**THE EFFECTIVENESS OF USING PICTURES IN WRITING
DESCRIPTIVE TEXT TO THE EIGHT GRADE STUDENTS OF JUNIOR
HIGH SCHOOL**

**(A Case Study at the Eight Grade of SMP Negeri 26 Semarang
in the Academic Year of 2008-2009)**

A Final Project

Submitted in Partial Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan in English

by :

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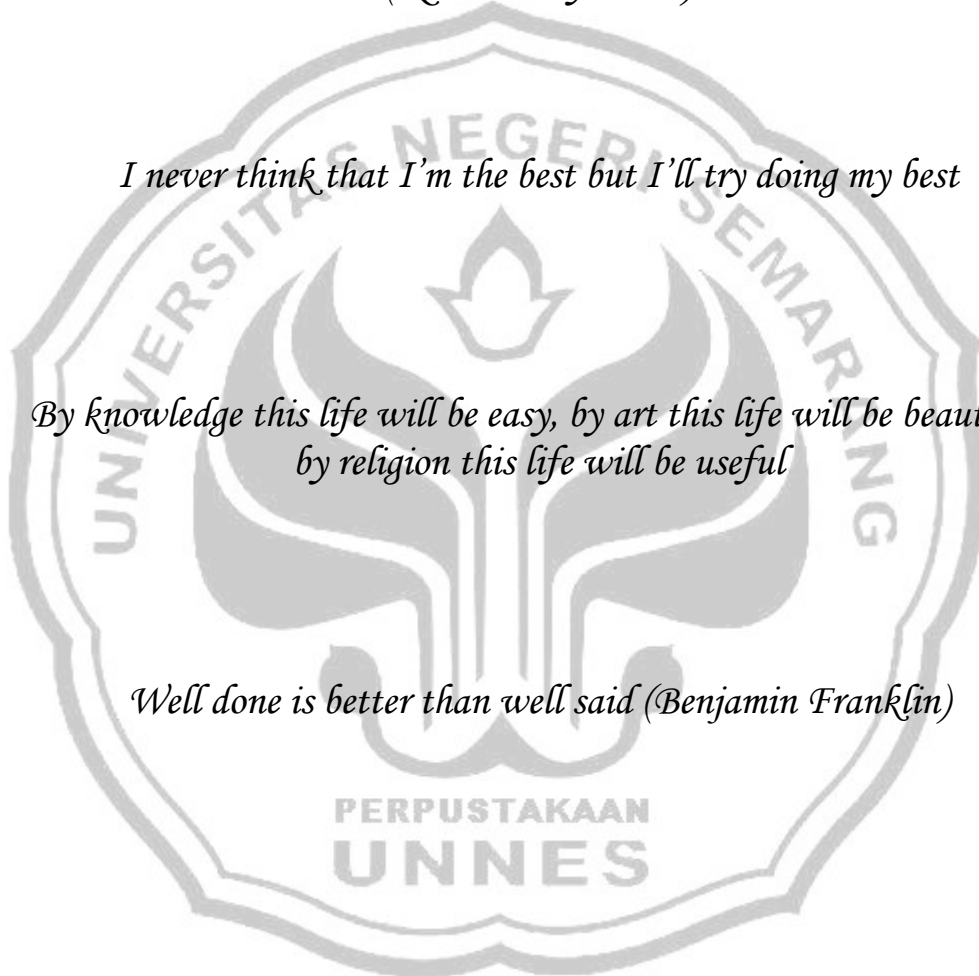
SEMARANG STATE UNIVERSITY

2009

*** MOTTO ***

Verily, with every difficulty there is relief
(Q.S Al-Insyirah:6)

I never think that I'm the best but I'll try doing my best

By knowledge this life will be easy, by art this life will be beautiful,
by religion this life will be useful

Well done is better than well said (Benjamin Franklin)

PERNYATAAN

Dengan ini saya,

Nama   : SOFIA WINDA NUR FITRIANI
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Menyatakan dengan sesungguhnya, bahwa skripsi / tugas akhir / final project yang berjudul :

THE EFFECTIVENESS OF USING PICTURES IN WRITING

DESCRIPTIVE

TEXT TO THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL

(A Case Study at the Eight Grade of SMP N 26 Semarang)

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 dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik maupu 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 / tugas akhir / final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 20 Januari 2008
Yang membuat pernyataan,

Sofia Winda Nur Fitriani
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ABSTRACT

The study is about the effectiveness of pictures as teaching aids in improving descriptive writing skill of the eighth grade of SMP Negeri 26 Semarang in the academic year of 2008-2009. The objective of this research is to examine to what extent pictures as teaching aids can be applied effectively in the teaching of writing a descriptive paragraph. The population of the research was the eighth grade students. The research methodology was an experiment research, which was conducted in two classes, the experimental (VIII A) and control class (VIII B) as the sample. The VIII A was taught by using pictures, while the VIII B class was not taught by using pictures. The writer gave writing test to gather the data. The test had been tried out before it was used. The main purpose of conducting the try-out was to find out the validity, reliability, difficulty level and discriminating power. The technique used in analyzing the data was t-test formula. It was used to determine whether there was a significance difference between the means of the experimental and control group. The mean of pre test of the experimental group is 68 and control group is 69,4. The mean of post-test of the experimental group is 82.33 and control group is 76.06. The obtained t-test is 4.816, whereas the t-table is 2.00 for $\alpha = 5\%$. The t-test value is higher than the t-table $(4.816 > 2.00)$. Based on the result, pictures are effective as media in improving descriptive writing skill in SMP N 26 Semarang. Finally, the writer suggests to the teachers that they should use pictures as one of the media in teaching descriptive writing.

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As the final project was done, I would like to express my deepest thanks to some special persons.

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Finally, I expect that this final project would be useful for further study.

Semarang, 20 January 2009

The Writer
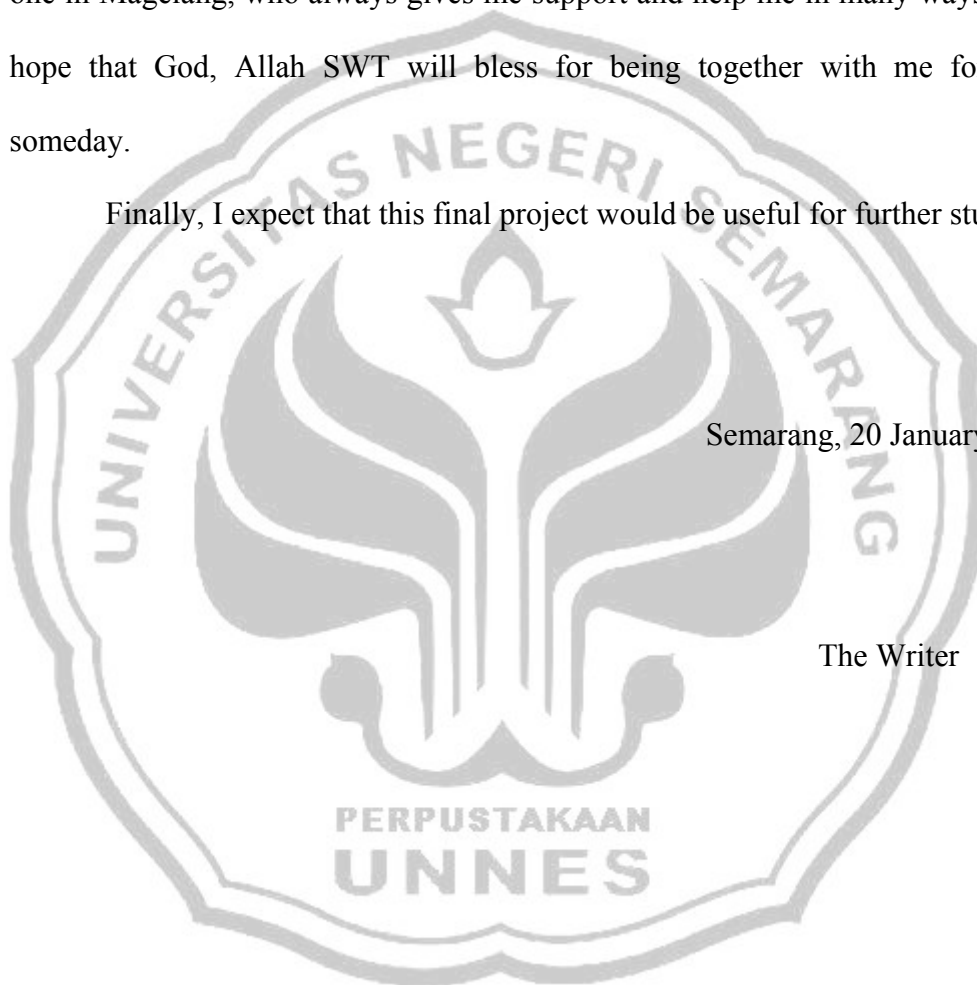
CHAPTER I

INTRODUCTION

1.1 General Background of The Study

Every human being needs language as a medium of communication among individuals or even nations. In Indonesia, Indonesian people use English, as the first foreign language to communicate to people outside the nation.

There are two languages taught in most school in Indonesia, namely Indonesian and English. Indonesian is taught due to the establishment as our nation language since our independence day was stated explicitly in our 1945 - constitution article 36 : while English is chosen as the first foreign language to be taught in Indonesian schools for the reason that we recognize the important role plays in the international world. (Ramelan, 1992:2).

The unsatisfactory result of the English teaching is not simply because of the students' themselves / the teachers. There are factors, which effect the final result like time allotment, the use of visual aids, methodology, teaching materials and other facilities (Ramelan, 1992 : 3-4). All factors mentioned above work together in affecting the final result of teaching, or in other words, the success or the value of English teaching depends on the factors involved and influenced it.

Teaching English must have the four languages skills namely reading, speaking, writing, and listening with the main emphasis on the reading skills. It means that the English teachers should teach the four aspects, not only reading or

speaking skill. Listening and writing should also be taught to the students so that the students can master all these four language skills.

To enable the students master those language skills, English teachers should provide materials, whish are appropriate with the curriculum and final suitable method 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 a media in the classroom as stated by Kreidlen Carol J (1965:1) that visual aids can be useful to the language teachers.

Many people complain about the poor English mastery of Junior High School graduates in spite of their having studied it for three years. That is why the Indonesian government has been searching the best way of teaching. The Indonesian government has tried a lot of efforts, such as changing the curriculum and introducing new approaches (method) of teaching to English teachers.

Furthermore, based on the Head of Education and Culture Department policy on the KTSP English Curriculum (2006 : 4), that:

"English is an international language that is necessary to teach for the purpose of absorbing and developing the science technology and arts, and also developing the countries relationship".

In addition, the teaching process not only focuses on the text itself but also focuses on how to construct a new text. For example, when the English teacher explains a procedure text, he does not only explain the generic structure of procedure text but also gives the example of procedure text and explain how to construct or make a procedure text so that the students will be able to make their own procedure text.

There are many text types taught to junior high school students. One of them is descriptive text. Descriptive text is a kind of genre that describes something, place or person in the form text. One of the reason is the students do not understand the generic structure and the limitation of using the grammatical structure.

Learning a language has a practical aim that is to enable the students to communicate in that language. They are four prime skills involved in the mastery of language : listening, speaking, reading and writing. In the curriculum on the junior high school, the English materials are presented in such as way in order to cover those skills. Those materials are divided into units of which consists of the following components : structure, vocabulary and spelling.

In this case, the writer wants to talk about one of those skills that is writing. There are so many misunderstanding, happen in the society and even by teachers at school because of their opinion that there is no need to learn writing, because the ability of writing is in born talent. As a matter of fact writing is subject that can be learnt by everyone.

The linguists have made some methods that can be applied to improve writing skill by giving visual aids that can be useful to the students to write in English. Kreidler (1965:11) states that visual aid can be useful to the language teacher by helping her/him:

(1) Create situations, where are outside the classroom walls.

(2) Introduce the students to unfamiliar cultural aspects.

(3) Give reality to watch might be misunderstood verbally by the students.

(4) Change situations quickly and easily in a drill, provide decoration for the classroom.

Some factors are involved in a teaching and learning process like teaching techniques and teaching media which play an important role to achieve the objectives of learning. Some media such as pictures, charts, maps, etc are very common to achieve the instructional goals of teaching and learning process in Indonesia. By using the authentic materials in teaching and learning process, we can use them to remind us pf a real life experience or to suggest such as experience about us. The use of authentic materials in teaching and learning process plays an important role.

The important advantage is that the real the real offer the teacher to help him change rapidly in a oral drill since the students' goal in learning a new language is to use the language for communication in variety of situation.

Because of the difficulties faced by most of the students in learning English, especially in writing, I intended to try using the real things to help and make students write the composition easily.

Based on the concept and function of English learning, as stated in KTSP Head of Education and Culture Department policy on the KTSP English Curriculum (2006 : 4), that the purpose of absorbing and developing the science technology and arts, and also developing the countries relationship".

There are four language skills that must be mastered by the students. There are listening, speaking, reading and writing. Each of the language skills has a

relationship each other. In order to mastering writing, for example, we also should master three of them.

Learning to write is not the same as learning to speak, which can be acquired subconsciously. Learning to write is considered to be more difficult than learning to speak. It means that students should get something, which make them more interested in studying writing.

Generally, writing is a complex process that involves a range of skills and tasks because by writing students need frequent opportunities to write and to apply the stages of the writing process, each of which focuses on specific tasks. Just like Laurer et. al. (1981:1) stated that "Writing can be said as a systematic visible permanent representation of the auditory and transient phenomena of speech".

Wishon and Bursks (1980 : 379) stated

"Descriptive writing reproduces the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear".

Descriptive writing is one of the writing texts. Descriptive writing is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way.

Allen (1983 : 33) stated that the teaching of English to the beginner should need the techniques to make the English lesson more exiting. Based on the statement above, the teachers are expected to be imaginative and creative in developing their teaching techniques.

1.2. Reason for Choosing Topic

Teaching medium is one of the components involved in teaching learning process. The teachers make use of teaching media to support the presentation of the material in the classroom.

The textbook is a powerful teaching tool that provides many benefits to teachers. Recently, textbooks have begun to include more authentic materials. Teachers are also using more and more authentic materials to supplement the textbook. Authentic materials are those used in the target culture for actual communicative needs.

Here are some reasons for using authentic materials in the classroom, stated by Opp-Beckman, J. Klinghammer (2006:85):

(1) They enable the learner to hear, read, and produce language as it is used in the target culture.

(2) They reflect real use of language in culturally appropriate contexts.

(3) They are interesting and motivating.

(4) They can be chosen according to learner interests or needs, or be chosen by learners themselves for their own purposes.

(5) Thorough their use, learners can begin to develop survival language skills, learning to develop a tolerance for what they cannot understand in order to get as much information as they can from what they do understand.

Furthermore, Gerlach and Elly (1979:240) stated that "the basic rule for media selection is : A medium of instruction must be selected on the basis of its potential for implementing stated objectives".

One of the functions of teaching media is to engage the students' motivation. By using teaching media during the teaching - learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the material the teacher present.

There are several kinds of teaching media. In this final project the experiment is focused on the use of teaching media which is related to the students' visual sense. The writer's consideration is supported by the statement of Finocchiarto and Bonomo which says:

> "The students understand and retain the meaning of a word better when they have been shown or have touched some objects associated with it" (Finocchiarto and Bonomo, 1973 : 163).

Realizing the importance of the authentic materials, the writer is interested in investigating whether or not authentic materials can be used to teach descriptive text effectively to the eight students of SMP N 26 Semarang in academic year of 2008 - 2009.

I only focus on the study on the use of the authentic materials as media for teaching writing. I used authentic materials to improve the students' descriptive writing. The reasons for choosing topic are as follows:

(1) The availability of pictures as media for teaching writing in the text book is not enough for achievement for writing works.

(2) The authentic materials can help the students associate what they see with their real life experience. So, it is helped that teachers can get the optimal result in teaching writing through the authentic materials as media of teaching.

(3)   The teacher can also guide the students to create words and to arrange the words into paragraphs in their minds that they get from the authentic materials.

(4)   Pictures media can be used as a good technique for classroom teaching to develop the students' writing skills especially for descriptive text.

1.2. Statement of the Problems

The problems that will be discussed in this study are:

(1)   What do authentic materials contribute to developing students' skill in writing a descriptive paragraph?

(2)   To what extent do authentic materials some as good materials in descriptive text   writing?

