



**THE USE OF PHOTOGRAPH AS MEDIA TO IMPROVE THE
STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT**
(An Experimental Study of the Eighth Year students of SMP N 12 Semarang
in the Academic Year of 2008/2009)

a final project
submitted in partial fulfillment of the requirements
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by
Asmiyatun
2201405058

PERPUSTAKAAN
UNNES

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

This final project was approved by Board of Examiners of the English Department of the Faculty of Languages and Arts of Semarang State University on February, 24th 2010.

Board of Examiners:

1. Chairperson,
Drs. Dewa Made Kartadinata
NIP 195111181984031001 _____
2. Secretary,
Dr. Dwi Anggani Linggar B. M.Pd.
NIP 195901141989012001 _____
3. First Examiner,
Drs. Ahmad Sofwan Ph.D.
NIP 196204271989011001 _____
4. Second Examiner,
Dra. Indrawati, M.Hum
NIP 195410201986012001 _____
5. Third Examiner,
Proff. Dr. H. Mursid Saleh, Ph.D.
NIP.194406091971021001 _____

Approved by

The Dean of Languages and Arts Faculty

Prof. Dr. Rustono

NIP. 195801271983031003

PERNYATAAN

Dengan ini saya:

Nama : Asmiyatun

NIM : 2201405058

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

Fakultas Bahasa dan Seni Universitas Negeri Semarang menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul:

THE USE OF PHOTOGRAPH AS MEDIA TO IMPROVE THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

(An Experimental Study of the Eight Year students of SMP N 12 Semarang in the Academic Year 2008/2009)

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Semarang, Februari 2010

Yang membuat pernyataan,

Asmiyatun

NIM 220140505

Motto

The importance of everything is not only to know something but to carry out what
is known
(Anonymous)



ABSTRACT

Asmiyatun. 2010. *The Use of Photograph as Media to Improve the Students' Ability in Writing Descriptive Text (An Experimental Study of the Eight Year Students of SMP N 12 Semarang in the Academic Year 2008/2009)*. A Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Prof. Dr. Mursid Saleh, Ph.D. Second Advisor: Dra. Indrawati, M.Hum.

Key Words: Photograph, Writing, Descriptive text, Experimental design.

This final project is an experimental study to answer the question to what extent the achievement of students who are taught writing descriptive texts using photograph as media is significantly different from those who are taught without photograph. In the research, the subjects of the study were the eighth year students of SMPN 12 Semarang in the academic year of 2008/2009. There were two groups used in the research; the experimental and the control group. The two groups were given different treatments. The experimental group was taught by using photograph while the control group was taught without using photograph. The writer used essay test to gather the data. The objective of this research was to find out to what extent students' achievement taught using photograph as media in writing descriptive text is significantly different from those taught without photograph. To achieve the objective of the study, a quantitative method was used. The result of the research showed that the mean score of pre-test from the two groups were nearly the same. The mean score of pre-test for the experimental group was 65.2, and the mean score of pre-test for the control group was 65.8. The slight difference between the two groups indicated that the two groups were homogeneous. After both, the experimental and control groups were given the different treatments, the score of the two groups increased, where the mean score of post-test for the experimental group was 82.6, and for the control group was 74.3. The t-test result of writing descriptive text by using and without photograph showed that t value was 9.370 and t table for $\alpha = 5\%$ was 1.67. The t value is higher than the critical value which meant that there was a significant difference between the experimental and control group. The significant differences between the two groups showed that the use of photograph as media in writing descriptive text is effective. The conclusion taken from the research is that the use of photograph gives contribution in writing descriptive text to the eight year students of Junior High School in SMP N 12 Semarang. Finally, the writer suggests to the teachers that they should use photograph as one of the media in teaching descriptive writing.

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Finally, I also take this opportunity to convey my sincere love to my wonderful parents (Muh Ajit and Minah), my brother and sister (Mulyoto and Asiyah).

I realize that this final project is still far from being perfect; therefore, I heartily welcome any suggestions and constructive criticism from all the readers for the improvement of the final project.

Semarang, Februari 2010

Asmiyatun

NIM.2201405058

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CHAPTER I

INTRODUCTION

This chapter talks about the general background of the study, the reasons for choosing the topic, the research question, the objectives of the study, the significance of the study, and the outline of the study.

1.1 Background of the Study

Language ability is a very useful tool for people to communicate. It enables people to share their information, knowledge, and idea. The communication is conducted among people in the same native language or among those whose native language is different. Each country has its own native language used as a means of communication among its people. Thus, to be able to communicate with people all around the world in this global world, the need of mastering a language which is widely spoken for international communication is significant. One of the international languages which is widely used as a means of international communication is English, so that it plays an important role in communication among people all around the world.

In Education, English plays an important role in the development of intellectual, social, and emotional of the students by facilitating them in studying all fields of study. It has also an important role in science and technology which deals with education as stated by Ramelan (1992:2) that English as an international language is used to communicate, to strengthen and to fasten

relationship among all countries in many fields such tourism, business, science, technology, etc. Because of its importance, English as the first foreign language in Indonesia has been taught as one of compulsory subjects at junior and senior high school.

In Indonesia, teaching and learning English should be based on the curriculum which gives a guideline to teachers in planning the teaching and learning activities. The curriculum which is recently published by the government and is being used at schools is the competence based curriculum 2004. The curriculum states that English is a means of communicating both in speaking and writing. Communicating means to understand, to express (information, idea, feeling), and to develop science, technology and culture. In broader meaning, it means the ability to understand and/or create a text both spoken and/or written which is realized in four the language skills. Those are listening, speaking, reading and writing skill. Those skills are connected one another and can not be separated.

Based on the curriculum, teaching and learning activities are conducted in two cycles; spoken and written cycle. The consideration emerges since spoken language is different from written one. The spoken cycle deals with speaking and listening while the written cycle deals with reading and writing. Speaking and writing skills are called productive skill on which students are hoped to have the ability to express ideas in spoken or written language. In spoken language, people share their ideas through speaking activities. In speaking, the speakers can see and hear the listeners, so he/she can answer questions, restate idea, make correction, and give examples even changes his/her mind. In short, the speakers is both

stating and examining his thought as he says them aloud. The speaker can also use body language to explain something more clearly. It can happen all at once. While in written language, people share their ideas through the writing process.

According to Meyers (2005:2), writing is like speaking in a way to discover and communicate ideas. Unlike speaking, however, it doesn't happen all at once. The writer can not see and hear the reader, so he has to present the ideas in a logical order. He has to be careful in organizing his writing to make the meaning more strongly and clearly. Therefore, writing as one of the basic competences in learning language is the most sophisticated language skill. It demands a lot of exercises and practice.

Writing is a kind of complex process which allows the writer to express an idea, feeling, knowledge, etc and make it visible or concrete. Nunan (2003:88) states that writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. Besides that, writing is the mental work of inventing ideas, and thought about how to express them, and organizing them into statements, paragraphs or /and text that will be clear to a reader.

Writing is one of the skills that has to be mastered by English learners including the Junior High School Students. Competence Based Curriculum states that, there are several genres of text that are taught in Junior High School students grade VIII. One of them is descriptive text.

