THE USE OF PICTURES TO TEACH WRITING DESCRIPTIVE TEXT

(Experimental Study at the Eighth-Year Students of SMP N 13 Semarang in the Academic Year of 2006/2007)

A Final Project

**Submitted in Partial Fulfillment of the Requirements
for the Degree of *Sarjana Pendidikan* in English**

by

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APPROVAL

PERNYATAAN

Dengan ini, saya:

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The Use of Pictures to Teach Writing Descriptive Text

(Experimental Study at the Eighth-Year Students of SMP N 13 Semarang in the Academic Year of 2006/2007)

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

Demikian, surat pernyataan ini dapat digunakan dengan seperlunya.

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                                 Yang membuat pernyataaan

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MOTTO

"Karena sesungguhnya sesudah kesulitan itu ada kemudahan."
(Al Qur'an, 94. 5)
"Do what you can, with what you have, and where you are."
(Theodore Roosevelt)

DEDICATION:

My Father, (Alm.) Ach. Chairun

My Adored Mimih & Mas Wawan

5B

ABSTRACT

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Writing is one of the language skills which is hard for the students to do, because this activity expects them to create written product in which they demonstrate certain ideas structurally which involve the correct grammar, spelling, vocabulary and punctuation. In competence based curriculum, students are demanded to produce written texts based on certain genres. One of the genres they should create is a descriptive text. Unfortunately, sometimes students get stuck in describing something. Because of these difficulties, some efforts have been done to solve the problems. One of them is by using pictures. The teacher used pictures to motivate students to write.

The purpose of this study is to find out how well the pictures give contribution to the students in writing descriptive text.

An experimental design was used to gather the data, while a quantitative approach was used to analyze them. The study was taken by the eighth year students of SMP N 13 Semarang. It was conducted in two classes, experimental class and control one. The treatment was given to the experimental class; here I took class VIII B, whereas the control one, class VIII C, received the normal treatment.

The result of the analysis showed that pictures contribute greatly to the students in writing a descriptive text. It can be shown by the differences of the mean score of the post-test obtained by experimental class and control class. The mean score of post-test of the experimental class was 81.3, and the control class got 73.2. It can be inferred that pictures was very effective helping the students in writing a descriptive text.

Referring to my experience in conducting the research, I offer several suggestions. First, I suggest other English teachers to use pictures as their teaching media. Second, the schools should provide more sophisticated visual aids to help students in learning English.

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None or nothing is perfect and neither is this final project. Any correction, comments, and criticisms for the improvement of this final project are always open-heartedly welcomed.