1.3. Objectives of the Study

The objectives of the study are:

(1)   To investigate how well the authentic materials make the students easier in writing descriptive text.

(2)   To investigate the result in writing a descriptive text by using the authentic materials.

1.4. Significance of the Study

The result of this study will be hopefully for English teachers in teaching descriptive writing text using the new method. The writer also hopes that the

students' achievement in writing descriptive text will be improved by the use of using authentic materials.

1.5. Outline of the Report

The research paper outlined below : Chapter 1 provides an introduction to the study. It contains background of the study, research for choosing topics, statements of the problems, objectives, significance of the study and the outline of the study. Chapter 2 presents the review of the related literature that discusses the theories underlying the writing of the study. Chapter 3 presents the method of investigation. Chapter 4 presents result of investigation, and chapter 5 presents conclusion and suggestion.
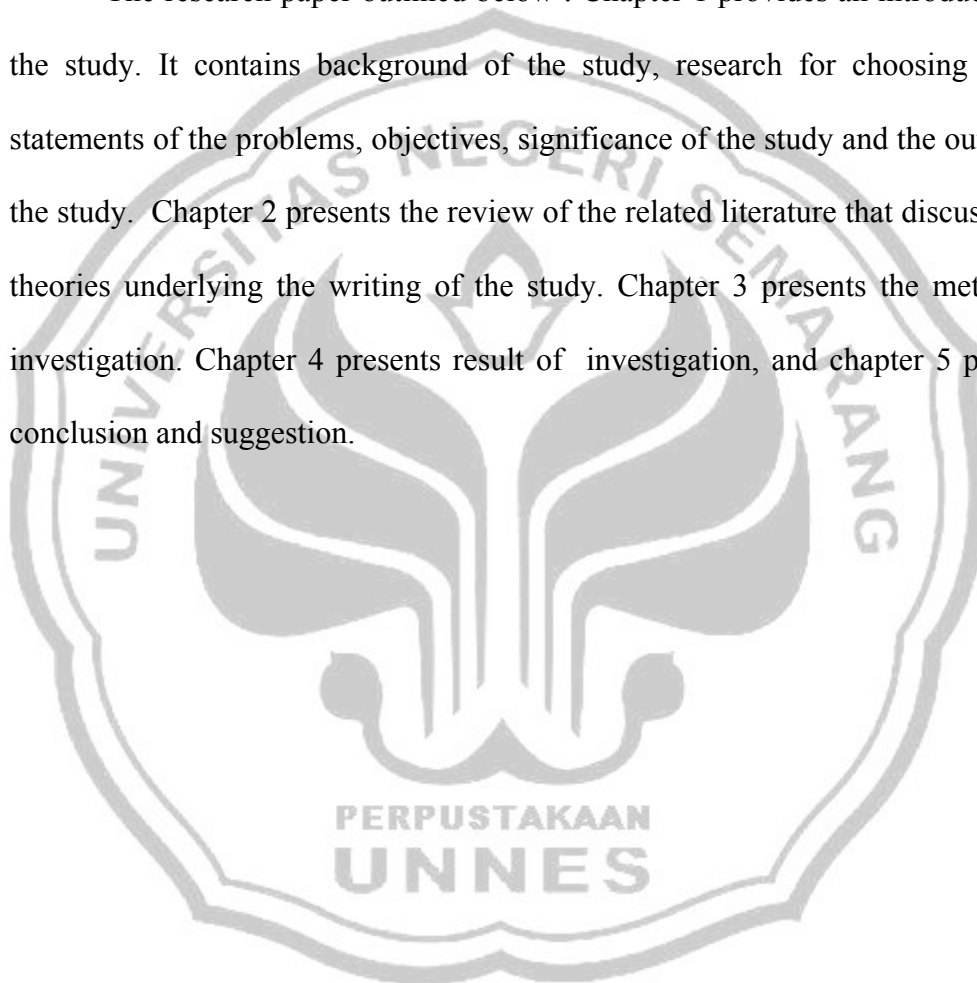
CHAPTER II

REVIEW RELATED TO LITERATURE

2.1. English for Junior Secondary School

Teaching - learning process of English in Junior Secondary 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.

In any context, people use the language to conduct three main functions that is: ideational function, function of language to show to construct idea or information and interpersonal function, function of language to manage how text or language created, achieves its cohesion and coherence so that language can be understood easily by its reader or listener (Depdiknas, 2003 : 9).

2.2. Objectives of Teaching English in Junior Secondary School

It has been stated in the KTSP English Head of Education and Culture Department policy on the KTSP English Curriculum (2006 : 4), that:

"English is an international language that is necessary to teach for the purpose of absorbing and developing the science technology and arts, and also developing the countries relationship".

As English teacher, we are not only concerned in developing the students' knowledge of structure, grammar and pronunciation, but we need to teach them

how to practice uses the language. Spolsky (1978) in Lubis supports this view point as follows :

> Assessing linguistic competence is not enough for practical or educational purpose; we are interested just not in the fact that someone knows the language but that he knows how to use it.

2.3 Concept of Text

A text is very common in our life since we always produce it whenever we want to communicate with others. Macken, M. et al (1991: 6) stated that language, as it is used in everyday life, occurs as a text. It means language itself is regarded as whole text because it has meaning that understood by others. In addition, Macken, M. et al (1991) also stated that the term "text" is a way of talking about any meaningful piece of language, which is made coherent by the social context in which it is produced. A text should be coherent to make other people understand about its meaning. It also should have two contexts : context of culture and context of situation to achieve its goal, i.e. entertaining or describing about something.

A text can also be defined as any meaningful stretch of spoken or written language (Board of Study: 97). It means when we use language to write, we are creating a text. When we read, we are interpreting texts and when we talk and listen, we also creating and interpreting texts. For example when we have consultation with a doctor, it means that we are creating a text and when we read a letter to the editor of a local newspaper means we are also interpreting a text.

According to Derewianka (1990 : 29), there are two types of text : oral and written text. Oral text is a text used in face to face situation, when the speakers

jointly construct the meanings. Because they are in a shared context, there is often no need to and space and can not ask for clarification or extra details from the writer. conclude specific information in the conversation. On the other hand, written text is a text used in the written communication such as letter or document. In written text, all the information has to be in the text itself because the readers are usually distant in time.

Furthermore, a text also can be categorized into two main categories - factual and literary text. Factual text is a text presents information. ideas or opinions in such a way as to inform, enlighten or persuade the readers or listeners (Board of Studies). It provides the main ways for learning in other key learning areas and includes those spoken and written text that are produced in social situations, such as asking for and receiving directions, purchasing goods and services, discussing, debating, inquiring and conversing. Discussion, explanation, exposition, information report, procedure and recount are the categories of this text.

On the other hand, a literary text is a text explores and interprets human experience in such a way as to evoke in the readers or listeners a reflective, imaginative and emotional response so that it can make the readers cry or laugh, think about their own life or consider their beliefs (Anderson, 1997: 3).

In interacting or engaging with literary with literary text, students are able to emphasize the characters in different situations and events, extend their experiences, explore their own and other's, value and

attitudes. and enrich and expand their imaginative and critical capacities.

In this study, I only focus on the written text because literary text is an important part of the English program. The engagement of a student with a literary text can he a powerful and evocative experience which shapes the students' imagination and thought (Board of Studies).

From the explanation above, it can be concluded that a text is any meaningful stretch of language - oral or written. It is produced creatively and systematically either spoken or in written. A text can he as short as a traffic warning about slippery roads in west weather or as long as novel by William Shakespeare.

2.3.1 Contexts in a text

A text is always a product of a particular context of culture and context of situation. As stated before that a text should have those kinds of contexts to achieve its goal whether to entertaining or describing something.

Based on Board of Study, context is all those things which influence, act upon and are connected with the language choice made when creating or interpreting texts. Through the context, the reader will know what kind of texts the writer made whether it is descriptive or narrative text.

There are two contexts which always appear in a text. They are:

(1) The Context of culture

Board of studies explains that language meets the needs of the people in a particular culture and reflects the values, beliefs, perceptions, and behaviors of that culture. Particular cultures determine the type of texts which are produced. We can identify the cultural values in a text through the language choices that have been made.

In this context, the term genre is appeared. This happens because people in different culture use particular genres to realize their different social purposes. Marken. M. et al (1991: 9) explain that the term "genre" is concerned with the overall purpose of a text. Genre arc defined as social processes which are goal oriented and which their purposes in stages or steps.

In addition, all cultures have distinctive genres patterned in specific genres patterned in specific ways to realize their goals. For example in Australia. greetings. comments about the weather and political discussion are optional (Macken, M. et al, 1991:9). The Australian are rarely ask those kinds of questions in their society because in their culture, asking such questions are impolite and disturb someone is privacy.

(2) The context of situation

Within any context of culture, there are different situations. These different situations determine how the resources of the language system will he used to communicate meaning. Feez and Joyce (2002: 6) explain that language occurs in an immediate social context which is called the *context of situation,* i.e. a courtroom and a shop are context off situation.

2.3.2 Concept of Descriptive Text

Descriptive writing is one of the writing texts. Descriptive writing is taught by teacher in order to make students know how to describe themselves and their surrounding although still in simply way.

Descriptive text is a kind of genre which paints a colorful picture of a person, place, thing or idea concrete and also vivid details. As stated by (Abilene. 2004:5) "It should make the reader see, hear, smell. taste. and feel what the author is describing."

The aim of description is to reveal character, set the scenes. and to establish the mood. The writer first should decide the topic that will he talked about specifically, because to understand the point of paragraph is not easy for the reader if it is not specified. Then the writer should create some sentences as supporting details that refer to the main idea. Those details will absolutely help the readers to make a better understanding of them to feel the text vividly. The writer actually may not cheat what he/she describes because it would not be concrete anymore like "the purpose of descriptive writing itself that it should make description vivid as well as concrete often prefers dynamic details to static on (Guth, 1966:15)."

However, the focus of descriptive writing is to make an object visualized for the readers, consequently there are so many adjectives that are

usually used in it, for instance: "There are many red flowers in front of the class".

It is appropriate to "its primary function of descriptive writing is called a creative writer" (Weaver, 1960: 27). Sometimes a descriptive writer is called a creative writer actually because he/she should be able to stimulate the readers' sense in giving contribution to see, hear, taste, or smell what he/she is actually talking about.

The description about the object should be clear, concrete, and detailed. If the readers are failed to imagine or have different perception with the writers' about the way things look. I means that the writer is not writing a descriptive text/ paragraph. A writer said above that when *we* write a descriptive paragraph, we should describe an object use appropriate sensory details. Just like Challaghan explanation that "Sensory details arc details that appeals to the sensations of sight, sound. smell, taste, touch and motion (1988:40). The students have to know the generic structure (components) of a descriptive text. As stated by Hayland (2004) that "Genre offers writers a n explicit understanding of how targets texts are structured". It means that knowing the genre itself will support the writers in making their target texts so that their texts will structuralize based on their purposes. In a book English for Social Purposes, it is stated that a descriptive text has two generic structures. They are:

(1) Identification: Identifies the person. place or thing to b described. It means that in this part, we have to identifies the things will he described

(2) Description: Describes parts, qualities, or characteristics. In this part, we have to describe clearly based on the object will be described.

2.4 General Concept of Writing Paragraph

Teaching English at Junior High School are four language skills. They are listening, reading, speaking and writing. They are taught in any integrated manner; therefore we can not separate them to each other because they are related to each other. Writing is the last skill in English that we can not ignore. When a student writes a paragraph, she/he should write only semantically correct but he/she should also use a correct grammar.

Generally writing is a complex process that involves a range of skills and tasks because by writing students need frequent opportunities to write and to apply the stages or the writing process, each or which focuses on specific tasks. Just like Laurer et.al. (1981:1) stated that "Writing can be said as a systematic visible permanent representation of the auditory and transient phenomena of speech".

The definition above reflects the major areas of learning involved in the writing process. First, the students should master some learning concepts when they write. Next. they should be careful in selecting and combining words they write. Next, they should be careful in selecting and combining words appropriately to express their ideas they have in mind. They also use a correct English grammar.

Writing paragraph is said to be the fourth skill in learning a language. The

child can write a paragraph only after he has acquired certain grammatical rule of the language and considerable mastery of vocabulary.

Generally, writing paragraph can be interpreted as the act of forming or tracing characters on paper or other suitable material with a pen or pencil.

Allen (1983:33) stated that "the teaching of English to the beginner should need the techniques to make the English lesson more exciting".

Based on the statement above. The teachers are expected to be imaginative and creative in developing their teaching techniques.

Michael (1981: 10) stated that writing could also he said as a systematically visible and permanent representation of the auditory and transient phenomena of speech.

Writing can be said as a means of communication where written form used to express the writer's purpose based on his experience. A writer expresses her ideas, experiences, thoughts, and feeling through writing for a specific purpose. The important thing of writing is the selection and organization of experiences and carrying out a certain purpose. Therefore. writing is not simply drawing a range of orthographic symbols, but actually it involves a complex process when students write. They have to use certain grammatical rules in organizing the facts. When the students write, they do not only have to keep their purposes of writing their mind. but they also have to think about the facts, opinions, or ideas that are relevant to his or her purposes and think about how to organize them in the

composition. From all of the ideas above, the researcher can say that the process of writing requires an active thought. Writing can be described as a systematic visible and permanent representation of the auditory and transient phenomena of speech (Michel. 1981: 10). In other way, Lado (1961: 248) gives the definition of writing Foreign language as the ability to use the language and its graphic representation productively in ordinary situation. There are some acts of writing. which can he used as the basis for conceiving the meaning of writing. They consist of lour forms of writing as stated by Rivers (1988: 243), namely:

(1) Notation

It is the simplest form of writing. This act involves nothing more than the correct association of conventional symbols with sounds which have for the writer no meaning and significant interrelationships. Putting it in another way, it is an act of putting down in a conventional graphic form something which has been spoken.

(2) Spelling

This act involves specific sound symbol conventions to discriminate among various sounds.

(3) Writing Practice

It involves a graphic form according to the system accepted by educated native speakers, combinations of words, which may be spoken to convey a certain meaning in specific circumstances.

(4) Composition

It is the most highly developed form. In this form, writing refers to the expression of ideas in consecutive way, according to the graphic conventions of the language. The ultimate aim of a writer at this stage is to he expressing him in a polished literary form, which requires the utilization of a special vocabulary and certain refinements of structure.

Rivers (1988:243) says, that there are four major areas of learning involved in writing process. we can infer that in putting our thoughts on a piece of paper we should keep in our mind these following elements. They are the graphic system of the language. the spelling according to the convention of the language. the structure of the language to control the message of the writing. and the vocabulary and phrases of the language, which are most appropriate to convey our message.

2.4.1 The Importance of writing

Writing is a difficult skill, both for native speakers and non native speakers because writing should have multiple balance aspects such as content, organization, purpose, vocabulary. punctuation, spelling and mechanics like capitalization. Most students find that English as (SE) that writing is difficult because they are expected to create written products that demonstrate the mastery of all elements above in a new language.

Students will write a phrase. clause and a sentence correctly when they know the word order. After that. by using sentences. they can communicate a message using writing system for some purposes,

i.e.: to give or respond to information, to record a piece of information to give pleasure to another reader/ oneself and to express an ideal feeling one finds difficult to articulate.

Considering how important writing is in everyday life it is necessary; therefore, that writing is taught at school. By learning writing, the students will get knowledge how to write effectively, how to express the ideas, and how to sell their thoughts with anyone else, through the writing. The existence of writing in the modern society plays an important role it is the most difficult skill to develop. Through writing people can communicate to one another over long distances. It has also preserved ideas of many great people and philosophers in the past. Thus. if writing did not exist. the world would not be as it is now because there would be no development in the society.

To support the idea above, Ramelan (1992: 9) states that "Writing is very important as a part of man's culture because it can he used to preserved thoughts. ideas and also speech sounds".

White (1980: 8) suggested three points about the importance of writing. They were: (l) the linguist had become interested in studying the characteristics of written language as well as spoken language, (2) teachers of English had become increasing concerned with the need to teach writing to students of science and technology, for whom ability to the spoken language might be secondary or even irrelevance, (3) coinciding

with the increased interest in written language by both linguist and English language teaching teachers had been a considerable growth in the study of language beyond the sentences that was in discourse.