Descriptive text is a kind of text whose communicative purpose is to describe a particular person, thing, place or situation. In writing descriptive text, a

writer is required to give reader a detailed vivid picture of a person, thing, place or situation or anything (Whinson and Burk, 1980:128). Descriptive text as one of the written text types has its own difficulties in the arrangement. In composing a descriptive text, the writer has to involve his visual imagination in order to visualize person, object, places, situation, etc. The description should be clear, concrete, and in detail in order to stimulate the readers' sense in giving contribution to see, hear, taste, or smell what the writer is actually writing about.

According to Sudjana and Rivai, (2007:2) there are some advantages of using media in the teaching and learning process such as attracting the students' attention which in turn raise students' motivation in learning, making the material more clearly and meaningful so that students will understand it clearly. In this study, the writer uses photograph as media to improve students' ability in writing descriptive text in Junior High School. The writer uses photograph of particular object, person, place and situation as media since photograph is more contextual and situational so that can give a real impressions of a real object, person, place and situation outside the classroom and bring it up into the class to give students an interesting and meaningful experience. In turn, the use of photograph as media is expected to provide students with a more attractive visual media, so that in producing descriptive text, students will write in a clearer and more detailed text.

1.2 Reasons for Choosing the Topic

The writer chooses the topic for some reason, they are:

1. Writing descriptive text is one of the writing ability that has to be mastered by students of Junior High School. This study is intended to help the students write a descriptive text well since they have some difficulties to write a descriptive text.
2. Descriptive text as one of the written text types has its own difficulties in the arrangement. Students have to involve his visual imagination to visualize person, object, places, situation, etc. Thus, using certain media, in this case photograph is expected to improve students' ability in writing. In this study the writer uses photograph as media that this media might not be used as often.
3. Students are expected be more enthusiastic in learning something if they are interested in it. Thus, to make writing classes more interesting, enjoyable and meaningful, the writer uses photograph of objects, persons and places as a media.
4. The writer chooses year VIII students of SMP Negeri 12 Semarang to know their ability in writing descriptive text and also to find out the effectiveness of photograph as media in writing descriptive text.

1.3 The Statement of the Problem

In this final project, the writer limits the problem into the following.

To what extent is the achievement of students who are taught a writing descriptive text using photograph as media significantly different from those who are taught without photograph.

1.4 The Objective of the Study

The objective of the study is:

To find out to what extent students' achievement taught using photograph as media in writing a descriptive text is significantly different from those taught without photograph.

1.5 Significance of the Study

The significances of the study are:

1. Theoretically, the writer expects that the result of the study will be able to ensure the use of media, in this case, photograph in teaching descriptive writing.
2. Practically, the writer expects that:
 - a) The result will be useful for the students to improve their writing skill, especially in writing descriptive text since they get a new way in learning, that is by using photograph as media.

- b) The result will be able to make teachers realize, especially English teachers about the importance of using media such as photograph to facilitate their teaching more enjoyable and meaningful.
3. The writer also expects that the result of this study will be useful as a reference and a supporting material to conduct further and deeper researcher in the same topic.

1.6 Limitation of the Study

In this study, the writer limited the study into the following sentences:

1. In this study, the writer will use photograph of object, person, place and situation as media to improve students' ability in writing descriptive text.
2. This study is conducted to eight-year students of SMP N 12 Semarang
3. The writer conducted Experimental Design (Pretest-Posttest Control Group Design) and photograph of object, person, place and situation as media in this study

1.7 Outline of the Study

The final project is organized into five chapters as follows:

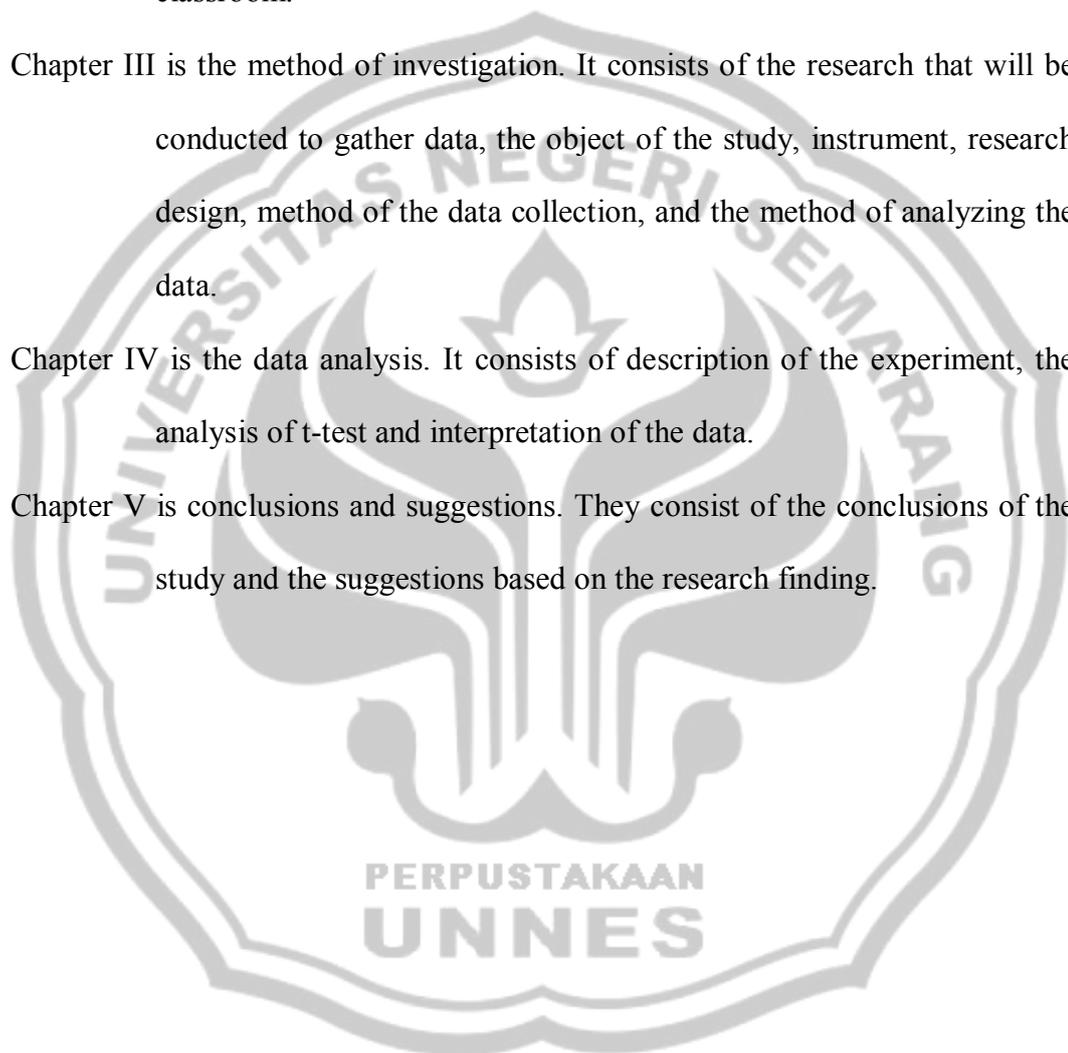
Chapter I is introduction. It consists of the background of the study, reasons for choosing the topic, the statement of the problem, the objective of the study, significance of the study, limitation of the study and the outline of the study.