At last I really hope that my final project can be valuable in improving the quality of education in Indonesia.
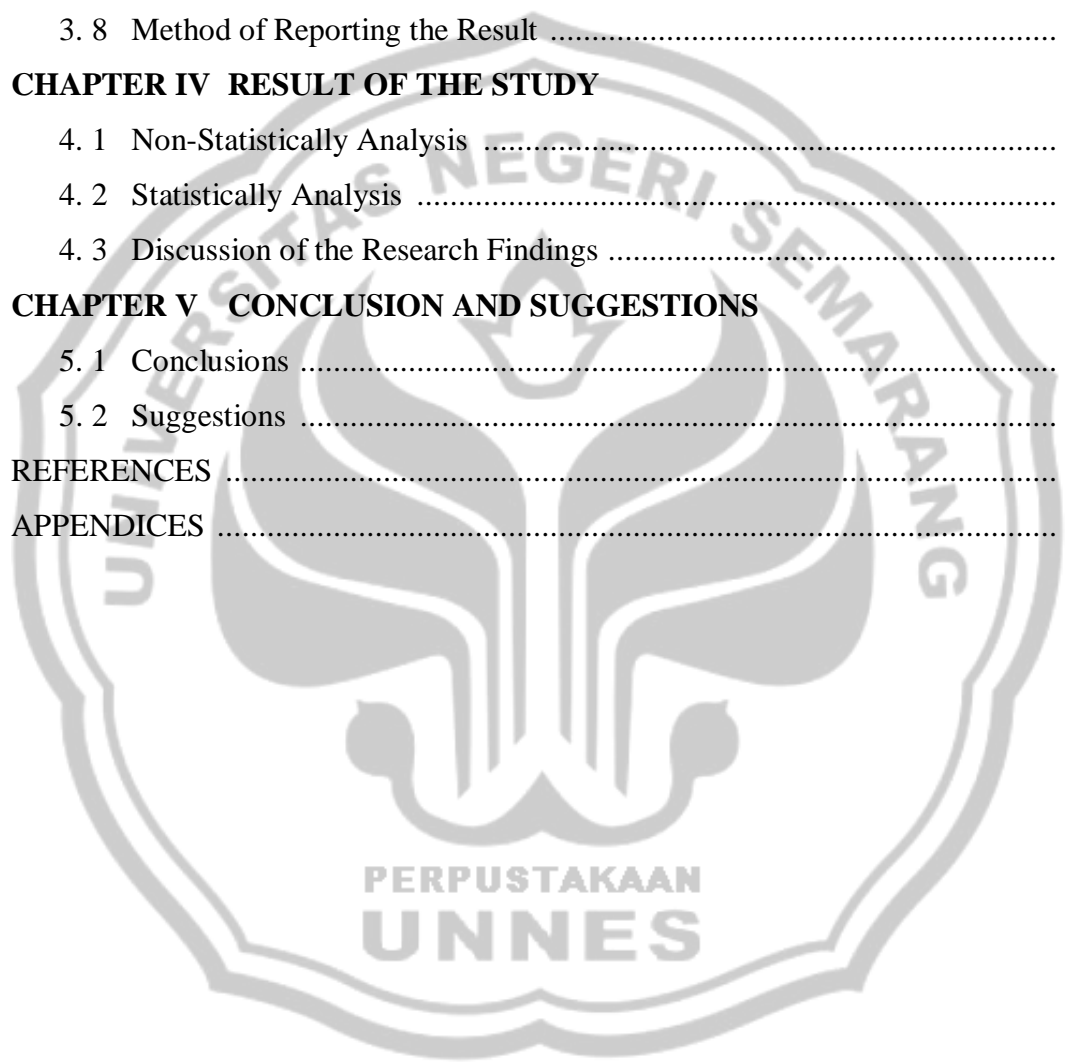
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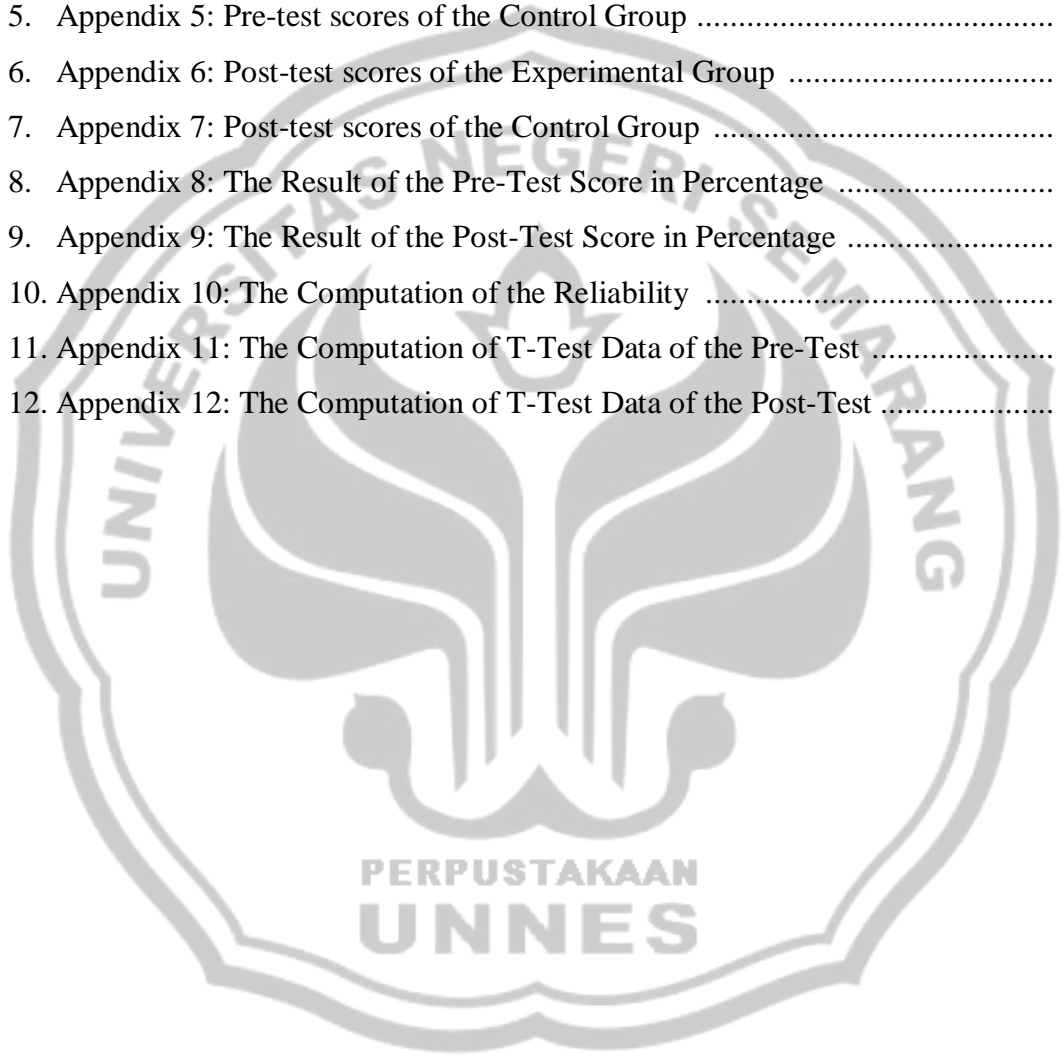
Mei Setya Chairena