2.4.2 Types of Writing

Finocchiaro (1974: 85) pointed out that naturally; the type of writing system (alphabet, picture) which exists in the native language is an important factor in determining the case or speed which students learn to write.

Lado (1901: 248) also gives statements that the ability to write a worthwhile composition is not possessed by all the speakers of a languages, the ability to write requires special talent and special training.

From both explanation above we can conclude that it is not guarantee that native speaker is always he able to write a good composition in his native language without having a creative power of anything beautiful or of intrinsic value for the content of a composition. Furthermore, Lado (1967:248) explains that writing a foreign language is the ability to use the language and its graphic representation productively in ordinary writing situations. More specially, he also adds that writing a foreign language is the ability to use the structures. The lexical items and their conventional representation in ordinary matter of fact writing. Nevertheless, he also gives for their explanation that the ability to write a worth while composition is not possessed by all the speakers of a language. The ability to write requires special talent and special training. Louis Robinson (1975), states that writing is divided into two types as follows:

(1) Guided writing

Guided writing helps ascertain the students feel certain that they are doing the right thing. They follow instruction and change or complete sentences. The students were instructed to write certain sentences into organized simple paragraph based on the certain clues or guidelines. For instance, the students were given a picture and some questions leading to simple paragraphs describing about the given pictures. Then the students were also given a series of pictures telling a story and some sentences representing the picture, but the sentences were not in order. The students were then instructed to rewrite the sentences according to the pictures so that they form a paragraph that makes sense.

(2) Free writing

In free writing, the students are given a composition topic, which makes it possible to use freely what they have just practiced. This statement is in line with Pincas, who gives the objective of free writing in Karmaden, the ability to write freely what has been taught not the ability to write anything at all (1998: 8). Based on the objective given by Pincas above we can say that what is meant by free writing here is not writing freely what we want to write, but, writing according to what has been taught. 'Free' here means free in expressing our ideas.

2.4.3 Four requirements of a good writing

A good paragraph must have a sense of completeness. Completeness a paragraph means that the controlling *idea* is thoroughly developed by use of particular (specific) information. It is usually relative to show how complex or general the topic is (Baker et. Al. as cited by Saraka 1988:73). Supporting his idea, Mc.Crimon (1975: 109) states that "A good paragraph does its job thoroughly". If its function is to develop a unit of an outline, every sentence in the paragraph should clearly relate to that unit and the sum of the sentences should make the readers feel that the unit has been efficiently developed. To create this impression a paragraph should have four qualities. They are :

(1)   **Completeness**

Complete paragraph contains details and facts, such as names of specific individuals, data, figures, costs, locations, signals or statistical details.

(2)   **Unity**

Unity is one important feature of an effective paragraph. Each sentence in the paragraph should relate to and develop the controlling idea in the paragraph (Muhijid, 1988: 12). A paragraph has unity when all its sentences have the main point. Basically, the term unity is derived from the Latin prefix *uni* which means one. Thus. unity means oneness to express the ideas in one paragraph. A paragraph can he called unity if it has derived from its development of one single idea.

Saraka (1988: 62) states that "to maintain the unity of a paragraph, the supporting sentences most directly explain the main idea which includes the topic sentence".

(3) **Order**

If a paragraph is to be an organic unit, its movement should follow some clear order. Order in a paragraph is like organization in an essay. But because the paragraph is smaller in scope, it may *he* simpler to consider order as direction. Thus, order into written form.

(4) Coherence

A paragraph must be coherent. It must contain sentences that are logically arranged. Logical arrangement refers to the order of the sentence and idea. Coherence means to hold together. Basically, it means that a paragraph in writing has the right order with the clear process.

2.5 Definition of Written Descriptive

Wishon and Burks (1980:379) stated that "Desccriptive writing reproduces the way thing look,smell, taste, feel, or sound: it may also evoke moods, such as happiness, loneliness or fear". Callaghan (1988:138) also said that a descriptive writing creates a clear and vivid impression of person, place or thing. Descriptive written text is essentially monologic, in that they are constructed by one person

writing alone, although the writer may discuss the construction of his/her text with a reader. Typically, written descriptive texts are pre planned, drafted and edited before reaching their final version., and a person. The writer cannot assume a shared context or shared knowledge with the reader who may be separated from the writer by both time and geographical distance. Thus, written text must be decontextualized in the sense that they must be independent of the actual physical context in which they were created. There are three major things that can be described (Houghton, 1984:446-456) there are an object, a place, and a person.

(1) Describing an Object

Like any text, a descriptive text usually has a topic sentence, in which the writer introduces the objects. Usually the topic sentence gives a general impression of the object.

(2) Describing a Place

Place is sometimes thought of only in terms of sight, it may also offer details of smell, taste, sound and touch.

(3) Describing a Person

When the writer wants to describe someone, his/her purpose is to convey to the reader the person's individual qualities.

2.6 Media

Language teaching is a collective title for a variety of activities undertaken with different people in very different circumstances. There is

consequently no single medium ideal for language teaching.

A medium, broadly conceived, is any person, material, or event that establishes conditions that enable the learner to acquire knowledge, skills and attitudes. In this sense, the teacher, he text book and the school environment are media. There are many opinions which are suggested by some educators:

1. Locations and Atkinson (1984: 3) state that "media are things used as means for transmitting or delivering messages. Related to teaching- learning process the things meant above are pictures, boards real objects and others: whereas messages are he lesson to be given to the students".

2. AECT (Association for Educational Communication and Technology) 1977 states that "medium is all forms and tools that are used to convey information process"

3. Briggs, as quoted by Sudjarwo (1989: 17) states that "medium is a means, which is used to give stimuli for students to he more active in the leaning process".

2.7 The principle of Selecting and Using Teaching Aids.

The teaching-learning process should be viewed as a system. As a system, a teaching-learning process consists of several elements. Each element has its own function and goal. So, it implies that teaching-learning process is a collective effort of several

forces of element to achieve a certain goal.

Every teacher wants his/ her students to be successful in their learning. It means that students understand what they have studied. The teacher is required to be able to establish conditions which make the teaching learning process go optimally. If the teacher wants to facilitate the learning activities, one of his/her tasks is to arrange the environment of the students. For example: by using the authentic materials.

To carry out the media selection rule, four steps of processes are recommended:

1. Write an objective

2. Determine the domain in which the objective can be classified cognitive, affective, and psychomotor

3. Select an appropriate strategy within the domain determined in step 2

4. Select appropriate media

When the teacher uses media, he should choose and design it appropriately. It means that media is a means to improve the students' ability to master the subject and can help them to facilitate the learning process.

Many media and many styles of visual presentation are useful to the language learners. There is no general rule to indicate which media and which visual styles are appropriate at any one time. The choice is affected by:

1. The age, interest type of intelligence and experience of the students.

2. The physical circumstances of the classroom or laboratory; and

3. The cost and convenience of the materials available (Wright,76: 1)

Visual media for use by the teacher are limited by:

1. Physical convenience - the teacher must he able to operate the apparatus and work from the console;

2. Visibility- the visual must be visible from every booth; and

3. Cleanliness- the medium must be dust and dirt- free.

In addition, the principle criterion of choosing the media will help teacher to decide which media will be used. The media are appropriate need of students in teaching- learning process. They should provoke the students into learning a certain subject. Basically, the media provide an interesting stimulus or students to learn something: Sudirman as quoted by Djamarah states that "there are many principles as teachers' consideration when they use media is:

(1) The purpose of the selection

The selection of media is based on the purposes and aims appropriately. The teachers should analyze the use of media for learning information or entertainment.

(2) The characteristics of instruction media

Each media has certain characteristics such as prosperity, how to make it, and how to use it. It is an essential thing for teachers to understand media's

characteristics related to their ability for the selection of media. As the result, it will make teachers to use various media easily.

(3) The alternative of instruction media

Selection has an essential meaning to decide something among others choices. It is a process to decide something. A Teacher can choose which one will be used if there are many kinds of media. On the other hand, if there is only one media. the teacher should use the available media.

2.8 General Knowledge of the Authentic Materials

The following discussion, it will be discussed about authentic materials. The function of authentic materials and the principles of selecting and using teaching aids.

2.8.1 What authentic materials is?

Teaching media is needed in the teaching learning processes to help the students to become active. There are many references to authentic material in the ELT literature. Books and journals contain thorough explanations of why it should or not be included in lessons, and how it is to be used or best exploited. But those authors who support the use of authentic material have in common one idea: "exposure". In other words, the benefit students get from exposed to the language in authentic materials. The definition of authentic materials is taken from Peacock(1997): materials that have been produced to fulfill some social purpose in the language community.

Gerlach and Ely (1980:241) state that a medium is any person, material, or

event that establishes conditions that enable learners or students to acquire knowledge, skills and attitudes. Authentic materials are things stimuli presented to pupils by means of field trips or by bringing people/things into the school for direct observation (Gerlach, Ely 1980:376).

The term authentic materials can be interpreted as any substances that play an important role in teaching learning processes. They help the students to master the material that is presented by the teacher more easily. Authentic materials as one of the media are not new things in the instructional world. Things such as specimens, mock-ups, cutaways are often found in the teaching learning processes.

Authentic materials are part of visual aids; here the writer would like to present them in detail because they are closely related to the topic of this paper i.e. environmental object. There are some summaries of the description of authentic materials stated by Gerlach and Ely (1980: 375-377).

(1) Definition of authentic materials.

As the writer has mentioned in the previous discussion. the authentic materials are stimuli presented to the students by means of field trips or by bringing people or things into the classroom for direct observation. Authentic materials are materials used in the target culture for actual communicative needs. They should enable the learner to hear, read, and produce language as it is used in the target culture (Opp-Beckman, J. Klinghammer, 2006:84).

Authentic materials, on the other hand, are real in the sense that they are

not created for students as the target audience but for native speakers. The obvious advantage, of course, is that by using authentic materials we present students with actual everyday language, just as it appears in real life. The main disadvantage of these materials of course, is that sometimes they are not teacher-friendly, and we may need to spend several hours reading or watching videos until we finally find what we need in order to use in class. In addition, on many occasions in a whole context or situation we may find just one instance of what we need to present to students with. This could be overcome if we provide students with several situations in which the pattern appears, but again, we need to have the time to research gather the appropriate materials (Bob Dignen and Steve Flinders, English 665 co-authors; Chris Capper: 2006:2).

(2) Advantages of authentic materials.

The advantages of authentic materials are authentic materials have the potential of increasing realism, authentic materials are prepared when authenticity is desire, all other things being equal, the more closely the conditions of learning approximate the conditions of later performance, the more effective teaching will be increasing the students interest. Authentic materials can frequently be handled, manipulated. And observed very closely, a well organized collection of authentic materials will permit the students to observe the characteristics, similarities and differences, both students and teacher can become the source of authentic materials.

Alejandro G. Martinez, M.A.,(2:2002) state that using authentic material

in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons, amongst which are:

(1) Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.

(2) Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are of our responsibilities (Sanderson, 1999).

(3) Textbooks often do not include incidental or improper English.

(4) Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.

In the other hand, Opp-Beckman and J. Klinghammer stated that authentic materials are good tools for language teaching because:

(1) Are interesting.
(2) Use real language.
(3) Can be chosen for individual interests.
(4) Illustrate accurate use of language in the target culture.
(5) Help students get as much information as they can from material they don't quite understand.

(3) Limitation of authentic materials are:

a. Authentic materials are not always readily available.

b. Authentic materials can not always be viewed in their natural setting.

(4) Ideas for using authentic materials.

    a. The teacher can use real things if the time and availability permit.

    b. Authentic materials will be helpful in attaining teaching objectives.

(5) Source of authentic materials.

In today's globalized world, examples abound, but the most commonly used perhaps are: newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novel, poems and short stories), and so forth, stated by: Alejandro G. Martinez, M.A., Mexico City (2:2002). The most important source of authentic materials is our own community. The teacher can start from the closest community, that is school community, and then he can bring the students to go outside of the school.

(6) Classes of authentic materials.

In order to make more detailed description of authentic materials, the writer would like to group the authentic materials into some classes. They are: (1) Class of furniture i.e. table, chair, and desk. (2) Class of house part i.e. door, window Class of writing tools i.e. book, pencil, and pen. (3) Class of buildings i.e. shop, hospital, and restaurant. (4) Class of eating tools i.e. plate, fork and spoon. (5) Class of transportation i.e. bus, plane, and truck. (6) Class of clothes i.e. dress, shirt, and skirt.

Due to the limited condition of the students, classrooms, model and the material, a teacher can only apply some forms of authentic materials application.

They are:

(1) Unmodified Authentic Materials.

Unmodified authentic materials are things that they are without alteration. Except for having been removed from the original real life surroundings. For example: a class, a schoolyard, a school' bathroom, etc.

(2) Model is representation of the authentic materials.

Generally models are three-dimensional. While a model may he the same size as the real object it represents. Models are frequently reductions or enlargements. We can use the model of elephant, chair, table, etc to represent them in front of the students.

(3) Specimens

A specimen may sometimes be unmodified simply a piece of the environment packaged in bottles, jars, boxes to permit direct observation and study. Show life animals such as spider, small turtle or an earthworm. We can put them in an embedded in plastic for sate and convenient study.

(4) Mock-ups

Mock-ups are really nothing but a special type of model. A mock up of a flower includes those parts only which will be studied.

(5) People

Every community has a large number of individuals or groups whose

contact with your pupils could lead to the attainment of desired objectives, for example: teacher.

2.8.2 The function of authentic materials in language learning

Teaching in general or English particularly is a combined effort of various components to achieve a certain goal. It means that the success of language teaching is not determined by a single component but by the role of all components involved.

One of the words that has been creeping into English teaching in the past few years is 'authentic'. It has a kind of magic ring to it: who after all would want to be inauthentic? It sounds as if any commited teacher must try to be authentic, and that the students' development in their new language is bound to be handicapped if it does not give them authentic experiences. But is authenticity really such a magic word? Should teachers feel guilty about being inauthentic? What are authentic materials? The important thing to start with is to narrow down the meaning of 'authentic materials'. Yes,it is obviously a worthwhile thing for the students to have meaningful experiences in the classroom, to make language learning an educational process of self development and discovery as well as the learning of a language tool. But this has little or nothing to do with authentic materials. For using authentic materials simply means using examples of language produced by native speakers for some real purpose of their own rather than using language produced

and designed solely for the classroom. Anybody who takes into the classroom a newspaper article, an advertisement, a popsong, a strip cartoon, or even a bus ticket, is using authentic materials. Teachers have always introduced such realia into their classrooms,and always will. The question really is wheter it is helpful to their students,(Met, 9-14:1981).

On the other hand, the agreement to this viewpoint, Wright said that language teaching is a collective title for a variety of activities undertaken by different circumstances: consequently there is not single medium idea for language teaching as it is often claimed (Wright, 1983: 65).

It does not mean that teachers must bring all components into the classroom. It will be hard because of some limitation. Therefore, teacher often focus their teaching on the use of certain component such as authentic materials. Authentic materials can give great help to the teachers to draw students' interest and engage the students' motivation. If they are motivated. they will give attention to the lesson.

Wittich and Schuller (1974: 16) explain that learning requires involvement of the learners. In order to be successful the learners must interact actively with the elements of the learning environment. They must also know what they are expected to do.

The function of media in general/authentic materials in particular and their contributions to a language learning according to Kerlinger (1973:3-4) are:

(1) The instruction can be more interesting.

Authentic materials can attract the students' interest. If they are interested, they will give much attention to what being taught / discussed. They will be curious to know about the lesson.

(2) Learning becomes more interactive.

Many activities can be created through applying authentic materials in the teaching learning processes. A teacher can bring models or specimens into the classroom.

(3) The length of time required can be reduced.

Most media presentation requires a short time to transmit their messages, so does the authentic materials. During this brief period, much information can be communicated to the students.

(4) The quality of learning can he improved.

If there is a good preparation of using authentic materials, it will be possible for the teacher to create a good language learning process in which the students' participation is dominant. As a result, the students' knowledge and skills can be improved.

(5) The positive attitude of students toward that they are learning and to the learning process itself can be enhanced. Students are interested in media such as authentic materials.

2.9 Teaching Descriptive Writing Using the Authentic Materials.

Much of what we say in daily conversation in any language is prompted by what we see. Therefore, Flay craft (1987:97) purposes that in a language learning a teacher is suggested to give much practice in teaching English to object or things. Object or things allow us to explain a word or concept in a simple way, by showing the things or objects.