Chapter II is the review of the related literature. It discusses the literature that is related to the topic of discussion which consists of general concept of media, photograph as media, general concept of writing, general concept of text, descriptive text and the use of photograph in the classroom.

Chapter III is the method of investigation. It consists of the research that will be conducted to gather data, the object of the study, instrument, research design, method of the data collection, and the method of analyzing the data.

Chapter IV is the data analysis. It consists of description of the experiment, the analysis of t-test and interpretation of the data.

Chapter V is conclusions and suggestions. They consist of the conclusions of the study and the suggestions based on the research finding.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the literature that is related to the topic of discussion which consists of the general concept of media, photograph as media, general concept of writing, general concept of text, descriptive text and the use of photograph in the classroom.

2.1 General Concept of Media

2.1.1 Definition Media

In teaching and learning process, effective communication between teacher and students is intensively needed. Sometimes, to establish an effective communication, teachers need media that can help them to transfer his knowledge since it can no longer be considered effective with words alone. As stated by Halmar (2008:40), media is a transformative means of the learning material toward the goal of the study. Thus, media as one of the main components in the design and use of systematic instruction plays an important role in reaching the goal of the study.

According to Gerlach and Elly (1980:241), a medium, the singular form of media is any person, material, or event that establishes condition, which enables learners to acquire knowledge, skills and attitudes. Another definition is that “every medium is a means to an end or a goal”. According to Sudjana and Rivai (2007:1-2), media is a tool in the systematic instruction that can accelerate

the students' learning process which in turn is hoped to increase the students' achievement.

From above definition, the writer concludes that media are tools and materials such photograph, chart, diagram, poster, etc which help establish condition used by the teacher to facilitate the instruction in order to help students to reach the goal of the study.

2.1.2 Kinds of Media

According to Sudjana and Rivai (2007: 3) there are five kinds of media that are commonly used in teaching and learning process. They are:

1) Graphical media or two-dimensional media

It is often said as two dimensions media since it has two dimensions of length and width. Media that can be categorized as graphical media or two-dimensional media are photograph, chart, diagram, graph, poster, cartoon, comic, etc.

2) Three-dimensional media

It is media which have three dimensions of length, width and height. They are usually in the form of a model. Media that can be categorize as three dimensions media are: solid model, cutaway model, build-up model, working model, mock-ups, and diorama.

3) Screen projection media

They are in form of flat pictures or films which are projected on the plane of projection. Media that can be categorized as screen projection are: overhead projector, slide, film, and filmstrip.

4) Environment

Students and teacher observe or study the real situation outside the classroom. In this way, the environment is used as media of learning.

In this study, photograph as two-dimensional media are used in order to create students' imagination or visual image toward the material. It is expected that by using these media in the instruction, students will be more creative in exploring what are inside their minds. The use of photograph of object, person place and situation are expected to facilitate students with more clear and detail material so that these will give greater motivation for students to learn.

2.1.3 Function of Media

1) To attract students' attention

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

2) To make the lesson meaningful and more understandable

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

3) To reduce the length of time required

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

- 4) To make the students more active in learning process.

By using media, students are not only listening to the teacher's explanation but also doing other activities such as observing, interpreting, explaining, demonstrating, practicing, etc. On the process, students learn actively which in turn will prevent students from feeling bored and also reduces this process.

Positive attitudes of students toward the learning process and to what they are learning itself are very important. Therefore, the use of media such as photograph in teaching learning process is expected to improve their positive attitudes which in turn help them to reach the goal of the study.

2.1.4 Principles of media selection

In using media, teachers should select and use them properly. According to Sudjana and Rivai (2007: 4-5) there are six principles in selecting the media. They are:

- 1) Purpose

The media are selected based on the instructional purposes of the lesson. It means that the media have significant relation to the lesson and should be conformed to the message that will be given to the students.

- 2) The assistant to the material

The use of media should contribute to the teaching learning process significantly. It means that the media can facilitate the teaching learning process properly.

3) Practicality

In selecting media, teacher should consider whether the media is easy to get or not. The price also has to be considered whether or not the money spent is in equivalent with the educational result derived from their use.

4) Teacher's skill in using the media

Good media will be useless if the teacher is unable to use them properly since the value or advantage of the media is not measured by the quality of the media itself but also on the ability of the teacher to use them effectively based on the instructional purposes.

5) Time allotment

In selecting media, teacher should take into account the time allotment required in using the media during the lesson. He has to select media which are not time consuming.

6) In line with students level

Students' level should be taken into account, the media chosen should help them to understand the material easily and support them in acquiring knowledge.

Although there are many criteria that have been suggested in selecting media, a teacher is also required to be able to makes some consideration in selecting media and makes some adjustment if it is necessary based on the situation and person to use since each school has its own characteristic.

2.2 Photograph as Media

2.2.1. Definition of Photograph

Photograph is one of the instructional media which is widely used in teaching learning process for its simplicity and practicality.

Photograph is a kind of flat opaque picture including picture and printed painting (Sudjana, N. Rivai, A., 2007:71). Another definition that he proposed is that photograph belongs to a graphical media or two-dimensional media, which can also be transferred into transparent picture by using opaque projector.

2.2.2 Characteristic of Photograph

Teachers are supposed to know about the media that will be used during the lesson, including the characteristic of them. According to Sudjana and Rivai (2007: 72-73) the characteristics of photograph are:

- 1) Photograph is two-dimensional media and belongs to still opaque picture that is very important for the teaching purpose.
- 2) Photograph can give the impression of a moving activity, a man who is riding a bicycle for instance.
- 3) Photograph focuses on topic and impression, thus photograph can be valuable media in teaching and learning process.
- 4) Photograph enables students to observe object, person, place or situation presented in detail and individually.
- 5) Photograph can be used in all subjects of study.

2.2.3 Criteria in Selecting Photograph as Media

According to Sudjana and Rivai (2007: 72-73) the criteria in choosing photograph as media are:

- 1) Photograph has to cover the instructional goal
- 2) Photograph has to cover artistically sense properly
- 3) Photograph for teaching and learning process has to be clear and have proper size.
- 4) The photograph should be valid
- 5) The photograph should be interesting for students

2.2.4 The Advantages of Photograph as Media

Photograph which belongs to still opaque picture has several advantages. Gerlach (1980:277) generally states the advantages of pictures are follows.

- 1) Photograph (still opaque picture) is inexpensive and widely available
- 2) It provides common experiences for an entire group
- 3) The visual detail makes it possible to study a subject, which would otherwise be impossible.
- 4) Photograph can help to prevent and correct misconception
- 5) Photograph offers a stimulus to further study, reading, and research.

Visual evidence is a powerful tool

- 6) It helps to focus attention and to develop critical judgment.