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

Language is used as a means to communicate. People speak language to convey messages, to show their feeling or to ask questions (Finocchiaro,1973:6). Thus, language plays a very important role in human life.

There are many languages spoken by people in all over the world. One of them is English, which is spoken by people in most countries in the world. For that reason, it is important for people to master English orally and in writing in order to communicate and socialize in the world community.

English is the first foreign language taught at every school in Indonesia. The Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). English is considered a major subject for the students. Recently from kindergarten to Senior High School, students learn English in formal and non-formal ways. They realize how important English in this life, so they intend to master it in such a way that they can use that language to communicate with other people. In order to be good in mastering English, students must master the four language skills; listening, speaking, reading and writing. Based on the concept and function of English as stated in Competence Based Curriculum 2004 for SMP that teaching and learning English has the purpose to develop those four language skills, and also the language components; vocabulary, structure and pronunciation (in speech) or spelling (in writing) which

support students mastering English well (2004:8). In mastering English, students meet many problems dealt with language skills and language components as mentioned above. Most students in Indonesia consider English as a difficult subject, which makes them frustrated. Many of them failed to graduate from SMP/SMA only because their mark of English National Final Examination does not meet the required of the passing grade score. That is why the Indonesian government does effort to find the solution of that problem. For example, they change the curriculum and introducing new approaches (methods) of teaching to English teachers. They also have to consider some factors such as quality of the teacher, students' interest, motivation, teaching techniques, and teaching media that play important roles to achieve the objectives of school learning.

Here I took one of language skills to be the focus of this research, which is writing, because writing is considered difficult to learn (*http://www.brainconnection.com/topics/?main=col/burns00apr3*). Writing demands someone's language and memory systems working harder because it allows us to organizing ideas, producing sentences, using effective transitions and choosing precise wording.