According to Wright (1989), there are 5 criteria that provide the way for making use of authentic materials or not in an activity. They are:

(1) Easy to prepare

When teachers want to use authentic materials in their activities, they have to decide whether it is difficult to prepare or not. Wright says, "If it takes them an hour or to prepare an activity which they can use many times with different classes, then it is worth it (1989:3)."

(2) Easy to organize

"The teacher has to decide whether the effort of organizing a more complicated activity worthwhile (1989:3)."

(3)   Interesting

Before applying authentic materials in the activity, the teacher has to justify the students' interest toward it. Wright says: "If the activity is unlikely to interest the students. Then the teacher will question whether it is worth doing (1989:3)."

(4)   Meaningful and Authentic

"Students are going to gain more if the language they use is vital to the situation. There should be some reaction or result if they use the language appropriately" (1989:3).

(5)   Sufficient amount of language

The activity should give rise to a sufficient amount of language in order to justify its conclusion in the language lesson (1989:3).

CHAPTER III

METHOD OF INVESTIGATION

3.1 Object of the Study

3.1.1 Population and Sample

Population is a group about which the researcher is interested in gaining information and drawing conclusion (Saleh, 2004:227). The population of this study is the eighth grade of SMP N 26 Semarang in the academic year of 2007-2008. The writer chooses students of the eighth grade as the population because they have ever been taught English from seventh grade; so they have had basic competence in learning English.

A sample is a group of people, thing or place where data is collected. A sample is actually a part, which is considered as a representative of a population (Saleh, 2001:33). In this study, the writer selected two classes of the students from population as sample. In order to get the representative sample, the sample should represent the true situation of the population. They are experimental group, which were taught by using pictures, and control group, which were taught without using pictures in improving descriptive writing skill. The are two classes chosen from the six classes of the eighth grade student of SMP N 26 Semarang.

3.2.1 Experimental Design

An experimental research involves two groups, an experimental group and controlled group where the experimental group typically receives a new, or novel,

treatment, or has treatment under investigation, while the controlled group either receives a different treatment, or is treated as usual. The design of the experiment can be described as follows:

$$\frac{\text{E} \quad 01 \quad \text{X} \quad 02}{\text{C} \quad 03 \quad - \quad 04}$$

Where :

E: Experimental group

C   : Controlled group

01   : pretest for the experimental group

02   : posttest for the experimental group

03   : pretest for the controlled group

X   : Treatment with pictures as an aid   (Arikunto, 2002:79)

It can be explained that subject are assigned to the experimental group (two line) and control group (bottom line). The writer will check the quality of the subjects first by giving a pretest (01 and 03), then give the experimental treatment, in this study, is taught descriptive writing skill by using pictures as an aid, to the experimental group, while the controlled group is taught without pictures as an aid in this research by using explanation.

3.1.3 Research Variable

A variable is a property that takes on different values. In this experimental research, there are two variables, independent and dependent variable. Kerlinger (1973:35) states:

"The most important and useful way to categorize is as independent and dependent. This categorization is highly useful because of its general applicability, simplicity, and special importance in conceptualizing designing research and in communicating the result of research."

This experiment, which uses pictures as teaching aids in improving descriptive writing skill, has two variable. They are an independent variable and a dependent variable. Here, the independent variable is the method of teaching a descriptive writing skill using pictures as teaching aids. The independent variable is the students' achievement manifested in the test score.

3.2 Instrument

Instrument is important thing in an experiment in which the reliability of the instrument will automatically affect the reliability of the obtained. Kerlinger (1965:481) states: "an instrument plays an important role in a study in the sense that the reliability a data obtained." A test is used as an instrument to collect data in this study. In addition. Harris (1969:71) states: "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." In this study, the writer was to use the essay test as an instrument to collect data. There was a picture of a house and also 5 keywords given.

3.3 Method of Collecting Data

There are some steps in order to get data in this study, they are:

3.3.1   Scoring Technique

To facilitate in analyzing the student's test paper in writing a descriptive paragraph using pictures or not, the writer just limited the items as stated by using Heaton (1975:138):

a) Grammar refers to appropriate tenses

b) Vocabulary refers to diction

c) Mechanics refers to the punctuation and spelling

d) Relevance refers to the content in relation to the task demanded of the students.

e) Fluency refers to style and ease of communication.

In addition, to score the test papers the writer applies the analysis method. This method depends on a marking composition suggested by Heaton's grid and categories in five areas (Heaton, 1975:109).

Table 3.1

SCORING GUIDANCE FROM HEATON'S GRID AND CATEGORIES

Fluency	5. Flowing style-very easy to understand-both complex and simple sentences-very elective. 4. Quite following style-mostly easy to understand-a few complex sentences-very effective. 3. Style reasonably smooth-not too hard to understand-mostly (but not all) simple sentences-fairly effective. 2. Jerky style-an effort needed to understand and enjoy complex sentences confusing-mostly simple sentences or compound sentences. 1. Very jerky-hard to understand-can not enjoy reading-almost all simple sentences-complex sentences confusing-excessive use of" and".
Grammar	5. Mastery of grammar taught on course-only 1 or 2 minor mistakes. 4. A few mistake only (prepositions, articles, etc).

	3. Only 1 or 2 major mistake but a few mine ands. 2. Major mistake which lead to difficulty to understanding-lack of mastery of sentences construction. 1. Numerous serious mistake- no mastery of sentence construction- almost unintelligible.
Vocabulary	5. Use of wide range of vocabulary taught previously. 4. Good use of new word acquired-fairly appropriate vocabulary synonyms circumlocution. 3. Attempts to use word acquired-fairly appropriate vocabulary on the whole but sometimes restricted-has to resort the use of synonyms, circumlocution, etc on a few creation. 2. Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affective meaning. 1. Very restricted vocabulary- inappropriate use of synonyms seriously hinders communication.
Content	5. All sentience's support the topic highly organized-clear progression of ideas well linked-like native speaker. 4. Ideas well organized-link could occasionally be clearer but communication not impaired. 3. Some lack of organization-re-reading required for clarification of ideas. 2. Little or no attempt to connectivity-through reader can deduce some organization-individual ideas maybe clearer but very difficulty to deduce connection between them. 1. Lack of organization so severe that communication is seriously imparted.
Spelling	5. No error 4. 1 or 2 minor errors only (e.g. i.e. or ei). 3. Several errors-do not too hard to understand. 2. Several errors-some interfere with communication-some word very hard to recognize. 1. Numerous errors-hard to recognize several words-communication made very difficult.

To score the test papers, the writer applies the analytic method. This method depends on a composition making suggested by Heaton's grid and categories in five areas (Heaton, 1975:109). Since there are 5 items and each scored, then the maximum score is 25. The scoring is based on the analytic method. To get the score of each student, the scoring considered the five components above. Each

student should be able to write 5 or more simple sentences in a descriptive paragraph. Then, the student's score is multiplied 4 to get maximum score that is 100.

To assess the students' composition, the writer uses Harris' suggestion that is by placing the score in some categories.

Table 3.2

Scoring Guidance by Harris

Grade	Criteria of mastery	Level
A	91-100	Excellent
B	81-90	Very Good
C	71-80	Good
D	61-70	Fair
E	51-60	Poor
Less than 50		Very poor

3.3.2. Try-out Test

Harris (1969: 104) states that "try out is a kind of pre-testing, which provides opportunity for the test-maker to try out the test directions and to check the esteemed time required for examinees to work the items of the test. If the directions are not clear to the subjects, this should certainly be noted at the time of pre-testing so that the instruction can be clarified in the final form." The function of try-out test is to find out the validity, reliability, discriminating power and difficulty level.

3.3.3   Pre-Test

The students were given a pre-test in starting the data collection to identify the writing descriptive achievement.

3.3.4　Post-Test

Post-test was conducted after treatments. Here, for experimental group, pictures were used as aid in teaching writing descriptive paragraph to students. For the control group, an explanation was used to have a better writing a descriptive paragraph writing. Post-test is used to measure the students' ability after the treatment.

3.4 Analytical Instrument

An analysis is made based on the result to find out validity, reliability, difficulty level and discriminating power to each test.

3.4.1　Validity

Validity and reliability are the most important variables in judging the adequacy of a measurement. Heaton (1975:153), states: "Validity of the test is the extent to which it measures what is supposed to measure and nothing else," To calculate the validity of the test, the writer used Product Moment by Pearson:

$$Rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N\sum X^2 - (\sum X)^2\right\}\left\{N\sum Y^2 - (\sum Y)^2\right\}}}$$

Where:

Rxy　= the correlation of the scores on the two halves of the test,

N　　= the number of the students in each group,

X　　= the score of each text,

Y   = the sum of all text' score,

XY   = the multiplication of the X and Y scores,

ΣX   = the sum of total X score in each group,

ΣY   = the sum of total score from each students,

ΣXY   = the sum of multiple of score from each student with the total score,

$ΣX^2$ = the sum of the square score in each text, and

$ΣY^2$ = the sum of all texts' square   (Arikunto, 2002:146)

3.4.2 Reliability

Reliability refers to the consistency of the test scores. That is, how consistent test scores or other evaluation results are measurement to another (Heaton, 1975: 167). To support this idea, Harris (1969: 14) states that reliability is meant the stability of the test scores. A test cannot measure anything well unless it measures consistently.

To calculate the reliability of the test, the writer used the formula:

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum \sigma^2 b}{\sigma^2 t}\right]$$

Where:

r_{11} = Index reliability

k   = Number of item

σb^2 = Item variance, and

σt^2 = Total variance   (Arikunto, 2002: 171)

3.4.3 Difficulty Level

The difficulty level of a test is indicated by the percentage of the student who gets the item right. The more difficult an item is, the fewer will be the students who select the correct option. To know the difficulty level, the writer used the formula:

$$TK = \frac{B}{JS}$$

Where:

TK = The difficulty of the index

B = The number of the students who answer an item correctly

JS = The total number of the students

3.4.4 Discriminating Power

The discriminating power is a measure of the effectiveness of an item discriminating between high and low scores of the whole test. (Harris, 1969: 106). Discriminating Power can be obtained by using this following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

BA = Number of students in the upper group who answered the item correctly

BB = Number of students in the lower group who answered the item correctly

JA = Number of all students in the upper group

JB = Number of all students in the lower group

3.5 T-test

To differentiate whether the students, result of writing a descriptive text by using pictures and without using pictures is significant or not, the writer used the t-test formula:

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

Where:

X1   = the average score of the experimental group

X2   = the average score of the control group

S   = standard deviation

ne   = the number of the students in the experimental group, and

nc   = the number of the students in the control group
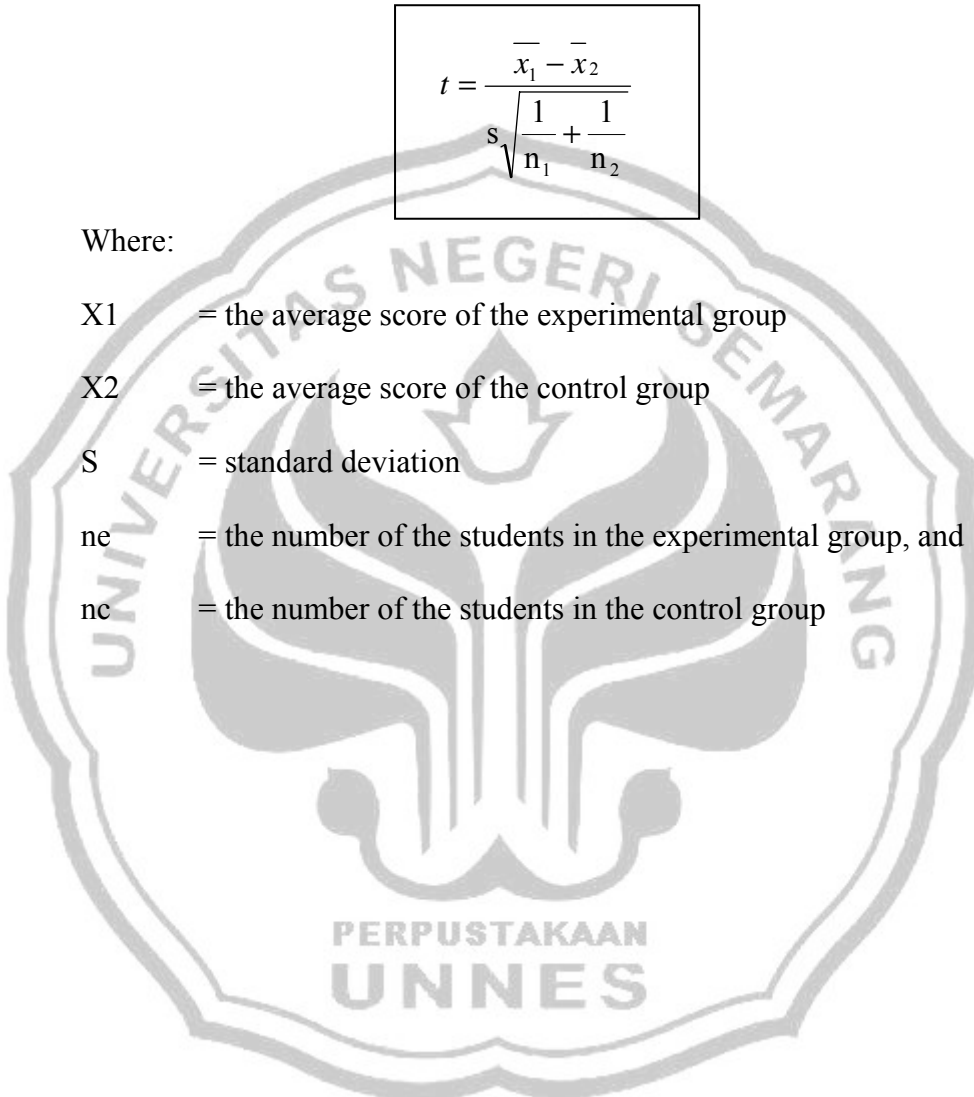
CHAPTER IV

RESULT OF INVESTIGATION

This chapter shows the result of the study, which present discussion on the experiment, the difference between two means, t-test, and research findings.

4.1 Discussion of the Experiment

4.1.1 Try – Out test

The writer held the try – out test to 20 students who have the same grade, which are eight-year students. 10 students have done try-out by using pictures, and other 10 students have done try-out without using pictures.

4.1.2 Validity

There are five components of scoring analysis in writing descriptive paragraph and the writer found that they are all valid. Such as for the item analysis on fluency for the experimental group instrument was obtained 0,9919 and for the control group instruments 0,7801 for a = 5 % with N = 33, it will be obtained r_{table} = 0,6320. Since the result of the instrument validity on both groups were higher than the critical value. It means that the instruments were valid. (See appendix 2 and 7).

4.1.3 Reliability

The computing of reliability of the experimental and control group instruments were obtained 0.926 for the control group instrument and 0.920 for the experimental group for a = 5 % with N = 33 it will be obtained r_{table} = 0,632.

Since the result values (0,926 and 0,920) were higher than the critical value (0,632), it means that the instruments were reliable. (See Appendix 5 and 10).

4.1.4   Discriminating Power

After computing the discriminating power of five items in writing a descriptive paragraph showed that the items were too easy and not too difficult. (See appendix 4 and 9).

4.1.5   Difficulty level

The result of the difficulty level analysis of the five items in writing descriptive paragraph showed that the items were too easy and not too difficult. (see appendix 3 and 8)

4.1.6   Pre – Test

The experimental students were given a pre-test on 6 November 2007 and the control level students were given pre-test on 8 November 2007. There were 5 keywords and a picture of artists for each student. They were asked to make descriptive paragraph based on the pictures given.

4.1.7   The Experimental treatment.

Before conducting the treatments for the experimental group, the writer had prepared and arranged a teaching design. The use of this design eased the writer in the process of teaching descriptive text using pictures as the main goal in this study.

The design of the experimental design is as follows :

Table 4.1

Experimental Design

Y_a	X	Y_b
Pre-test	- Introduction - Topic 1 = Explanation about descriptive text (social function, grammatical pattern, and schematic structures) - Topic 2 = Making descriptive text by using picture (artists) - Topic 3 = Making descriptive text by using picture (one of hobbies fishing picture). - Topic 4 = making descriptive text by using pictures (artists).	Post-test
Y_a	-X	Y_b
Pre-test	Taught by using explanation (Without using pictures)	Post-test

4.1.8   Post – Test

Post – test is conducted after treatment. Here for the experimental group, pictures were used as aid in teaching writing descriptive paragraph to students. For the controlledl group, the explanation is used in teaching descriptive writing. Post-test is conducted to measure the students' abilities after the treatment. First, of all, the writer distributed the test papers to the students, she asked to students to do the test in 40 minutes.