According to Sudjana and Rivai (2007: 72-73) the advantages of photograph as media are as follows:

- 1) Photograph is easy to use or practical
- 2) Economical and easy to prepare
- 3) Photograph can be used for many purposes, in many kinds of educational level, and many subjects of study
- 4) Photograph interprets an abstract concept or idea to be more realistic and simple. Edgar Dale in Sudjana and Riva'I (2007:72) stated that photograph can change teaching verbal symbols into a more concrete stage that is visual symbols.

2.2.5 Limitation of Photograph

Although photograph has many advantages, it has some limitations as follows:

- 1) Sometimes, photograph is poor in size when it is used for big group teaching, except if it is projected using opaque projector
- 2) It is difficult to predict the real size since photograph is a kind of two dimensional media.
- 3) Photograph is a still picture, so it doesn't show any movement.

2.3 General Concept of Writing

2.3.1 Definition of Writing

Writing has many general concepts. There are several definitions of writing that can be studied, Meyers (2005:2) states:

“ writing is a way to produce language, which you do naturally when you speak. It is partly a talent, but it’s mostly a skill, and like any skill, it improves with practice. Writing is also an action—a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them.”

Writing is a way of getting things done. To get things done such as, describing something, telling a story, requesting an overdraft, drafting an essay, and so on, one must follow certain social conventions for organizing messages, and these conventions can be described and taught (Hyland, 2004: 5).

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

From the above definitions, it can be concluded that writing is communicating with others on a verbal way. In these activities, a writer is able to express their ideas, opinions, and feelings and organize them in simple and short sentences. Practicing is very important in producing good writing.

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

2.3.2 Step in Writing

Any good paragraph or essay goes through many stages before it is finished. Although no two writers approach writing in exactly the same way, they generally follow six series of action as stated by Meyers (2004:3-12). The steps are:

1) Explore ideas:

Before starting to write, a writer has to explore as many ideas as possible since writing involves discovering idea as much as possible, then he/she record it to save the idea. In this steps, a writer has also to focuses the idea systematically by considering three questions: first, the subject, that is the material that he/she intended to write about; second, the purpose, that is a writer's intention from his/her writing toward the reader; Third, the audience, in this case is the reader. The audience influence the language used in conveying the writing subject and the purpose that a writer's wants to achieve.

2) Pre write:

Writing process involves writing the idea on a piece of paper or on the computer. In these steps a writer does not have to worry about the grammar, diction, spelling or punctuation because he/she will revise it later. There are three steps in pre-writing: first, brainstorming, is listing thought as they come in mind. Second, clustering, in this step, a writer may write the subject in the middle of the page, circle it and then write related ideas around the main circle.

And free writing, in this step, a writer simply writes about the subject without worrying about the sentence structure, spelling, logic and grammar.

3) Organize:

In this step, a writer begins to organize idea. That is selecting and outlining.

4) Write a first draft:

In this step, a writer writes quickly to records his/her thoughts and put notes and new ideas in the margin

5) Revise the draft:

In this step, a writer may add or omit material, and move material around

6) Produce the final copy:

Finally, a writer edits copy over or prints a clean copy and read for error.

2.3.3 Punctuation in writing

Ashabranner, (1995: 92-103) state that punctuation marks are signposts which guide the reader as his eyes move from one word or group of words to another. There are some punctuation marks to be considered:

1) Period (.)

The period terminates only independent clauses or sentences. The period is the usual terminal mark, though the exclamation point and the question mark are also used.

2) Comma (,)

The comma is the most used mark of punctuation, because it indicates various relationships with the least interruption to the flow of thought.

3) Apostrophe (')

The uses of apostrophes fall into three distinct categories: to show possession, to indicate the omission of one or more letters of a word, and to form certain plurals.

4) Colon (:)

The colon is the mark of introduction. It is not to be confused with the semicolon, with sounds like a closely related mark but has different uses.

5) Semicolon (;)

The chief use of semicolon has been discussed: to separate independent clauses.

6) Question Mark (?)

There are two kinds of questions: direct and indirect. Each kind of question requires different punctuation, as you'll see in the following examples.

7) Exclamation point (!)

The exclamation point, like the period and the question mark, is a terminal mark of punctuation. It is made on the standard type by striking an apostrophe over a period.

8) Quotation Mark (“...”)

Quotation marks are used chiefly to show that the exact words of a speaker or you are given. They are always used in pairs, opening and closing the words quoted.

9) Dash (_)

The dash is primarily a sign of separation. It is a versatile mark which can replace the comma, the semicolon, or period in certain uses; however, it should not be substituted for any of these marks without good cause.

10) Hyphen (-)

The hyphen is used to relate combinations of figures or letters and to separate combinations of vowels in words when the vowels might be read as diphthongs.

11) Italic (*Ital*)

One of the italic uses is used for foreign words or phrases.

2.4 General concept of text

2.4.1 Meaning of Text

A text is any meaningful stretch of language, oral or written. (Derewianka, 1990:17-18). Each text has its own characteristic and functions, and a functional model of language tries to describe in what ways they differ. Furthermore, According to Hartono (2005:5) states that text is a unit of meaning which is coherent and appropriate for its context.

One of the factors that takes into accounts in the differences is the purpose for which the text is used. Each text is structured in different ways to achieve the goal. A Text also differs according to the situations or contexts in which they are being used.

2.4.2 Kinds of Text

According to Linda G and Wignel (1995: 1992-222) there are several text types, they are:

1) Descriptive text

To describe particular person, place or thing

2) Narrative

To amuse, to entertain, to deal with actual or vicarious experience in different ways and deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution

3) Recount

To retell events for the purpose of informing or entertaining

4) Procedure

To describe how something is accomplished through a sequence of actions or steps

5) Spoof

To retell an event with a humorous twist

6) Report

To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment

7) Analytical exposition

To persuade the reader or listener that something is in case

8) News item

To inform reader, listeners or viewers about events of the day which are considered newsworthy

9) Anecdote

To share with others an account of unusual or amusing incident

10) Hortatory exposition

To persuade the reader or listener that something should or should not be the case),

11) Explanation

To explaining the process involved in the formation or workings of natural or sociocultural phenomena

12) Discussion

To present at least two points of views about an issue

13) Reviews

To critique an art work or event for a public audience.

14) Commentary

To explain the process involved in the formation (evaluation) of a sociocultural phenomenon, as though a natural phenomenon. The text conveys the field of natural science, using explanation to do it.

2.5 Descriptive text

Descriptive text is a kind of genre which paints a colorful picture of a person, place, thing or idea concrete and also concrete details. As stated by Callaghan (1988:138) “A Descriptive writing creates a clear and vivid impression of person, places or thing”. In line with Callahan, Carrier as quoted by Budiwardani (2008: 17) states that descriptive is a text that describes person, a place, an idea, an organization, or an activity. It is closely related to narrative text. The main difference is that the first text is related to telling a story while the second one is related to drawing a picture in words.

Descriptive text is a kind of text which communicative purpose is to describe a particular person, thing, place or situation. In writing descriptive text, a writer is required to give the reader a detailed vivid picture of a person, thing, place or situation or anything (Whinson and Burk, 1980:128).

