be able to cover the limitation in this study and provide more detailed information about this study.

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