When the time was over, she asked the students to collect the test papers. After that, she scored the test and analyzed the result. The result of the both pre and post-test can bee seen in appendix.

4.2   The Test Result

Based on the analysis of the students' result of the composition which was scored using Heaton' grid, each percentage of the total of the five items that are fluency, grammar, vocabulary, content, and spelling are as follows :

Table 4.2

Percentage of the total of the five Items

Group	Heaton's Grid				
	F	G	V	C	S
Experimental	19.40 %	18.88 %	19.91 %	21.64 %	20.17 %
Control	19.56 %	18.72 %	20.95 %	20.39 %	19.80 %

4.2.1   Test Scoring

As being discussed in chapter III, after the writer conducted the post-test, she began to score the achievement as shown in appendix.

In order to know the students' post-test achievement in detail, the writer used the following formula to find out the achievement of each items.

$$Ssa = \frac{\Sigma OSc}{Stsc.Ss} \times 100\%$$

Where :

Ssa = student's achievement

Σ = number of obtained scores

Σ = number of students

For the experimental group, the computation is like this :

a. The fluency

Student's achievement = $\dfrac{131.75}{5.33}$ x 100% = 79.88%

b. The grammar

Student's achievement = $\dfrac{128.25}{5.33}$ x 100% = 77.73%

c. The vocabulary

Student's achievement = $\dfrac{135.25}{5.33}$ x 100% = 81.97%

d. The content

Student's achievement = $\dfrac{147}{5.33}$ x 100% = 89.09%

e. The spelling

Student's achievement = $\dfrac{137}{5.33}$ x 100% = 83.03%

For the controlled group, the computation is like this :

a. The fluency

Student's achievement = $\dfrac{112.75}{5.33}$ x 100% = 74.39%

b. The grammar

Student's achievement = $\dfrac{117.5}{5.33}$ x 100% = 71.21%

c. The vocabulary

Student's achievement = $\dfrac{131.5}{5.33}$ x 100% = 79.69%

d. The content

Student's achievement = $\dfrac{128}{5.33}$ x 100% = 77.57%

e. The spelling

Student's achievement = $\dfrac{124.25}{5.33}$ x 100% = 75.30%

From the computation it is clear that the items of content of the experimental group got the highest percentage of the achievement, 89.09%. This occurred because using pictures in writing descriptive writing increase the student's ability.

4.2.2   Level of Student's Achievement

The data were obtained from the student's achievement of writing in descriptive paragraph test. The following is the tables that show the average scores for pre and post-test for all items and each item.

Table 4.3

The Result of Pre-test Post-test Average Scores of the Experimental and

Controlled Groups

Group	$\overline{X}$ of Pre-Test	$\overline{X}$ of Post-Test	The difference Between the pre and post test

Experimental	17.8	20.58	2.78
Control	17.38	19.01	1.63
The difference between experimental and control group	0.42	1.57	

According to the table above, the difference average between the pre-test of the experimental and control group is 0.42, the difference average between the post-test of the experimental and control group is 1.57. The difference between pre-test and post-test of the experimental group is 2.78 and the difference between pre-test of the control group is 1.63.

Table 4.4

The Result of Pre-test and Post-test Average Scores of the Experimental and

Control Group of each items writing scoring

Group	Group Item of Writing Scoring	The average scores of the pre-test	The average score of the post test
Fluency	Experimental	3.40	4.00
	Control	3.30	3.72
Grammar	Experimental	3.20	3.87
	Control	3.24	3.56
Vocabulary	Experimental	3.51	4.09
	Control	3.43	3.98

Content	Experimental	3.47	4.45
	Control	3.54	3.88
Spelling	Experimental	3.64	4.15
	Control	3.48	3.76

According to the table, the difference in each item after the treatment by using pictures was better than just by using explanation. In order to show the result of the writing test, the writer shows it in the form of grade as suggested by Harris (169:134) as follows :

Table 4.5

Harris's Scoring

Grade	Criteria of Mastery	Level
A	91 – 100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 - 60	Poor
Less than 50		Very poor

The list below was the achievement according to the grade for both groups

Table 4.6. The list of Experimental group

Grade	Frequency		Percentage (%)	
	Pre-test	Post-test	Pre-test	Post-test
A	0	5	00.00%	15.15%
B	0	17	00.00%	51.51%
C	20	11	60.66%	33.33%
D	11	0	33.33%	00.00%
E	2	0	06.06%	00.00%

Table 4.7 The list of Control group

Grade	Frequency		Percentage (%)	
	Pre-test	Post-test	Pre-test	Post-test
A	0	-	00.00%	00.00%
B	0	9	00.00%	27.27%
C	16	19	48.48%	57.57%
D	15	5	45.45%	15.15%
E	2	0	06.06%	00.00%

To make the difference easier to understand, the writer applied the

percentage scores into charts as follow :

Chart 1
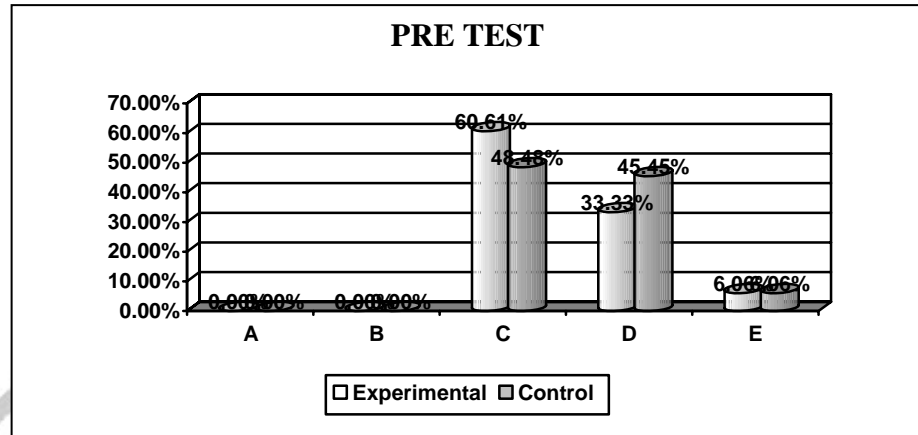
PRE TEST

The polygon describes the result of writing test obtained by the experimental and control group when pre-test Chart 1 shows the C were 60.66%. While the achievement of the control group, the student who got E were 06.06%, the students who got D were 45,45% and the students who got C were 48.48%, and the students who got E were 6.06%.

Chart 2
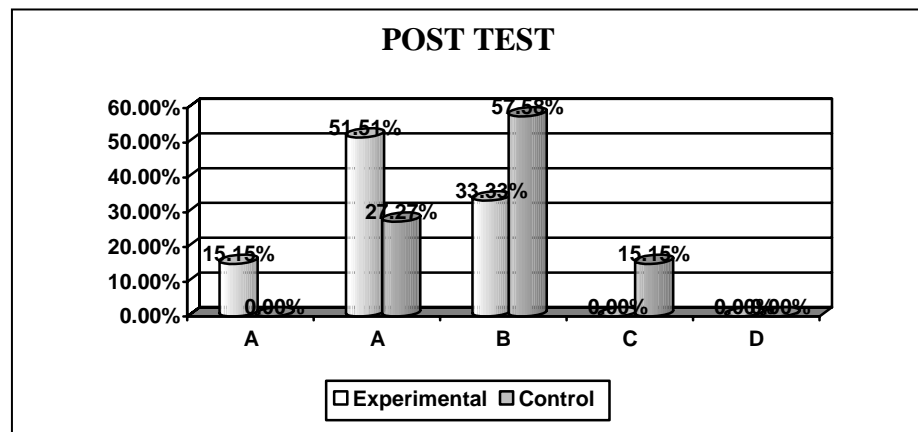
POST TEST

Chart 2 shows the achievement of post-test obtained by the experimental group, the students who got A were 15.15%; the students who got B were 51.51%; the students who got C were 33.33%. Post-test achievement of control group who got C, and D were 27.27%, 57.58% and 15.15%.

4. 3 The Difference Between the Two Means

The score of descriptive writing post-test in the experimental and control group are discussed here. The computation of the mean of experimental and control group is follows :

$$\text{Me} = \frac{\sum Xe}{N}$$

$$= \frac{2510}{33}$$

$$= 82.33$$

The mean score of the experimental group was 82.33

Where :

Me   : the mean score of the experimental group,

Xe   : the percentage score of the experimental group, and

N   : the number of the subject sample.

$$Mc = \frac{\sum Xc}{N}$$

$$= \frac{2510}{33}$$

$$= 76.06$$

The mean score of the control group was 76.06

Where,

Mc   : the mean score of the control group,

Xc   : the percentage score of the control group, and

N   : the number of the subject sample.

The mean score of the control group was 76.06

The result shows that the experimental group out-performed the control group.

The difference between two means was 6.27.

4.4   T-test Result

To see the difference between the experimental and control group in scores, t-test was used :

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s \sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where :

X_1 = the average score of the experimental group,

X_2 = the average score of the control group,

S   = standard deviation,

ne   = the number of the students in the experimental group, and

nc   = the number of the students in the control group.

First, we must find out the s by using the following formula:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Based on the formula, it was found :

$$S = \sqrt{\frac{(33 - 1)\,28.9167 + (33 - 1)\,26.9962}{33 + 33 - 2}} = 5.28739$$

After s was found, the next step was to find t

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s \sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$t = \frac{82.33 - 76.06}{5.28739 \sqrt{\dfrac{1}{33} + \dfrac{1}{33}}} = 4.816$$

After the getting t-test result, then she consulted the critical value of the t-table to check whether the difference is significant or not. For $\alpha = 5\%$, and the numbers of student, $33 + 33 - 2 = 64$, she found that t-table $_{(0.95)\,(64)} = 2.00$. Based on the computation she found that t-value (4.816) is higher than the critical value of the table (4.816 > 2.00). It is proven that there is significance of difference between the experimental and control groups.

4.5 Discussion of the Research Findings

4.5.1 The meaning of the Test

The aim of this study is to find out if there is significance of difference in improving the development of students' descriptive text writing skill among the students who were taught by using pictures as teaching aids and the students who were taught without using pictures.

In the pre test, the average score of the control group was 68 and the experimental group was 69,4. Further, the result of the post-test of the experimental group, 82.33 higher than the result of the control group, 76.06.

It indicates that after getting treatment, the experimental group achieved a better result than the control group.

4.5.2   The Effect of Treatment

a.   Pictures contributed to improve the student's skill to describes things. It could represent data of the things they were writing. The pictures could increase the quantity of vocabulary and hence of the text. For instance, when the teacher asks the students to write about artists, they will imagine in their mind things, such as song, album, figure, gossip. Nevertheless, in writing they could improve the text by adding other vocabulary items related to the text instead of those words. As when the pictures shown by the teacher contain other supporting things, automatically the careful students will write them down in their papers.

b.   The students were also more imaginative when they saw the pictures shown by the teacher in order to make a paragraph, especially a descriptive paragraph. The pictures made them be able to explore what they see. By looking at that medium, they were stimulated to explore what things in their mind at the time. Unconsciously, the number of vocabulary they want to write could be increased. The vocabulary, which they forgot to write, appeared in their writing. They might write anything about the picture in their papers. Thus, their texts include the description in detail since the

missing and forgetful things would conjure up in their minds, when they saw the pictures.

c. Pictures help the teacher in developing the material. She can explain the material more detailed then and she also get the student's attention. The material in writing a descriptive text here refers to the categories used as the guidance in scoring the student's test result that had been stated earlier in chapter III. They were (1) grammar, (2) vocabulary, (3) spelling (4) content, and (5) fluency. The use of picture did not influence the changes of 1 and 3 since they have strict rules having no relation to any media used in teaching English. It means that without using picture, the rules in 1 and 3 remain. While the pictures provided by the teacher might influence 2, 4, and 5. The number and the things written in the student's text (4 and 5) could be increased when the picture was shown.

d. Students are more attractive to learn something since they are still in development age. It is proven when the writer conducted the treatment; they were enthusiastic in learning by using pictures. The use of pictures can encourage the student's interest and imagination. They like seeing pictures instead of noticing words and listening to the teacher's words. In this case, pictures are appropriate media to make the students develop their mind by their sight (sight in seeing pictures).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

From the research, there are some significance of difference between the experimental and control group. The average scores between the experimental and control group were 68 and 69.4. After the post-test, the average scores became 82.33 and 76.06. There was difference between the experimental and control group in the amount of 6.27. The t-test result showed that t value was 4.816 and t-table for α = 5%, was 2.00. It means that the t-value is higher than the critical value (4.816 > 2.00). It was proven that there is significance of difference between teaching writing descriptive paragraph by using pictures and without using pictures. The writer concludes that teaching descriptive writing is useful and helpful for the teachers. It can be seen from the post-test result that the highest students achievement of the five items of writing is content (88.64). It means that they can develop and gain ideas from the pictures they have seen.

5.2 Suggestion

From the conclusion above, the writer suggests that in teaching descriptive paragraph, one of the media that is helpful to teach is pictures because pictures can make students more imaginative and get many ideas in writing a descriptive paragraph.

Teachers must prepare the media well in order to make the teaching learning successful. And also they should match pictures with the material so that the goal of the lesson can be fulfilled.

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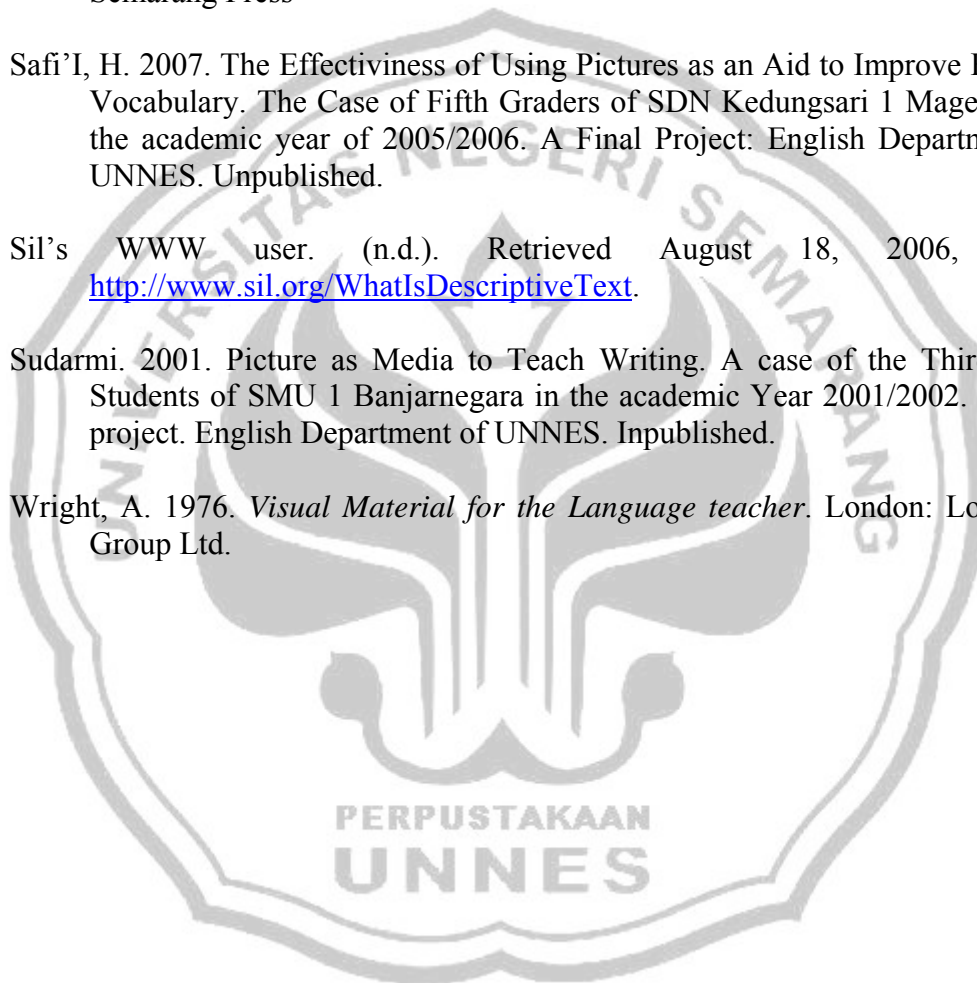
Appendix 1