From the above explanations, it is clear that descriptive text reproduces the way things look, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It may also used to create a visual image of people, places, even of unit of time, times of day or season. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

Descriptive text has social function, schematic structure and significant grammatical pattern as follows (Hammond, 1996:78)

1) Social Function

To describe particular person, place or thing

2) Generic Structure

- a. Identification: identifies phenomenon to be describe, i.e a person, place or thing
- b. Description: describe part, quality, and characteristic

3) Significant Lexicogrammatical Features

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

2.6 The Use of Photograph in the Classroom

English is not the mother tongue, thus, as Indonesian students, learning English is not an easy thing for some students. In teaching learning process of foreign language, the use of media such photograph is important to make students learn English lesson, especially writing descriptive text easily.

Descriptive text as one of the written text types has its own difficulties in its arrangement. In composing a descriptive text, a writer has to involve his visual imagination to visualize person, object, places, situation, etc. The description should be clear, concrete, and detail in order to stimulate the readers' sense in giving contribution to see, hear, taste, or smell what the writer is actually writing about.

There are some advantages in using media in the teaching and learning process such as attracting the students' attention which in turn raises students'

motivation in learning, making the material more clearly and meaningful so that students will understand it clearly. The writer uses photograph of particular object, person, place and situation as media since a photograph is more contextual and situational so that can give a real impressions of a real object, person, place and situation outside the classroom and bring it up into the class to give students an interesting and meaningful experience. The use of Photograph as media to improve the students ability in writing descriptive text is significant for it deals with visualization of a particular object, person, place or situation so that the students will be able to write the descriptive text in more clearly, concrete and in detail.



CHAPTER III

METHODS OF INVESTIGATION

There are seven points that will be discussed in this chapter. They are: Object of the Study, Instrument, Research Design, Method of Collecting Data and Method of Analyzing Data.

The writer used quantitative research in this study because she got the data from the form of numbers rather than words. In order to get the data required in this study, the writer used the following methods:

3.1 Subject of the Study

The Subject of the study is the eight year students of SMP Negeri 12 Semarang in the academic year of 2008/2009

3.1.1 Population

A population is a group of people or items from which the data are collected (Arikunto, 1998:115) while according to Tuckman (1978:227), the population is a group which the writer is interested in gaining information and drawing conclusion. The population of the study was the eight year students of SMP Negeri 12 Semarang in the academic year of 2009/2010

3.1.2 Sample

Sample is a group of people, objects, or places from which the data is collected. Sample is a part of the population which functions as its representative (Saleh, 2001:33).

In line with Saleh, Arikunto (2006: 131) states that sample is a part of population and a good sample is the one that represents population from which it is selected. It is called sample research when a writer wants to generalize the sample research result.

According to Gay as quoted by Yuliani (2007:25), sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected. In selecting the sample, the writer used cluster sampling. If the population is more than 100 persons, the writer may take 10-15 percent or 20-30 percent or more from the population. The writer uses two groups or classes as the sample in this research, one class as the control group and the other one as experimental group.

3.1.3 Research Variable

A great deal of research is carried out in order to explore the strength of relationship between variables. Basically, a variable is anything which does remain constant. It may differ among individuals and change over time as stated by Brown (1988:7) a variable is something that may vary or differ. Research variables are the condition that are manipulated, controlled, or observed by the writer in doing research.

Saleh, (2008:14) distinguished variables according to characteristic of the relationship among them, they are: Independent variable, moderator variable, control variable, intervening variable, and dependent variable.

In this experimental design, there are two variables, independent and dependent variable. Kerlinger (1973:35) states:

“The most important and useful way to categorize variable 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.”

In this experiment, the writer uses photograph as media to improve students' ability in writing descriptive text. Hence, the variables in this research are:

a. The dependent variable

Dependent variable is a respond variable which is observed and measured to determine the effect of the independent variable (Tuckman, 1978:50). Based on the definition of dependent variable, the dependent variable of the research is the students' achievement manifested in the test score.

a. The independent variable

Tuckman, (1978:58) stated that independent variable is a stimulate variable which is measured, manipulated or selected by the experimenter to determine its relationship to an observed phenomenon. Based on the definition, the independent variable of the research is the method of teaching descriptive text using photograph as media.

3.2 Instrument

An instrument is used by the writer to gather data. 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.” The instrument which is used in this research is an essay test. To collect the data needed in this study, the writer used rating scale for the pre test and post test. Some of the data are gained from the pre test and post test that will be conducted at the beginning and the end of the experiment.

The aim of using pre test and post test were to see the students’ initial ability in writing before treatment and to see their writing progress.

3.2.1 Try out

Before the test was used as an instrument to collect the data, it had been tried out first to the students of another class. In this study the writer use class VIII C as the tried out class. After the result of the tried-out was gained, the analysis was made.

3.2.2 The Criteria of the test

3.2.2.1 Validity of the Test

Validity can be defines as how far is the accuracy and the precision of an instrument in measuring (Azwar, 2006:5). He also stated that an instrument or a test is said to be highly valid if the instrument managed to do its measurement functions, or to give the measurement result which is appropriate to the intention of measuring. In this study, the writer uses content validity by *expert judgment* (Azwar, 2006:45)

3.2.2.2 Reliability of the test

Bungin (2006:96) says that reliability is the compatibility of the instrument to what it is measured, so that the instrument can be trusted and be relied on. A reliable test is consistent and dependable. If a researcher gives the same test to the same students or match students on two different occasions, the test should yield similar result (Brown, 2004: 20). In this study, writer uses the *interrater reliability*. This kind of reliability uses two person or rater to evaluate the writing of each student. The first rater is the writer herself and the second rater is a student of English department. The scores of two raters then be correlated using Pearson product moment.

3.2.2.3 Practicality

A third characteristic of a good test is practicality or usability (Harris, 1969:21). A test is said to be practical if it fulfills some consideration.

They are:

- a. the test is economical in money and time
- b. the test is easy to be administered and scored
- c. the test is easy to be interpreted

3.2.3 Scoring Technique

In this study, the writer took the scores based on the written production of the students to measure the progress. The aspect that was assessed concerning organization, content, grammar, punctuation, style and quality of expression. The marking of students writing is presented in the following scale:

Table 3.1

1. Organization: Introduction, Body, Conclusion

Score	Criteria
20 - 18	Effective introductory paragraph, topic is stated and leads to body, conclusion logical and complete.
17 - 15	Introduction, body and conclusion of essay is acceptable but some evidence may be lacking
14 - 12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body.
11 - 6	Shaky or minimally recognizable introduction; severe problems with ordering of ideas; conclusion weak or illogical
5 - 1	Absence of introduction or conclusion; no apparent organization of body

2. Content

Score	Criteria
20 - 18	The ideas is concrete and thoroughly developed; no extraneous material; essay reflect thought
17 - 15	Idea could be more fully developed; some extraneous material is present
14 - 12	Development of ideas not complete or essay is somewhat off the topic; paragraph aren't divided

	exactly right
11 - 6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
5 - 1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