The students must have this skill because it will help them in the future after they graduate. As stated by Ramelan (1992:3) that "most SMU graduates are still poor in their reading comprehension since they cannot usually read or understand articles in English dailies, magazines, which are now in circulation here; let alone their ability in writing, which has mostly been overlooked in our schools. Speaking skill is another linguistic skill of our students which is least

developed." Looking at the above quotation, we find the fact that, beside reading and speaking, writing is one of the four language skills the students fail to master. For getting a better result, it is necessary to teach writing from the earlier stage. It means that children should be acknowledged about writing step by step. Because younger they are, their brain will easier catching the ideas and it will help them in writing. Writing is introduced gradually, firstly, students are taught to make sentences, arrange words to make meaningful and structured sentences, and then they are asked to compose the sentences in good arrangement so texts are meaningful and cohesive. Being good in making a paragraph, they should be able to apply knowledge of genres they have learnt. Writing represents writer's intended meaning so the other or reader can understand what they try to convey by their writing/text. Students should be guided to achieve the intended goals.

To enable the students master those language skills, English teachers should provide materials that are appropriate with the curriculum and find suitable methods in the teaching and learning process. One of the methods suggested in the new approaches introduced by the government is by using visual aids as media in classroom as stated by Kreidlen (1965:1) that visual aids can be useful to the language teachers. In writing process, the students are expected to write their written product grammatically. Express their ideas, and make the conclusion as the steps to develop rhetorical devices in the written form. Because of the difficulties of writing, some efforts have been done to solve the problem. To bring about the effort, the linguists have made some methods that can be applied to improve writing skills is by giving visual aids-pictures-to help and make the

students easy to write in English. They must be suitable for the classroom situation in which the teacher is working. According to Gerlach and Elly (1980: 254-255), to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which teacher also ought to consider the media selection come from the instructional system model, that is, the organization of groups, the time available and the space in which the media will be used.

1.2 Reasons for Choosing the Topic

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

a. Pictures as media can be found in magazines and newspapers easily and inexpensively.

b. Pictures can help the students associate what they hear with their real life experience.

c. Pictures as media for teaching writing in the textbook are not enough for the achievement for writing works.

d. The teachers can also guide their students to create words and to arrange the words into paragraphs in their minds that they get from the pictures.

e. The students commonly get bored in writing activity as they must spend many times to write their ideas into a writing product.

1.3 Statements of the Problems

The problems that will be discussed in this study are:

a. How well do the pictures give contribution to students in writing Descriptive Text?

b. What are the advantages for teachers using pictures as media to teach writing Descriptive Text?

c.   What is the result of using pictures as media to teach writing Descriptive Text?

1.4 Objectives of the Study

The objectives of the study can de stated as follows:

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

b. To identify the advantages of using pictures for the teacher in teaching writing Descriptive Text.

c. To find out whether there is any significant difference in the improvement of students' writing ability after being taught by using pictures and not by using pictures.

1.5 Significance of the Study

I hope the result of the study I conducted will give benefits either for the students or the teacher.

For the students: by using pictures, students can be more creative and they can express their ideas, thought and feelings.

For the teachers: the result will be an indicator of students' capability in writing Descriptive text.

1.6 Limitation of the Study

I limit this study by the following limitation:

a. I use still pictures either coloured or not.

b. I only take Descriptive text in her research.

c. This observation is only conducted to the 8th year of SMP N 13 Semarang in the academic year of 2006/2007.

1.7 Outline of the Study

The final project will be developed into five chapters.

Chapter I covers general background of the study, reason for choosing the topic, statement of the problem, objective of the study, and the last is outline of the study.

Chapter II covers the review of related literature. It discusses about general concept of media, picture as an aid, function of picture as an aid, contribution of

picture to teach writing, teaching writing, notion of writing, importance of writing, definition of descriptive text, and definition of paragraph.

Chapter III discusses about research methodology, which consists of experimental research, object of the study, experimental design, research variables, the research instrument, test validity, method of analysing data, and method of reporting the result

Chapter IV discusses about data analysis.

Chapter V offers some conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 General Concept of Media

Media or visual aids play an important role in a teaching and learning process. The use of media facilitates the teacher and students to reach the goals of the study. Gerlach and Elly (1980:241) propose that a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitude. While Brown (1977:2-3) defines media as the tools or physical things used by a teacher to facilitate the instructions. In general, a medium may be defined as any form of device or equipment, which is normally used to transmit information between persons. While an educational medium is such a device used for educational purposes (Biddle & Rossi, 1966:3).