THE ITEM ANALISYS OF THE TRY – OUT BY USING PICTURES

NO	Code Resp	Item					Y	Y2
		F	G	V	C	S		
1	T-4	4	4	4	4	4	20	400
2	T-1	4	4	3.5	4	4	19.5	380.25
3	T-5	4	3.5	4	4	4	19.5	380.25
4	T-7	4	3.5	4	4	4	19.5	380.25
5	T-9	4	3.5	4	4	4	19.5	380.25
6	T-3	3.5	3	4	4	4	18.5	342.25
7	T-6	3	4	3.5	3.5	4	18	324
8	T-8	2	3.5	3.5	3.5	4	16.5	272.25
9	T-10	3	3	2	2	2	15	144
10	T-2	2	2	3	2	2	12	121
ITEM VALIDITY	$\sum X$	33.5	34	35.5	35	36	174	3124.5
	$\sum X^2$	118.25	119	129.75	128.5	136		
	$\sum XY$	601.75	606	634	635.75	650		
	r_{xy}	0.780	0.793	0.858	0.985	0.948		
	Criteria	Valid	Valid	Valid	Valid	Valid		
Item Difficulties	B	6	7	8	8	8		
	JS	10	10	10	10	10		
		0.50	0.70	0.80	0.80	0.80		
	Criteria	Medium	medium	Easy	Easy	Easy		
Item Discrimination	BA	5	5	5	5	5		
	BB	1	2	3	3	3		
	JA	5	5	5	5	5		
	JB	5	5	5	5	5		
	D	0.80	0.60	0.40	0.40	0.40		
	Criteria	Very Good	Good	Fair	Fair	Fair		
liabit	σ_b	0.67	0.38	0.41	0.67	0.71		

$\sum \sigma_b$	2.84					
σ_t	10.767					
k	5					
r_{11}	0.920					
Criteria	$r_{11} > r_{tabel}$ = Reliabel					
Criteria	Used	Used	Used	Used	Used	

Appendix 2

THE COMPUTATION OF VALIDITY BY USING PICTURES

$$r_{xy} = \frac{N\sum xy - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - \sum Y^2\}}}$$

Validity of grammar item

No.	X	Y	X2	Y2	XY
1	4	20	16	400	80
2	4	19.5	16	380.25	78
3	4	19.5	16	380.25	78
4	4	19.5	16	380.25	78
5	4	19.5	16	380.25	78
6	3.5	18.5	12.25	342.25	64.75
7	3	18	9	324	54
8	2	16.5	4	272.25	33
9	3	12	9	144	36
10	2	11	4	121	22
$\sum$	3.5	174	118.25	3124.5	601.75

The computation goes likes this

$$r_{xy} = \frac{(10 \times 601.75) - (33.5 \times 174)}{\sqrt{\{[10 \times 118.3] - [33.5]^2\}\{[10 \times 3124.5] - [174]^2\}}}$$

r_{xy} = 0.7801

For a = 5%, with N = 10 will be obtained r tabel = 0.6320
Because the result of the item is higher than the critical value, it is considered that the grammar item is valid.

Appendix 3

THE COMPUTATION OF DIFFICULTY LEVEL BY USING PICTURES

$$P = \frac{B}{JS}$$

if :

0	——	0.30	=	Is difficult
0.31		0.70	=	Is medium
0.71	——	1.0	=	Is easy

the computation of grammar item

B = 6

JS = 10

P = $\frac{6}{10}$

P = 0.600

The result of the item difficulty of grammar item is medium

Appendix 4

THE COMPUTATION OF DISCRIMINATING POWER BY USING PICTURES

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

If :

0.00	——	0.20	=	Is Poor
0.21	——	0.40	=	Is Fair
0.41	——	0.70	=	Is Good
0.71	——	1.00	=	Is Very Good

The Computations of the grammar item

BA = 5

JA = 5

BB = 1

JS = 5

D = $\left(\frac{5}{5}\right) - \left(\frac{1}{5}\right)$

D   =   1.000 – 0.200
D   =   0.800
The grammar item is categorizes Good

Appendix 5

THE COMPUTATION OF RELIABILITY BY USING PICTURES

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

If the result of the item is higher than the critical value, it is considered that the instrument is reliebel

1. Total Varians

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$\sigma_t^2 = \frac{3124.5^2 - \frac{(174)^2}{10}}{10}$$

=   10.767

2. Item Varians

$$\sigma_1^2 = \frac{6.00 - \frac{(6)^2}{10}}{10} = 0.67$$

$$\sigma_{b2}^2 = \frac{119 - \frac{(34)^2}{10}}{10} = 0.38$$

$$\sigma_{b1}^2 = \frac{136 - \frac{(36)^2}{10}}{10} = 0.71$$

$\sum \sigma_b^2 = 2.84$

3. Coefisien reliability

$$r_{11} = \left(\frac{5}{5-1}\right)\left(1 - \frac{2.84}{10.767}\right)$$

$r_{11} = 0.920$

For a = 5%, with N= 10 will be obtained r tabel = 0.632

Because the result of the item is higher than the critical value, it is considered that the instrument is reliabel

Appendix 6

THE ITEM OF THE TRY – OUT WITHOUT USING PICTURES

NO	Code Resp	Item					Y	Y2
		F	G	V	C	S		
1	T-7	4	4	4	4	4	20	400
2	T-10	4	4	4	4	4	20	400
3	T-4	4	3.75	4	4	3.5	19.25	370.56
4	T-5	4	3	4	4	4	19	361
5	T-6	4	3	4	4	4	19	361
6	T-9	4	3	4	4	4	19	361
7	T-1	3.5	2	3.5	3.5	3.5	16	256
8	T-2	3.25	2	3	2	3	13.25	175.56
9	T-8	3	2	3	2	2	12	144
10	T-3	3	2	3.5	1	2	11.5	121
ITEM VALIDITY	$\sum X$	36.75	28.75	37	32.5		169	2961.375
	$\sum X^2$	136.8125	89.0625	138.5	117.25	121.5		
	$\sum XY$	634.5625	508.688	637	583	598.125		
	r_{xy}	0.992	0.878	0.901	0.965	0.944		

	Criteria	Valid	Valid	Valid	Valid	Valid	
Item Difficulties	B	6	7	8	8	8	
	JS	10	10	10	10	10	
		0.80	0.30	0.80	0.70	0.70	
	Criteria	Easy	medium	Easy	Medium	Medium	
Item Discrimination	BA	5	5	5	5	5	
	BB	1	2	3	3	3	
	JA	5	5	5	5	5	
	JB	5	5	5	5	5	
	D	0.80	0.60	0.40	0.40	0.40	
	Criteria	Fair	Good	Fair	Good	Good	
Reliability	σ_b	0.20	0.38	0.18	1.29	0.66	
	$\sum\sigma_b$	3.03					
	σ_t	10.697					
	k	5					
	r_{11}	0.926					
	Criteria	$r_{11} > r_{tabel}$ = Reliabel					
Criteria		Used	Used	Used	Used	Used	

Appendix 7

THE COMPUTATION OF VALIDITY WITHOUT USING PICTURES

$$r_{xy} = \frac{N\sum xy - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - \sum Y^2]}}$$

Validity of grammar item

No.	X	Y	X2	Y2	XY
1	4	20	16	400	80
2	4	20	16	400	80
3	4	19.25	16	370.5625	77
4	4	19	16	361	76
5	4	19	16	361	76
6	4	19	16	361	76
7	3.5	16	12.25	256	56
8	3.25	13.25	10.5625	175.5625	43.0625

9	3	12	9	144	36
10	3	11.5	9	132.25	34.5
$\sum$	36.75	169	136.8125	2961.375	634.5625

$$r_{xy} = \frac{(10x - 634.5625) - (36.75 \times 169)}{\sqrt{\{[10 \times 136.8] - [36.75]^2\}\{[10 \times 2961.375] - [169]^2\}}}$$

$r_{xy} = 0.9919$

For a = 5%, with N = 10 will be obtained r tabel = 0.6320

Because the result of the item is higher than the critical value, it is considered that the grammar item is valid.
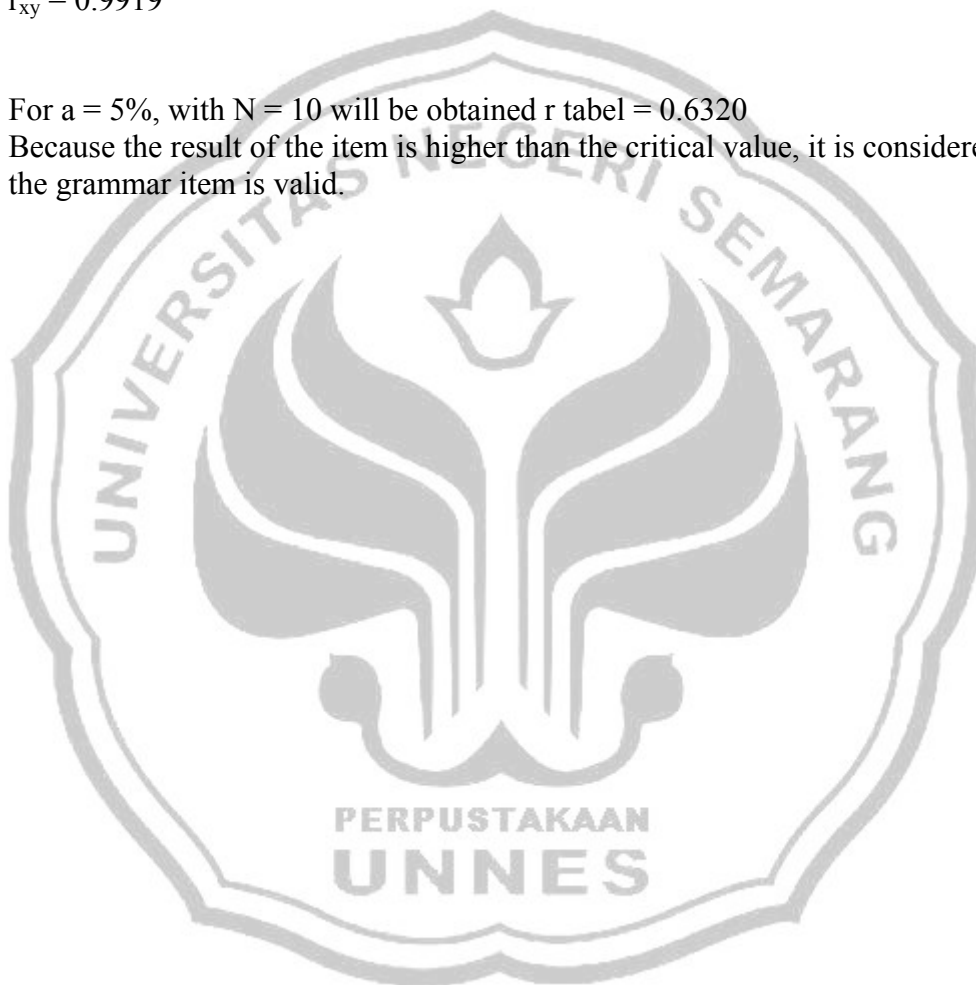
Appendix 8

THE COMPUTATION OF DIFFICULTY LEVEL
WITHOUT USING PICTURES

$$P = \frac{B}{JS}$$

if :

0	——	0.30	=	Is difficult
0.31		0.70	=	Is medium
0.71	——	1.0	=	Is easy

the computation of grammar item

B = 8

JS = 10

P = $\frac{8}{10}$

P = 0.800

The result of the item difficulty of grammar item is medium
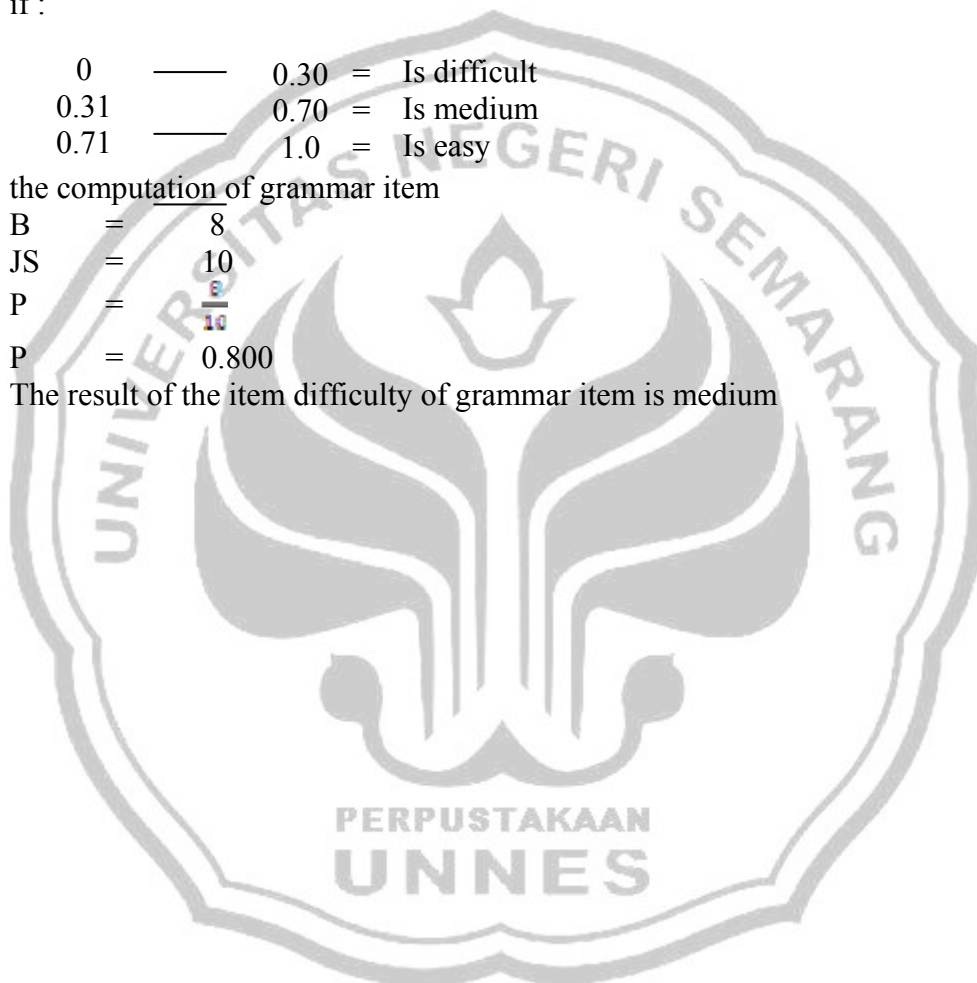
Appendix 9

THE COMPUTATION OF DISCRIMINATING POWER WITHOUT USIG PICTURES

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

If :

0.00	—— 0.20	=	Is Poor
0.21	—— 0.40	=	Is Fair
0.41	—— 0.70	=	Is Good
0.71	—— 1.00	=	Is Very Good

The Computations of the grammar item

BA	=	5
JA	=	5
BB	=	3
JS	=	5
D	=	$\left(\frac{5}{5}\right) - \left(\frac{3}{5}\right)$
D	=	1.000 – 0.600
D	=	0.400

The grammar item is categorizes Good

Appendix 10

THE COMPUTATION OF RELIABILITY WITHOUT USING PICTURES

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_1^2}\right)$$

If the result of the item is higher than the critical value, it is considered that the instrument is reliabel

1. Total Varians

$$\sigma_1^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$\sigma_1^2 = \frac{2961.375^2 - \frac{(169)^2}{10}}{10}$$

$$= \quad 11.697$$

2. Item Varians

$$\sigma_1^2 = \frac{6.00 - \frac{(6)^2}{10}}{10} = 0.20$$

$$\sigma_{b_2}^2 = \frac{89.0625 - \frac{(28.75)^2}{10}}{10} = 0.71$$

$$\sigma_{b_5}^2 = \frac{121.5 - \frac{(34)^2}{10}}{10} = 0.66$$

$$\sum \sigma_b^2 = 3.03$$

3. Coefisien reliability

$$r_{11} = \left(\frac{5}{5-1}\right)\left(1 - \frac{3.03}{11.697}\right)$$

$$r_{11} = 0.926$$

For a = 5%, with N= 10 will be obtained r tabel = 0.632

Because the result of the item is higher than the critical value, it is considered that the instrument is reliable