3. Grammar

Score	Criteria
20 - 18	Native-like fluency in English Grammar; correct use of relative clause, preposition, modals, articles, verb form and tense sequencing; no fragments or run-on sentences
17 - 15	Advanced proficiency in English grammar; some grammar problems don't influence communication; no fragments or run-on sentences
14 - 12	Grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present
11 - 6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar

	review of some areas clearly needed
5 - 1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure

4. Punctuation, Spelling, Mechanics

Score	Criteria
20 - 18	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs intended punctuation and spelling; very neat
17 - 15	Some problems with writing conventions or punctuation; occasional spelling error; left margin correct; paper is neat and legible
14 - 12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
11 - 6	Part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers
5 - 1	Complete disregard for English writing convention; paper illegible; obvious capital missing; no margins, severe spelling problems

5. Style and quality of expression

Score	Criteria
20 - 18	Precise vocabulary usage; use of parallel structures; concise; register good
17 - 15	Attempt variety; good vocabulary; not wordy; register OK; style fairly concise
14 - 12	Some vocabulary misused; lack awareness of register; may be too wordy
11 - 6	Poor expression of idea; problems in vocabulary; lack variety of structure
5 - 1	Inappropriate use of vocabulary; no concept of register or sentence variety

(Brown and Bailey, 1984:39)

To get the score of each student in composition, the writer used the formula:

$$S = S1 + S2 + S3 + S4 + S5$$

Where:

S : Total score

S1 : Score of organization aspect

S2 : Score of content aspect

S3 : Score of grammar aspect

S4 : Score of punctuation aspect

S5 : Score of style aspect

3.3 Research Design

The method of the research is experimental (Pretest-Posttest Control Group Design). The reason is that the writer wants to know the effectiveness of using photograph to students' writing achievement.

The design of research is as follow:

Experimental Group	Pre-test (O ₁)	Treatment (X)	Post-test (O ₂)
Control Group	Pre-test (O ₃)		Post-test (O ₄)

The design of experiment can be described as the following:

R	O ₁	X	O ₂
R	O ₃		O ₄

3.4 Method of the Data Collection

In conducting the research, before giving the treatment, the writer conducted a pre-test. It was conducted on writing test. In this test, the writer asked the students to write a descriptive text according to the photograph given. On the treatment, the experimental class was taught by using photograph, on the other hand, the control class was taught by using conventional method. After all, the post-test was done. The post-test was conducted to measure the students' abilities after the treatment. The test contained the same criteria in writing a descriptive text as in the pre-test. Besides, it was given to the same experimental and control groups.

The table presented below was the schedule of the experiment during the research:

Table 3.2

No.	Experimental Class	Date	Control Class	Date
1.	Pre-test	August, 29 th 2009	Pre-test	August, 29 th 2009
2.	Giving a treatment (I) by using photograph as media. (photograph of object and place)	September, 1 st 2009	Discussing about descriptive text in students' text book	August, 31 st 2009
3.	Discuss the result of previous meeting	September, 3 rd 2009	More focus on the generic structure	September, 2 nd 2009
4.	Giving treatment (II) by using photograph as media. (photograph of person and situation)	September, 3 rd 2009	Discussing about descriptive text (different text) in students text book	September, 5 th 2009
5.	More focus on descriptive structure and the lexicogrammatical	September, 5 th 2009	Discussing the grammar of the descriptive text given	September, 7 th 2009

	features			
6.	Review the lesson about descriptive	September, 8 th 2009	Review the lesson about descriptive	September, 9 th 2009
7.	Post-test	September, 12 th 2009	Post-test	September, 12 th 2009

3.5 Method of Analyzing Data

The writer analyses the data by using t-test technique. The following are the steps in analyzing the data by using t-test technique:

1. Making preparation table (tabulating the data)

Table 3.3

No	Experiment group		Control group	
	Pre-test (O1)	Post-test (O2)	Pre-test (O3)	Post-test (O4)
1.				
2.				
3.				
-				
-				
-				
-				
40				
Total				
Mean				
Variance				

2. Using the appropriate formula for analyzing the data

First, writer analyzes the data by comparing the mean of experimental group and the mean of control group. Then to know whether the difference between two means was significant, writer applied t-test formula:

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

(Sudjana, 2006: 256)

Where:

x_1 = the average score of the experimental group

x_2 = the average score of the control group

s = standard deviation

n_1 = the number of students in the experimental group

n_2 = the number of students in the experimental group

Second, writer analyzed the gain using formula and criteria proposed by Savinaenen & Scott's Journal. Here are the formula and criteria of the gain level:

$$G = \frac{\text{Pre test} - \text{Post test}}{100\% - \text{Pre test}}$$

Interval	Criteria
$0,7 \leq \text{gain}$	High
$0,3 < \text{gain} < 0,7$	Middle
$\text{Gain} < 0,3$	Low

(Savinaenen and Scott, 2002: 45-52)

Writer made the t-test formula and the gain using SPSS 15.0 (Statistical Pocket of Social Science) for windows.

The Application and the result of the investigation will be discussed in chapter IV.



CHAPTER IV

DATA ANALYSIS

This chapter presents the description of the experiment, the discussion of the experiment, the analysis of t-test and the interpretation of the study.

4.1 Description of the Experiment

The research was conducted in four major activities, they were a try-out test, a pre-test, treatment and a post test.

4.1.1 Try-Out Test

The try-out test was conducted on August, 29th 2009 to students of a class which was the same grade to the experiment and control group. There were 38 students of VIII C who took the test.

4.1.2 Validity

In this study, the writer used the content validity by which its validity was estimated through the professional judgment of the test content or the components of the scoring analysis, so there was no statistic computation to count the validity. There are five components of the scoring analysis; they are the organization of the text, the content of the text, grammar, punctuation-spelling-mechanics, and style or the quality of expression. The writing test is said to be valid if the components of the scoring analysis are managed to cover the aspects of writing.

4.1.3 Reliability

The reliability used was interrater reliability by which a score of a subject was assessed by more than one rater. The first rater is the writer herself and the second rater is a students of English department. This kind of reliability was concerned on the consistency between the raters in giving the score. Based on the try-out test, here is the computation:

The Result of Interrater Reliability

Students	Panelists		T	T ²
	I	II		
1	63	61	124	15376
2	60	62	122	14884
3	59	61	120	14400
4	68	70	138	19044
5	66	65	131	17161
6	64	66	130	16900
7	60	58	118	13924
8	62	60	122	14884
9	59	58	117	13689
10	60	61	121	14641
11	64	66	130	16900
12	65	63	128	16384
13	53	65	118	13924
14	65	69	134	17956
15	73	71	144	20736
16	63	60	123	15129
17	68	70	138	19044
18	65	64	129	16641
19	70	72	142	20164
20	65	64	129	16641
21	68	71	139	19321
22	64	59	123	15129
23	65	64	129	16641
24	60	60	120	14400
25	60	58	118	13924
26	70	72	142	20164
27	64	60	124	15376
28	68	65	133	17689
29	60	60	120	14400
30	64	60	124	15376