Devices become media only when associated with those peculiar processes of human behaviour, which we have termed the transmission of information.

Wright (1976:1) proposes that many media and many styles of visual presentation are useful to the language learner. There is no general rule to indicate which medium and which visual style are appropriate at any one time. The choice is affected by three things, they are:

a.   The age, interests, type of intelligence and experience of the students.

b.   The physical circumstances of the classroom or laboratory

c.   The cost and convenience of the materials available.

There are all some factors governing adoption of the instructional media stated by Rossi and Biddle (1966:21). Certain characteristics of instructional media are also instrumental in aiding or showing up adoption by school systems are:

a.   Cost: the cheaper the medium, the more likely it is to be adopted. Capital expenditure costs and per pupil cost both governs adoption.

b.   Flexibility: Media are more likely to be adopted that are useful for a variety of educational and other purposes. It is also more likely to appear in schools if it serves both educational and non-educational objectives.

c.   Teacher comprehension and control: media are more likely to be adopted that are understood, approved, and controlled by the teachers.

d.   Support rather than displacement: Media are also more likely to be adopted if they support slightly modify present educational practices rather than displace or change them.

e.   Student response: A medium that was signally ineffective in fulfilling is advertised promises or was unpopular with the students would not be more likely of adoption than an effective or popular medium.

There are some board functions of visual materials or media stated by Wright (1976:38):

a.   to motivate the students

b.   to create a context within which his written text will have meaning.

c. to provide the students with information to refer to, including objects, actions, events, relationships.

d. to provide non-verbal cues for manipulation practices.

e. to provide non-verbal prompts to written composition.

Whatever other functions the materials may have, providing interest, fun, cultural setting and so on, the main function is that of guiding the student to use his store of the foreign language to communicate his ideas and opinions.

2.2 Pictures as an Aid

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

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

a. attractive attention

b. developing interest

c. adjusting the learning climate

d. increasing understanding

e. promoting acceptance (of an idea)

f. introducing hands on and interactive activities.

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

The purpose of using media in the instruction is to assure that learners have meaningful experience. For this purpose, the teacher may use pictures in many stages of the instructional process to introduce and motivate study of new topics, to clarify conceptions and to communicate basic information (Brown et al, 1977:182).

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

Brown et al (1977:179) says that pictures provide for most people critical contacts with the real world. As students use still pictures, they may improve their visual literacy. For example, study of still pictures may help them to comprehend various abstractions. Past experiences may provide clues to learning from still pictures in much the same way that phonetics or contextual clues help in reading verbal materials.

"Flat pictures may be used to reinforce impressions, add new facts or clarity the meanings of abstractions. They deal with experiential matters and enlist the viewers' own capacities for collection and recall (Brown et al, 1977:180)."

Furthermore experienced instructors find many valuable uses for still pictures. Research and experience show that:

a. Pictures stimulate students interest

b. Properly selected and adopted, pictures help readers to understand and remember the content of accompanying verbal materials.

c. Verbal and/or symbolic cueing of still pictures through use of arrows or other marks can clarify-or possibly change-the message intended to be communicated by them

The manoeuvrability of picture stated by Haycraft (1978:97) is a great advantage.

The advantages using pictures are:

a. Passing pictures around the class and getting group working can save time.

b. Revision can derive from reintroduction of media.

c. Media can be accelerated because showing or pointing is a more rapid process.

2.3 The Function of Picture as an Aid

Hi Gang Qian (1989:36) states if students want to explain better, to argue better, and to persuade better, they need foods from thoughts material in which they can start their writing. They should be provided with something that will trigger their imagination and thinking.

It is relevant to the opinion stated by Alexander (1988:44) that the use of an interesting picture may trigger a desire to learn more about the topic or happening being presented.

According to Travers (1983:98), pictures are more understandable than words. The responses to pictures are often considerably faster than words. Another advantage of using pictures is that the retention of pictorial information is quite remarkable overlong periods.

Travers adds: "…one finding shows that information contained in picture was retained without lots of accuracy for over of months (Travers, 1982:99)."