Appendix 11

PRE-TEST SCORE OF EXPERIMENTAL GROUP (USING PICTURES)

No.	Code	F	G	V	C	S	Total	Score
1	E-1	3	3	3	3	3,5	15,5	62
2	E-2	3,25	3,25	3,25	3,25	3,75	16,75	67
3	E-3	3,5	3,25	3,25	3,75	4	17,75	71
4	E-4	3	3	3	3,25	3,75	16	64
5	E-5	3,25	3,5	3,5	3,5	4	17,75	71
6	E-6	3,5	3,75	3,75	3,5	3,5	18	72
7	E-7	2,5	3,5	2,25	2,5	2,75	12,5	50
8	E-8	4	3,75	4	4	4	19,75	79
9	E-9	4	3,75	4	3,75	4	19,5	78
10	E-10	3,75	3,75	4	3,5	4	19	76
11	E-11	3	3	3,25	3	3	15,25	61
12	E-12	3	3	3,5	3,75	3,75	17	68
13	E-13	2,5	2,5	2,75	2,5	2,5	12,75	51
14	E-14	3,25	3,5	3,5	3,5	3,5	17,25	69
15	E-15	3	3	3,75	3	3,25	16	64
16	E-16	3,75	3,75	4	4	3,75	19,25	77
17	E-17	4	3,5	4	4	4	19,5	78
18	E-18	3,75	3	3,75	3,75	3,75	18	72
19	E-19	3,5	3	3,75	3,75	3,75	17,75	71
20	E-20	3,5	3	3	4	4	17,5	70
21	E-21	4	3,5	3	4	4	18,5	74
22	E-22	3	3	3,25	3,25	3,25	15,75	63
23	E-23	4	3,25	3,5	3,5	3,25	17,5	70
24	E-24	3,25	2,75	3,25	3,25	3,25	16,75	67
25	E-25	3,25	3	4	4	4	18,25	73
26	E-26	3,5	3	3,75	3,75	3,75	17,75	71
27	E-27	4	3,25	4	3,75	4	19	76
28	E-28	4	3	4,25	4,25	4,25	19,75	79
29	E-29	4	3,25	4	4	4	19,25	77
30	E-30	3	3	3	3	3	15	60
31	E-31	3,75	4	3,25	3,5	3,5	18	72
32	E-32	4	3	4	4	4	19	76
33	E-33	4	3	3,5	3,5	3,5	15,5	62
Sum	33	114.75	105.75	116	117	120.25	573.75	2,296

Appendix 12

PRE-TEST SCORE OF CONTROL GROUP (WITHOUT USING PICTURES)

No.	Code	F	G	V	C	S	Total	Score

No.	Code						Total	Score
1	C-1	3	3,25	3	3	3,25	15,5	62
2	C-2	3	3	4	3,25	3	16,25	65
3	C-3	4	3,5	3,5	4	4	19	76
4	C-4	3	3,25	3,5	3,75	3,5	17	68
5	C-5	3,25	3	3,25	3,25	3,25	16	64
6	C-6	3	3	3	3	3	15	60
7	C-7	3,5	3,5	3,5	4	4	18,5	74
8	C-8	3,5	3	3,25	3	3,25	16	64
9	C-9	3,5	3,75	3,5	3,5	3,5	17,75	71
10	C-10	3,25	3,25	3,5	3,75	4	17,75	71
11	C-11	3	3	3	3	3	15	60
12	C-12	3,5	3,25	3,25	3,25	3,25	16,25	65
13	C-13	3,5	3	3	3	3	15,25	61
14	C-14	3	3,25	3	3	3	15,25	61
15	C-15	3,5	3,5	3,5	3,5	3,5	17,5	70
16	C-16	3	3	3	3	2,75	14,75	59
17	C-17	3,5	3,25	4	3,5	3,5	17,75	71
18	C-18	3	3	3	3	3	15	60
19	C-19	3,25	3,25	3,75	3,5	3,5	17,25	69
20	C-20	3,5	3,5	3,75	3,5	3,5	17,75	71
21	C-21	4	3,5	3,5	3,75	3,5	18,5	74
22	C-22	3,25	3,25	3,5	3,25	3,25	16,5	66
23	C-23	3,5	3,25	3,25	3,75	3,75	17,5	70
24	C-24	3,5	3,25	3,75	3,75	3,75	18	72
25	C-25	3	3,25	3,75	4	4	18	72
26	C-26	3,5	3	3,75	4	4	18,25	73
27	C-27	3,5	3,25	3,5	4	4	18,25	73
28	C-28	3	3	3	3	3,5	15,5	62
29	C-29	3	3,25	3,25	3	3	15,5	62
30	C-30	3,5	3	3,75	3,75	3,75	18	72
31	C-31	4	3,5	3,75	4	4	19,25	77
32	C-32	3,5	3,5	3,5	4	4	18,5	74
33	C-33	3,75	3,5	3,75	3,75	3,75	18,5	74
Sum	33	110.25	107	113.25	114.75	115	560.25	2,241

Appendix 13

POST-TEST SCORE OF EXPERIMENTAL GROUP (WITHOUT USING

PICTURES)

No.	Code	F	G	V	C	S	Total	Score
1	E-1	3.5	3.5	4	4.5	4	19.5	78.00

No.	Code	F	G	V	C	S	Total	Score
2	E-2	3.5	3.5	4	4.25	4	19.25	77.00
3	E-3	3.75	4	4	4.25	4.25	20.25	81.00
4	E-4	3.5	3.5	4.25	4.5	4	19.75	19.00
5	E-5	3.75	3.75	3.75	4.75	4.25	20.25	81.00
6	E-6	3.75	4	4	4.5	4	20.25	81.00
7	E-7	3.75	3.75	3.75	4	3.75	19	76.00
8	E-8	4.25	4.5	4.25	4.5	4.25	21.75	87.00
9	E-9	4.25	3.75	4.5	4.75	4.5	21.75	87.00
10	E-10	4.5	4.5	4.5	4.75	4.5	22.75	91.00
11	E-11	3.75	3.75	3.75	4.25	4	19.5	78.00
12	E-12	3.5	3.75	3.75	4.25	3.75	19	76.00
13	E-13	3.25	3.5	3.75	4	3.75	18.25	73.00
14	E-14	3.75	4	4.25	4.5	41	20.5	82.00
15	E-15	4	4	4	4.5	4	20.5	82.00
16	E-16	4	4	4.25	4	4.5	20.75	83.00
17	E-17	4.75	4.25	4.5	4.75	4.5	22.75	91.00
18	E-18	4.25	4	4.25	4	4	20.5	82.00
19	E-19	4.25	4.5	4.5	4.75	4.5	22.5	90.00
20	E-20	3.75	3.75	3.75	4.75	4.25	20.25	81.00
21	E-21	4.25	3.75	3.75	4.75	4.5	21	84.00
22	E-22	3.5	3.5	3.75	4	3.75	18.5	74.00
23	E-23	4.25	3.75	4	4.5	4	20.5	82.00
24	E-24	3.75	3.75	3.75	4	3.75	19	76.00
25	E-25	3.75	3.5	4.25	4.75	4.25	20.5	82.00
26	E-26	3.75	3.75	4.25	4.5	4.25	20.5	82.00
27	E-27	4.5	3.75	4.25	4.5	4	21	84.00
28	E-28	4.75	4.25	4.75	4.75	4.75	23.25	93.00
29	E-29	4.25	3.75	4.25	4.75	4.25	21.25	85.00
30	E-30	3.75	3.5	3.75	4.25	4	19.25	77.00
31	E-31	4.5	4.5	4.5	4.75	4.5	22.75	91.00
32	E-32	4.5	4.5	4.5	4.75	4.5	22.75	91.00
33	E-33	4.5	3.75	3.75	4.25	3.75	20	80.00
TOTAL		131.75	128.25	135.25	147	137	679.25	2717.00

Appendix 14

POST-TEST SCORE OF CONTROL GROUP (WITHOUT USING PICTURES)

No.	Code	F	G	V	C	S	Total	Score
1	C-1	4	3,75	4	4	4	19,75	79
2	C-2	3,5	3,5	4	3,5	3,75	18,25	73
3	C-3	4,25	3,75	4	4	4,25	20,25	81

4	C-4	3,5	3,5	3,75	4	3,75	18,5	74
5	C-5	3,5	3,5	4,5	4	4	19,5	78
6	C-6	3,5	3,5	4	3,25	3,25	17,5	70
7	C-7	4	3,75	4,25	4,25	4,25	20,5	82
8	C-8	3,5	3,5	4	3,5	3,75	18,25	73
9	C-9	4	3,75	4,5	4	4,5	20,75	83
10	C-10	4	3,5	4,25	4,25	4,25	20,25	81
11	C-11	3,25	3,25	3,25	3,25	3,25	16,25	65
12	C-12	3,5	3,5	4	4	3,5	18,5	74
13	C-13	3,5	3,5	3,75	3,75	3,75	18,25	73
14	C-14	3,75	3,75	3,75	4	3,75	19	76
15	C-15	3,75	3,75	4	4	3,75	18,75	77
16	C-16	3,25	3,25	3,25	3,5	3	16,25	65
17	C-17	3,75	3,5	4,25	3,75	3,75	19	76
18	C-18	3,75	3	3,5	3,5	3,5	17,25	69
19	C-19	3,5	3,5	4	3,5	3,75	18,75	73
20	C-20	3,75	3,75	4,25	4,25	4,25	20,25	81
21	C-21	4,25	3,75	4,25	4,25	4	20,5	82
22	C-22	3,5	3,5	3,75	3,5	3,5	17,75	71
23	C-23	3,75	3,5	3,75	4	4	19,75	76
24	C-24	3,75	3,5	4	4	4	19,25	77
25	C-25	3,5	3,5	4,25	4,25	4,25	19,75	79
26	C-26	3,75	3,5	4,25	4	4,25	19,75	79
27	C-27	3,75	3,75	4,25	4,25	4,25	20,25	81
28	C-28	3,25	3,25	4,25	3,5	3,5	16,75	67
29	C-29	3,5	3,5	4	3,5	3,5	17,5	71
30	C-30	3,75	3,5	4	4	4	19,25	77
31	C-31	4,5	3,75	4,25	4,25	4,25	21	84
32	C-32	4	4	4	4	4	20	80
33	C-33	4	3,75	4,25	4,25	4,25	20,5	82
Sum	**33**	**122.75**	**117.5**	**131.5**	**128**	**124.25**	**627.5**	**2,510**

Appendix 15

<div align="center">

THE HOMOGENEITY TETS OF THE PRE TEST DATA OF THE
EXPERIMENTAL
AND THE CONTROL GROUP
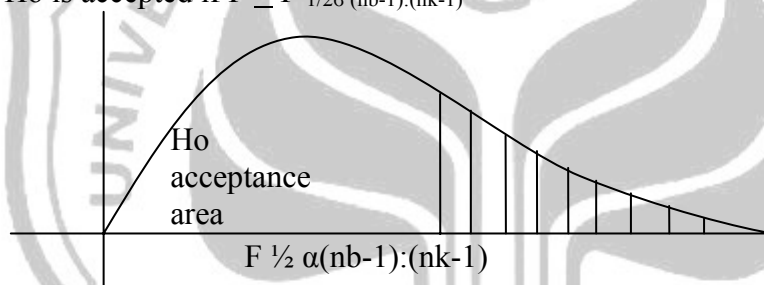
</div>

Hypothesis :

$Ho : \sigma_1^2 = \sigma_2^2$
$Ha : \sigma_1^2 \neq \sigma_2^2$

Hypothesis Test

To test hypothesis, the following formula is used :

$$F = \frac{The\ biggest\ variance}{The\ smallest\ variance}$$

Ho is accepted if $F \leq F_{1/2\sigma\ (nb-1):(nk-1)}$

Ho
acceptance
area

$F\ ½\ \alpha(nb-1):(nk-1)$

From the data, it is found that :

Variance	Experimental Group	Control Group
Sum	2295	2241
n	33	33
$\bar{x}$	69.55	67.91
Variance	53.7557	29.5852
Standard deviation (s)	7.33	5.44

Based on the data, it is found that :

$$F = \frac{53.7557}{29.5852} = 1.8170$$

For $\alpha = 5\%$ with :
numerator df = nb – 1   = 33 – 1 = 32
denominator df = nk – 1   = 33 – 1 = 32
$F_{(0.025)(26:32)} = 2.02$

Ho acceptance
area

1.8170   2.02
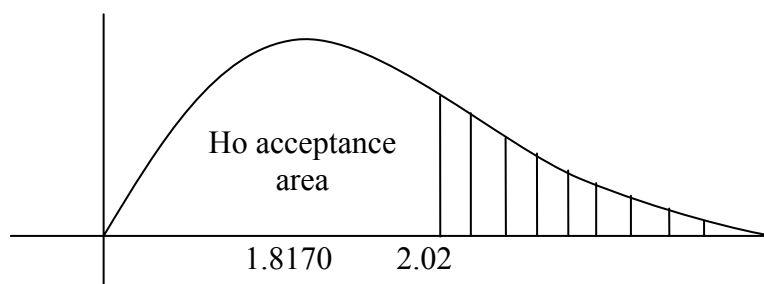
Because F is located in Ho acceptance area, it can be concluded that both of group have some variances

Appendix 16

THE DIFFERENTIAL TEST OF THE AVERAGE OF THE PRE TEST OF THE EXPERIMENTAL AND CONTROL GROUP

Hypothesis

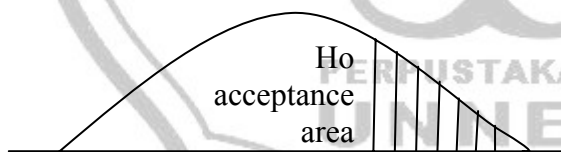Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 \geq \mu_2$

Hypothesis Test:

To test hypothesis, the following formula is used:

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

Where

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_1^2}{n_1 + n_2 - 2}}$$

Ho is refused if $t > t_{(1-n)(n1+n2-n)}$
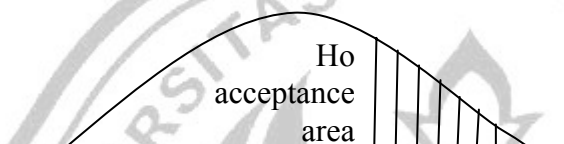

Ho acceptance area

From the data, it is found that :

Variance	Experimental Group	Control Group
Sum	2295	2241
n	33	33
$\bar{x}$	69.55	67.91
Variance	53.7557	29.5852
Standard deviation (s)	7.33	5.44

Based on the data, it is found that :

$$s = \sqrt{\frac{(33-1)53.7557 + (33-1)29.5852}{33+33-2}} = 6.45527$$

$$t = \frac{69.55 - 67.91}{6.45527\sqrt{-\frac{1}{33} + \frac{1}{33}}} = 1.030$$

For $\alpha = 5\%$ with df $= 33+33-2 = 64$, it is obtained $t_{(0.95)(65)} = $ 2.00

Ho
acceptance
area

Because t is located in the acceptance area, it can be concluded that the experimental group is not better than the control group.