31	65	65	130	16900
32	60	62	122	14884
33	60	62	122	14884
34	60	60	120	14400
35	70	66	136	18496
36	65	62	127	16129
37	65	70	135	18225
38	70	68	138	19044
R	2430	2430	4860	623804
R ²	5904900	5904900	11809800	
n =	38	k =	2	

$$\begin{aligned}\Sigma R &= 4860 & \Sigma R^2 &= 11809800 \\ \Sigma T &= 4860 & \Sigma T^2 &= 623804 \\ \Sigma i &= 4860 & \Sigma i^2 &= 312086\end{aligned}$$

$$S_e^2 = \frac{\Sigma i^2 - (\Sigma R^2)/n - (\Sigma T^2)/k + (\Sigma i)^2/nk}{(n-1)(k-1)}$$

$$S_e^2 = \frac{312086 - 310784 - 311902 + 310784}{37}$$

$$= 4.973$$

$$S_s^2 = \frac{(\Sigma T^2)/k - (\Sigma i)^2/nk}{(n-1)}$$

$$= \frac{311902 - 310784}{37}$$

$$= 30.21$$

$$r_{xx'} = \frac{S_s^2 - S_e^2}{S_s^2} = \frac{25.238}{30.211} = 0.84$$

The average estimation of the raters' reliability as follows:

$$\begin{aligned}r_{xx'} &= \frac{S_s^2 - S_e^2}{S_s^2 + (k-1)S_e^2} \\ &= \frac{25.238}{35.183} \\ &= 0.717\end{aligned}$$

Where:

Se^2 : variance error

Ss^2 : inter-subject variance

$r_{xx'}$: the average of reliability

$r_{xx'}$: the average estimation of reliability

i : rating score given by a rater to a subject

T : the total of rating score accepted by a subject from the raters

R : the total of rating score given by a rater to all subjects

n : the number of subjects

k : the number of raters

The computation of the reliability shows that the average estimation of the raters' reliability is 0,717, which means that the test is reliable.

4.1.4 Pre-Test

The pre-test was conducted to VIII F as the control group and VIII G as the experiment group on September, 2nd 2009. There were eight keywords on the paper sheet which were optional to use by the students. They were given a photograph of a peacock and asked to make a descriptive text based on the photograph given. The result of the pre test showed that the mean score of the experimental group was 65.2 and the mean score of the control group was 65.8.

The data of pre-test can be seen in the appendix.

4.1.5 The Experimental treatment

Table 4.1.

The Experimental Design

Experimental Group (VIII G)	Pre-test (O ₁)	Treatment (X) - Introduction. topic1=Explanation about descriptive text. (social function, grammatical pattern, and schematic structures) - Topic 2 = making descriptive text by using photograph of object and place. - Topic 3 = explanation and a brief review of the previous meeting, making a descriptive text by using photograph of person and situation.	Post-test (O ₂)
Control Group (VIII F)	Pre-test (O ₃)	Taught by using explanation (without photographic picture)	Post-test (O ₄)

4.1.6 Post-Test

The post-test was conducted to VIII F as the control group and VIII G as the experiment group on September, 12th 2009. The result of the pre test showed that the mean score of the experimental group was 82.6 and the mean score of the control group was 74.3. The data of the post test can be seen in the appendix.

4.2 The Analysis of t-test

1) t-test analysis of pre-test

Hypothesis			
Ho	:	μ_1	= μ_2
H α	:	μ_1	≠ μ_2

The calculation

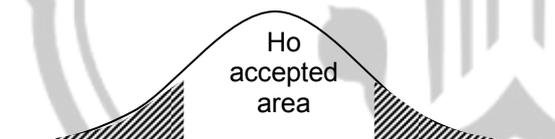
Formula:

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

which

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

Ho is accepted if $-t_{(1-1/2\alpha)(n_1+n_2-2)} < t \text{ value} < t_{(1-1/2\alpha)(n_1+n_2-2)}$



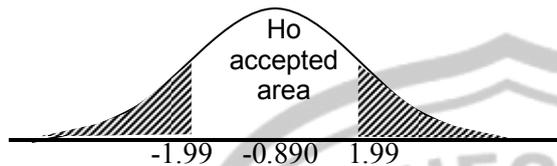
	Experimental Group	Control Group
Sum	2413.00	2438.00
n	37	37
\bar{x}	65.22	65.89
Variance	11.4936	9.8491
Standard deviation (s)	3.39	3.14

$$s = \frac{\quad}{\quad}$$

$$\sqrt{\frac{(37 - 1) 11.4936 + (37 - 1) 9.8491}{37 + 37 - 2}} = 3.2667$$

$$t = \frac{65.22 - 65.89}{3.2667 \sqrt{\frac{1}{37} + \frac{1}{37}}} = -0.890$$

For $\alpha = 5\%$ and $df = 37 + 37 - 2 = 72$, $t_{(0.975)(72)} = 1.99$



Since $-t_{table} < t \text{ value} < t_{table}$, it means there is no significant difference between experimental and control class on the writing's pre test.

2) t-test analysis of post test

Hypothesis

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

The calculation

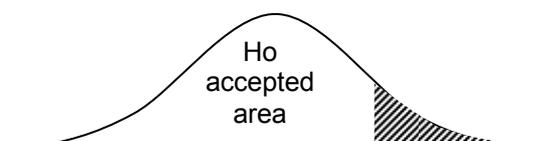
Formula:

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

which

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

H_a is accepted if $t \text{ value} \geq t_{(1-\alpha)(n_1+n_2-2)}$

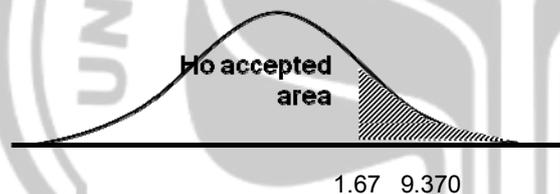


	Experimental Group	Control Group
Sum	3059.00	2751.50
n	37	37
\bar{x}	82.68	74.36
Variance	18.8919	10.2173
Standard deviation (s)	4.35	3.20

$$s = \sqrt{\frac{(37 - 1) 18.8919 + (37 - 1) 10.2173}{37 + 37 - 2}} = 3.81505$$

$$t = \frac{82.68 - 74.36}{3.81505 \sqrt{\frac{1}{37} + \frac{1}{37}}} = 9.370$$

For $\alpha = 5\%$ and $df = 37 + 37 - 2 = 72$, $t_{(0.95)(72)} = 1.67$



Since $t_{\text{value}} > t_{\text{table}}$, it means there is a significant difference between experimental and control class on the writing's post test, the experimental is higher than the control one.