Pictures can be used in many stages of the instructional processes: to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information and to evaluate student progress and achievement (Brown et.al:186).

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

2.4 Contribution of Pictures to Teach Writing

The use of pictures in teaching writing is actually meant to help students to catch and express their ideas easily. Take an example when the students are asked to write about an artist or public figure, or they are asked to write an interesting place like Sanur beach or Kuta beach etc., they will get confused if

some of them have never been there before. They cannot describe what it is like. Without any pictures, they will get difficulty in writing sentences or paragraph because the students may need very long time to express their idea that is appropriate to the topic. That is why pictures help students in getting the ideas easily only by looking at the pictures.

2.5 Teaching Writing

Teaching writing in the second language classroom is very important since the students are taught to make composition in other language, not their mother tounge. Writing is not just putting words in graphic form down. The writing of a composition is a task which involves the students in manipulatig words in grammatically correct sentences and in linking those sentences to form a piece of continous writing which succesfully communicates the writer's thoughts and ideas on a certain topic (Heaton, 1974:127).

When we talk about writing, it means primarily the carefully guided marks on paper that we assist our students in making unless we are teaching a course in creative writing or advanced composition (Finnochiaro, 1973:129).

We guide our pupils through several stages over a long period of time-the lenght depending, as usual, on their ages, interests, capacities, needs-to a freer stage where they are able to write a "composition" or "essay" on a topic of interest to them with few or no errors. Writing should reinforce the structural and lexical items which have been taught, as well as listening, speaking and reading.

2.6   The Notion of Writing

People have practiced writing since long time ago. Bloomfield (1964:249) said that writing has for many years, even centuries, occupied a large place in teaching and learning procedures in schools. From the statement, we can see the importance of writing. In teaching writing, in this case for the Junior High School students are required to express the meaning with developing rhetoric steps correctly in written text in the form of descriptive, narrative, anecdote, analysis exposition and simple hortatory exposition with emphasizing on ideational and textual meaning (Competence Based Curriculum 2004, 2004:8). Hyland (2004:10) states that writing is a practice based on expectations: the reader's chances of interpreting the writer's purpose are increased if the writer takes the trouble to anticipate what the reader might be expecting based on previous texts he or she has read of the same kind.

White states that:

"Writing is a public discourse and for that reason it should be worthwhile, well organized, sufficiently developed to accomplish its intended purpose and clearly and effectively written.
He continues that the act of writing is also an act of sharing new ideas-or old ideas with new perspective- with the human community.
To write means to put our favourites or most important thoughts forward, to unveil a line of thinking too elaborate, to communicate through conversation. Putting our thoughts on paper not only "fixes" them, like verbal photographs for anyone at anytime to read, but it also allows for repeated and in depth perusal, which is so often necessary for thoughts too rich and complex to be absorbed in one reading."

(White, 1986:12-13)

White also adds that writing help us to understand ourselves, our ideas and our feeling fully and accurately. Certainly, we often verbalize our thoughts, which can be helpful and often necessary; but writing gives us the addition of advantages of allowing us to see those thoughts materialized on paper.

Writing differs from speaking in one very important way: the text has to carry all the meaning, because the writer is never around to explain. This is not all like normal speech situations, in which listeners can tell you they don't understand, or you can use tone of voice or body language to help you explain some points. In writing, the words on the page do it all (Brereton, 1978:2).

Rackham (1984:3) adds that writing is an act of communication to a reader (an audience). Few beginning writers realize how significant the audiences is, both in the way they perceive the subject and in the way they write about it. The audience may well influence the way a writer looks at the subject.

Brereton (1978:4) also says that the type of writing and the style of writing depend on who is expected to read it (audience) and the circumstances that give rise to the writing.

In addition, Rackham says that writing is always a private act. But the product (the essay, report, critical analyses) is a public performance. As in all social actions, convention and custom influence the parties involved. The writer composes the ideas alone by her/him self, then other people will give her/him comment on what she/he wrote.