Appendix 17

THE DIFFERENTIAL OF THE AVERAGE OF THE POST TEST BETWEEN THE EXPERIMENTAL AND CONTROL GROUP

Hypothesis :
Ho : μ_1 $\leq$ μ_2
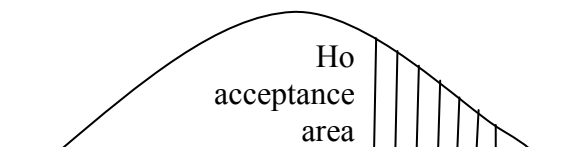Ha : μ_1 $\geq$ μ_2

Hypothesis Test :

To test the hypothesis, the following formula is used :

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_1^2}{n_1 + n_2 - 2}}$$

Ho is refused if $t > t_{(1-n)(n1+n2-n)}$

Ho
acceptance
area

From the data, it is found that :

Variance	Experimental Group	Control Group
Sum	2717	2510
n	33	33
$\bar{x}$	82.33	76.06
Variance	28.9167	26.9962
Standard deviation (s)	5.38	5.20

Based on the data, it is found that :

$$s = \sqrt{\frac{(33-1)28.9167 + (33-1)26.9962}{33-33-2}} = 5.28739$$

$$t = \frac{82.33 - 76.06}{5.28739\sqrt{-\frac{1}{33} + \frac{1}{33}}} = 4.816$$

For α = 5% with df = 33+33-2 = 64, it is obtained $t_{(0.95)(65)} = $ 2.00

Ho
acceptance
area

Because t is located in the acceptance area, it can be concluded that the experimental group is not better than the control group.
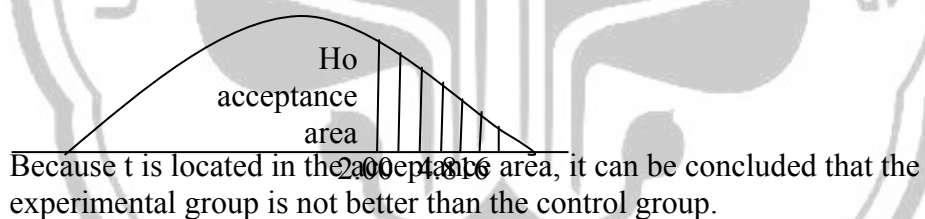
LESSON PLAN FOR EXPERIMENTAL CLASS
(First Meeting)

Sekolah   : SMPN 26 Semarang

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Delapan)

Alokasi Waktu   : 2 x 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

1. Menulis teks fungsional pendek berbentuk deskriptif
2. Menulis teks fungsional pendek deskriptif dengan benar

D. Aspek/Skill : writing/menulis

E. Media : pictures

Teaching method :

I. Kegiatan Pembuka

1. Teacher greets students.
2. Teacher asks the students what she brings
3. Teacher shows the pictures of one of artists
4. Teacher asks the students about things related to the pictures

   a. Who the picture is it ?

   b. Do you know her ?

   c. Could you tell me about her ?

   d. Do you like her ?

e. Is it your favourite artists ?

II. Kegiatan Inti

1. Teacher explains about descriptive text
2. Teacher explains about the social function, schematic structure and significant grammatical pattern
   a. Social function

      To describe a particular person, place or thing
   b. Schematic structure
      - Identification : identifies the person, place or thing to be described
      - Description : describes parts, qualities and characteristics
3. Significant grammatical pattern
   a. Focus on specific rather than generic structure
   b. Using simple present tense
   c. Using verbs of being and having
   d. Using descriptive adjectives to build up long nominal groups

III. Kegiatan Penutup

1. Teacher asks students about the explanation she has given
2. Teacher asks students if they still do not understand about the material
3. Teacher asks students to make simple sentences
4. Teacher asks them to write in blackboard
5. Teacher corrects the students' answer

LESSON PLAN FOR EXPERIMENTAL CLASS

(Second Meeting)

Sekolah   : SMPN 26 Semarang

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Delapan)

Alokasi Waktu   : 2 x 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

1. Menulis teks fungsional pendek berbentuk deskriptif
2. Menulis teks fungsional pendek deskriptif dengan benar

D. Aspek/Skill : writing/menulis

E. Media : pictures

Teaching method :

I. Kegiatan Pembuka

1. Teacher greets students.
2. Teacher asks the students about the last material she given
3. Teacher asks students do they still remember about it
4. Teacher asks students what she brings
5. Teacher shows the pictures of one of artists
6. Teacher asks the students about things related to the pictures

   1) Who the picture is it ?
   2) Do you know him ?

      3) Could you tell me about him ?

      4) Do you like him?

      5) Is it your favourite artists ?

7. Teacher asks to write their answers in their books

8. Teacher asks students to write their answer in blackboard

9. Teacher corrects students' answer

10. Teacher writes the corrects answers

II. Kegiatan Inti

1. Teacher asks students to prepare a sheet of paper

2. Teacher asks students to see the pictures she has given

3. Teacher asks students to to mention what are in the pictures

4. Teacher asks students to imagine that the picture

5. Teacher asks students to make simple sentences by using that picture

6. Teacher asks students about the structure used in the text

7. Teacher asks students whether they find difficulties in making sentences

8. Teacher asks them to write answer on blackboard

9. Teacher corrects the right answer

III. Kegiatan Penutup

1. Teacher asks students to make a descriptive text

2. Teacher asks students to write their answer in their workbook

LESSON PLAN FOR EXPERIMENTAL CLASS

(Third Meeting)

Sekolah   : SMPN 26 Semarang

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Delapan)

Alokasi Waktu   : 2 x 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

1. Menulis teks fungsional pendek berbentuk deskriptif

2. Menulis teks fungsional pendek deskriptif dengan benar

D. Aspek/Skill : writing/menulis

E. Media : pictures

Teaching method :

I. Kegiatan Pembuka

1. Teacher greets students.

2. Teacher asks the students about the last material she given

3. Teacher asks students do they still remember about it

4. Teacher asks students what she brings

5. Teacher shows the pictures of one of hobbies (fishing)

6. Teacher asks the students about things related to the pictures

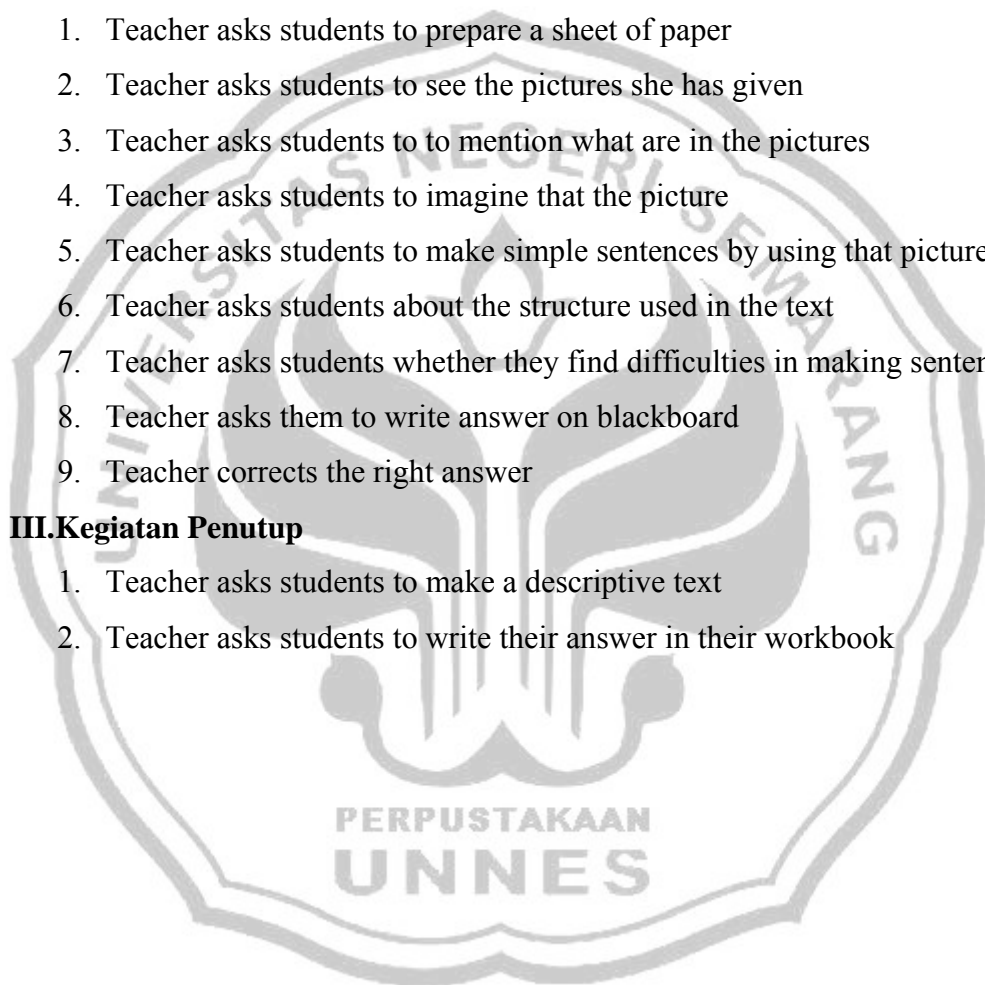 1) Who the picture is it ?

 2) Do you know about that hobby ?

3) Do you like fishing ? if yes, why ? mention one reason !

4) If you like fishing, what do you usually do your that hobby ?

7. Teacher asks to write their answers in their books

8. Teacher asks students to write their answer in blackboard

9. Teacher corrects students' answer

II. Kegiatan Inti

1. Teacher asks students to prepare a sheet of paper

2. Teacher asks students to see the pictures she has given

3. Teacher asks students to to mention what are in the pictures

4. Teacher asks students to imagine that the picture

5. Teacher asks students to make simple sentences by using that picture

6. Teacher asks students about the structure used in the text

7. Teacher asks students whether they find difficulties in making sentences

8. Teacher asks them to write answer on blackboard

9. Teacher corrects the right answer

III. Kegiatan Penutup

1. Teacher asks students to make a descriptive text

2. Teacher asks students to write their answer in their workbook

LESSON PLAN FOR EXPERIMENTAL CLASS
(Fourth Meeting)

Sekolah : SMPN 26 Semarang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan)

Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

1. Menulis teks fungsional pendek berbentuk deskriptif
2. Menulis teks fungsional pendek deskriptif dengan benar

D. Aspek/Skill : writing/menulis

E. Media : pictures

Teaching method :

I. Kegiatan Pembuka

1. Teacher greets students.
2. Teacher asks the students about the last material she given
3. Teacher asks students do they still remember about it
4. Teacher asks students what she brings
5. Teacher shows the kinds of pictures
6. Teacher asks the students about things related to the pictures

   1) What the kinds of pictures ?
   2) Do you know all pictures ?

      3) Teacher asks to write their answers in their books

      4) Teacher asks students to write their answer in blackboard

      5) Teacher corrects students' answer

7. Teacher asks to write their answers in their books

8. Teacher asks students to write their answer in blackboard

9. Teacher corrects students' answer

II. Kegiatan Inti

1. Teacher asks students to prepare a sheet of paper
2. Teacher asks students to see the pictures she has given
3. Teacher asks students to to mention what are in the pictures
4. Teacher asks students to imagine that the picture
5. Teacher asks students to make simple sentences by using that picture
6. Teacher asks students about the structure used in the text
7. Teacher asks students whether they find difficulties in making sentences
8. Teacher asks them to write answer on blackboard
9. Teacher corrects the right answer

III. Kegiatan Penutup

1. Teacher asks students to correct their sentences
2. Teacher asks students to make a descriptive text

LESSON PLAN FOR CONTROL CLASS

(First Meeting)

Sekolah : SMPN 26 Semarang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan)

Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

1. Menulis teks fungsional pendek berbentuk deskriptif
2. Menulis teks fungsional pendek deskriptif dengan benar

D. Aspek/Skill : writing/menulis

Teaching Method :

I. Kegiatan Pembuka

1. Teacher greets students
2. Teacher asks the students the picture is one of artists
3. Teacher ask students to imagnie their artists is Rossa
4. Teacher ask students some questions :

   1) Who the picture is it ?
   2) Do you know her ?
   3) Could you tell me about her ?
   4) Do you like her ?
   5) Is it your favourite artists ?

II. Kegiatan Inti

1. Teacher explains about descriptive text
2. Teacher explains about the social function, schematic structure and significant grammatical pattern

   1) Social function

   To describe a particular person, place or thing

   2) Schematic structure

   - Identification : identifies the person, place or thing to be described
   - Description : describes parts, qualities and characteristics

   3) Significant grammatical pattern

   a. Focus on specific rather than generic structure
   b. Using simple present tense
   c. Using verbs of being and having
   d. Using descriptive adjectives to build up long nominal groups

III. Kegiatan penutup

1. Teacher asks students about the explanation she has given
2. Teacher asks students if they still do not understand about the material
3. Teacher aks students to make simple sentences
4. Teacher corrects the students' answer

LESSON PLAN FOR CONTROL CLASS

(Second Meeting)

Sekolah   : SMPN 26 Semarang

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Delapan)

Alokasi Waktu   : 2 x 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lemgkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

1. Menulis teks fungsional pendek berbentuk deskriptif
2. Menulis teks fungsional pendek deskriptif dengan benar

D. Aspek/Skill : writing/menulis

Teaching method :

I. Kegiatan Pembuka

1. Teacher greets students.
2. Teacher asks the students about the last material she given
3. Teacher asks students do they still remember about it
4. Teacher asks students about the picture is one of artists
5. Teacher asks students to imagine their artist is Afgan
6. Teacher asks the students some questions :

    a. Who the picture is it ?

    b. Do you know him ?

    c. Could you tell me about him ?

    d. Do you like him ?

    e. Is it your favourite artists ?

7. Teacher asks to write their answers in their books

8. Teacher asks students to write their answer in blackboard

9. Teacher corrects students' answer

10. Teacher writes the corrects answers

II. Kegiatan Inti

1. Teacher asks students to prepare a sheet of paper

2. Teacher asks students to see the pictures she has given

3. Teacher asks students to to mention what are in the pictures

4. Teacher asks students to imagine that the picture is one of artists

5. Teacher asks students to make simple sentences by using that picture

6. Teacher asks students about yhe structure used in the text

7. Teacher asks students whether they find difficulties in making sentences

8. Teacher asks them to write answer on blackboard

9. Teacher corrects the right answer

III. Kegiatan Penutup

1. Teacher asks students to make a descriptive text

2. Teacher asks students to write their answer in their workbook

3. Teacher corrects the students' answers

LESSON PLAN FOR CONTROL CLASS

(Third Meeting)

Sekolah   : SMPN 26 Semarang

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Delapan)

Alokasi Waktu   : 2 x 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

1. Menulis teks fungsional pendek berbentuk deskriptif
2. Menulis teks fungsional pendek deskriptif dengan benar

D. Aspek/Skill : writing/menulis

Teaching method :

I.   Kegiatan Pembuka

1. Teacher greets students.
2. Teacher asks the students about the last material she given
3. Teacher asks students do they still remember about it
4. Teacher asks students about the picture is one of hobbies
5. Teacher asks students to imagine the picture is fishing
6. Teacher asks the students some questions :
   1) Who the picture is it ?
   2) Do you know about that hobby ?
   3) Do you like fishing ? if yes, why ? mention one reason !

4) If you like fishing, what do you usually do your that hobby ?

7. Teacher asks to write their answers in their books

8. Teacher asks students to write their answer in blackboard

9. Teacher corrects students' answer

10. Theacher writes the correct answer

II. Kegiatan Inti

1) Teacher asks students to prepare a sheet of paper

2) Teacher asks students to see the pictures she has given

3) Teacher asks students to to mention what are in the pictures

4) Teacher asks students to imagine that the picture is one of hobbies is fishing

5) Teacher asks students to make simple sentences by using that picture

6) Teacher asks students about the structure used in the text

7) Teacher asks students whether they find difficulties in making sentences

8) Teacher asks them to write answer on blackboard

9) Teacher corrects the right answer

III. Kegiatan Penutup

1. Teacher asks students to make a descriptive text

2. Teacher asks students to write their answer in their workbook

3. Teacher corrects the students' answers

LESSON PLAN FOR CONTROL CLASS

(Fourth Meeting)

Sekolah   : SMPN 26 Semarang

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Delapan)

Alokasi Waktu   : 2 x 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

1. Menulis teks fungsional pendek berbentuk deskriptif

2. Menulis teks fungsional pendek deskriptif dengan benar

D. Aspek/Skill : writing/menulis

Teaching method :

I. Kegiatan Pembuka

1. Teacher greets students.

2. Teacher asks the students about the last material she given

3. Teacher asks students do they still remember about it

4. Teacher asks students about the picture is kinds pictures

5. Teacher asks students to imagine the picture

6. Teacher asks the students some questions :

   a. What the kinds of pictures ?

   b. Do you know all pictures ?

7. Teacher asks to write their answers in their books
8. Teacher asks students to write their answer in blackboard
9. Teacher corrects students' answer

II. Kegiatan Inti

1. Teacher asks students to prepare a sheet of paper
2. Teacher asks students to see the pictures she has given
3. Teacher asks students to to mention what are in the pictures
4. Teacher asks students to imagine that the picture is kinds of pictures
5. Teacher asks students to make simple sentences by using that picture
6. Teacher asks students about the structure used in the text
7. Teacher asks students whether they find difficulties in making sentences
8. Teacher asks them to write answer on blackboard
9. Teacher corrects the right answer

III. Kegiatan Penutup

1. Teacher asks students to correct their sentences
2. Teacher asks students to make a descriptive text
3. Teacher corrects the students' answers