3) Gain level

Hypothesis

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

The calculation

Formula:

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

which

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

H_a is accepted if t value $\geq t_{(1-\alpha)(n_1+n_2-2)}$

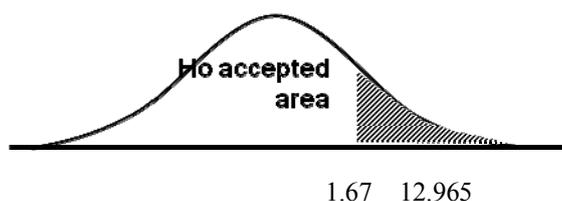


	Experimental Group	Control Group
Sum	18.66	9.20
n	37	37
\bar{x}	0.50	0.25
Variance	0.0100	0.0044
Standard deviation (s)	0.10	0.07

$$s = \sqrt{\frac{(37 - 1) 0.0100 + (37 - 1) 0.0044}{37 + 37 - 2}} = 0.0848$$

$$t = \frac{0.50 - 0.25}{0.0848 \sqrt{\frac{1}{37} + \frac{1}{37}}} = 12.965$$

For $\alpha = 5\%$ and $df = 37 + 37 - 2 = 72$, $t_{(0.95)(72)} = 1.67$



Since t value $>$ t table, it means there is a significant difference between experimental and control class on the writing's gain, the experimental is higher than the control one.

4.3 Interpretation

From the investigation, it is found out that there are a significant difference in descriptive writing scores between students taught by photograph and those taught by using conventional method. The descriptive writing of the experimental group is higher than that of control group shown. It can be proved by the average of the students' scores; they are 82.6 for the experimental class and 74.2 for the control class.

Based on the t -test analysis of pre test score, there is no significant difference between experimental and control class on the writing's pre test. It means that the two classes are equal. The t -test analysis of post test score shows there is a significant difference between experimental and control class on the writing's post test, the experimental is higher than the control one. And the analysis of the gain level shows that there is a significant difference between experimental and control class on the writing's gain, the experimental is higher than the control one.

There are some advantages of using photograph as media in teaching writing descriptive texts, they are:

5) To attract students' attention

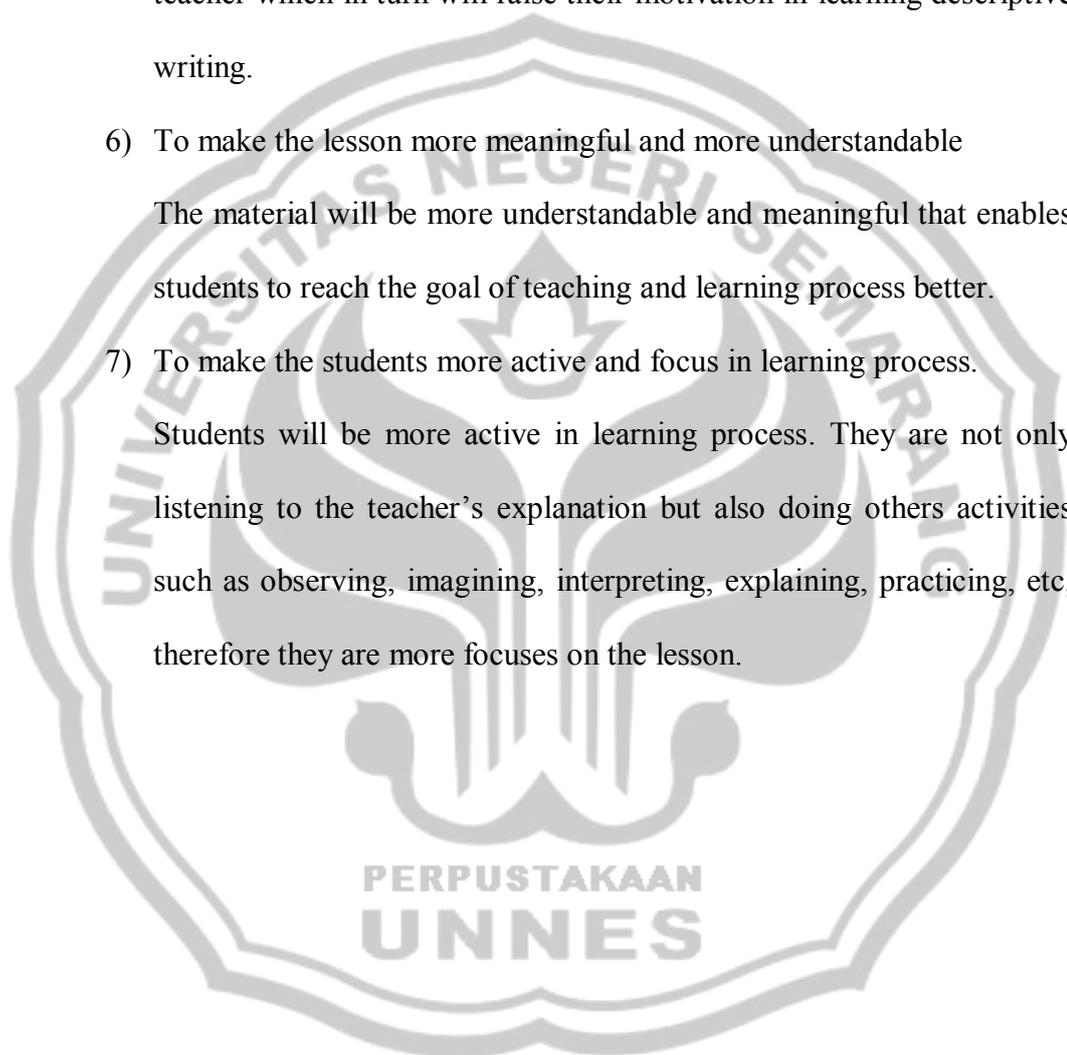
Students will be more interested in learning process designed by the teacher which in turn will raise their motivation in learning descriptive writing.

6) To make the lesson more meaningful and more understandable

The material will be more understandable and meaningful that enables students to reach the goal of teaching and learning process better.

7) To make the students more active and focus in learning process.

Students will be more active in learning process. They are not only listening to the teacher's explanation but also doing others activities such as observing, imagining, interpreting, explaining, practicing, etc, therefore they are more focuses on the lesson.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sub chapters, conclusion and suggestion.

5.1 Conclusions

Based on the investigation and discussion in chapter IV, it is concluded that there are some significance of differences between the experimental and control group. The mean score between experimental and control group in the pre test was 65.2 and 65.7. After a treatment, a post test was given to each group. The result of the post test shows that the mean score of both groups increased. The mean score between experimental and control group became 82.6 and 74.2. Meant that there was difference between experimental and control group in the amount of 8.4. The t-test result of writing descriptive text by using and without photograph showed that t value was 9.370 and t table for $\alpha = 5 \%$, was 1.67. It means that the t value is higher than the critical value. So, it is proven that there is a significant difference of students' achievement in writing descriptive text between those taught using photograph and without photograph as media for year eight students of SMP N 12 Semarang in the academic year of 2008/2009. The writer concludes that using photograph as media in writing descriptive text is useful and helpful for students since it enables them to explore the idea deeper and arrange it into a good descriptive writing.

5.2 Suggestion

Based on the conclusion above, it was suggested that teacher should realize that the use of media such photograph can be helpful in learning process especially in descriptive writing since it make the students more focus and imaginative in writing descriptive text. Teacher must prepare the media well to make the teaching learning success. The photograph should match to the material so that the goal of the lesson can be achieved.



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