Actually, writing is something warm and dependable to snuggle up to when everything else in flux. It's a little secret that you carry with you in a public-

-the knowledge that you alone have the ability to escape to a wonderland where you can make anything happen (Delton, 1985:2).

Writing is a skill that needs serious thought if someone wants to be good at this skill. Although it is difficult skill to develop, it is very important to be taught.

2.7   The Importance of Writing

Ramelan (1992:9) says that writing as a part of man's culture because it can be used to preserve thought ideas and also speech sound. From the quotation, we can conclude that writing is a means of recording of what we want to store in the form of written language.

White (1986:1) states that writing makes our thoughts more communicable to other people as well as to us. Because we live in a multicultural society with many value systems, knowing how to communicate our thoughts accurately is more than a necessity- it is a survival tactics.

Furthermore, he explains that knowing how to write is important from a purely practical standpoint as well. Here are three cases in point:

a. Writing can improve your academic performance. Because writing is a way of learning, you can actually achieve deeper insight into any subject from calculus to criminology, by writing out your thoughts. Most unexpressed thoughts are insufficiently developed, but writing them out allows you to see where further development is needed and to examine details you would not otherwise have thought twice about.

b. Writing allows you to create and maintain a marketable image of yourself in the eyes of potential and current employers. Good writing skills suggest a logical mind, an ability to interact with a wide public (crucial in business

related fields), and a knack for comprehending complex situations in depth. Moreover, in virtually every career requiring a college education your ability to write well can increase your opportunities for promotions.

c. Writing enhances personal and community relationships. Whether you need to persuade or to inform, writing can help you reaching your goals more effectively. Some of these activities may include: corresponding with politicians, families and friends; persuading your community (via letters to the editor) to resolve a controversial issue in a certain way, preparing a memoranda or newsletter for church and social groups, writing publicity releases for benefit concerts or lectures.

(White, 1986:3)

We write to widen our range of experience, which, in fact, is also the reason we read. In other words, we read and write not just to receive and convey ideas, but also to interact with circumstances we might not normally encounter if we did not actively seek them.

Writing as one of the language skills, has given an important contribution to human work. The importance of writing can be seen in people's daily activities and in our social life, like personal letters, teacher and students' activities, office activity, and business activity (application letters).

It is clear the writing is not an ideologically neutral activity. Certain genres are linked inextricably with certain social practices to a large extent finding their articulation in the appropriate linguistics practice.

A primary function of writing is to help you know yourself and to share with others. The desire to understand one self is basic and intensifies through contact with others. But how you deepen knowledge of your self? Writing is a key way because it allows you to withdraw from the whirl of your activities to the

quiet centre of your self, where you can spend time understanding yourself and your world.

Writing also has an essential function of culture. It is used to record the stories of what happened in the past. Without any document, we, young people, will not know about the history of the past.

2.8 The Definition of Paragraph

The word paragraph comes from the Greek word " paragraphos," meaning "to write beside, " and is represented by the familiar sign, ¶, which scribes once placed the margins of manuscripts to indicate a new section of the discourse, or a new speaker in a dialogue (White, 1986:293).

Talking about paragraph, students may have had an understanding that paragraph is a group of sentences that the first sentence of the group is indented, that is, it begins a little bit more to the right of the right margin that the rest sentences in the group. Paragraph is not only simply as a collection but they must be well organized. The logical paragraph contains only one idea, that is the main idea and this idea is developed by giving several supporting details. In other words, paragraph has two types of sentences namely topic sentence and supporting sentences.

Wrong-headed ideas about paragraphing abound, so our first order of business is to separate fact from fable. To begin with, not all paragraphs are structured the same way, each with its topic sentence at the beginning, followed by two or more support sentences that may be subdivided into primary and

secondary supports, and brought to an end with a concluding sentence. You will very likely to find yourself writing paragraphs like that, but more often your paragraphs will be less formally developed. It all depends on how much support a given point needs, how much emphasis you want to give to that point, how much depth of treatment you sense the point requires, and how distinct a boundary you wish to suggest between one point and another.

A paragraph is a group of sentences that belong together because they deal with one topic (Robinson, 1975:9). He also adds that when free writing is one paragraph long, the topic sentence begins the paragraph. When the composition is longer, the topic sentence is occasionally stands last in the paragraph acting as summary. Also after the opening, the topic sentence may not be expressed but implied in a group of closely related sentences that form the paragraph.

Butler (1978:37) states that:

"A paragraph is a linked series of related sentences that develop one central idea. The central idea of a paragraph is usually stated in a topic sentence somewhere in the paragraph. Other sentence list details, provide examples, or offer evidence that support the central idea. Moreover, each sentence should fit into a logical pattern. Many paragraphs also have a concluding sentence which summarizes the central idea."

Brereton (1978:28) proposes that a paragraph is a group of sentences all related to a single idea. When a new idea comes up, begin a new paragraph. Thus a paragraph is a neat, compact unit of writing. It is longer than a single sentence but shorter than an essay or chapter.

White (1986:293) adds that like sentences, paragraphs can be well-developed independent or semi-independent units of discourse, or they can be

only one part of an argument or point and completely dependent upon the paragraphs that precede and follow them.

The well-made paragraph, typically, the topic sentence appears at the beginning and is followed by any number of support sentences that elaborate upon, restrict, or otherwise modify the topic sentence. Then, examples that illustrate of the topic sentence often follow. Finally a concluding sentence briefly summarizes the paragraph.

2.9 The Definition of Descriptive Text

Descriptive text is a text which has social purpose to give an account of imagined or factual events (Hyland, 2004:214). Hyland explains more about description that it tends to use present tense, and description makes use of "be" and "have."

There are three stages within a descriptive text:

a. Identification: has purpose to define, to classify or generalize about phenomenon.

b. Aspect: has purpose to describe attributes of each category of the phenomenon.

c. Conclusion: has purpose to sum up the description.

Harwell and Dorril (1976:19) explain that the twofold purpose of description is to share sense impressions and to record thoughts and feelings stimulated by those impressions, in other words, they are both an objective relaying of sense data and a subjective interpretation of that data.

Furthermore, he continues that a descriptive paragraph shares its writer's sense impressions. This method, relying heavily on visual details, begin by establishing the perspective from which something is seen and then guides a reader's eyes from this point to other points. The movement may be from top to bottom, bottom to top, near to far, far to near, or the like.

A description is a drawing in words. If the aim of narration is to help your readers experience an incident, then the aim of description is to help your readers see the objects, person, and sensation you present (White, 1986:61).

A narrative paragraph moves through times while a descriptive one through space.

Another use of the descriptive method involves making an abstraction concrete. A descriptive paragraph of this sort resembles a definition, for through description an unknown is clarified.

A paragraph developed by description observes these guidelines:

a. Present your sense impressions as forcefully as possible.

b. Establish a perspective recognizable to the reader.

c. Include markers to guide the reader through spaces.

d. Use specific details that contribute to an implied topic sentence or support a stated one.

Most writing involves description. The two types of description you will find most useful are:

a. Description of a place

For descriptive paragraphs and short essays, it is best to limit the description to a small place-a room, a house instead of something as large as a city or a country. You want to create such a vivid impression of the place that you make the reader see what you see. In order to show the reader the place, you must provide vivid, concrete details.

There are two ways to go about writing a description of a place: start from the overall impression and break it down into the details, or start from the details and build up toward an overall impression.

b. Description of a person

The same strategies you use for description of a place can be used to describe a person. You may choose a general feeling first and then find details to back it up, or you may find plenty of details and work toward a general feeling that seems to sum them up. But whichever path you choose, the fact to keep in mind is the need to relate your details to the person's character. You want to describe what makes this person thick, so every detail you include has to work toward illustrating some side of the personality. Does she love music? What detail will show it best? Does his personality change from day to day? Hour to hour? Illustrate the change by describing specific behaviours.

In a description of a person, you must be selective. You cannot write a biography or tell everything you know; that would take far too long. Instead you must work toward creating a single, dominant impression. This impression, a kind

of thumbnail sketch, will become the main idea of the description. Choose details to support this impression, and leave out any details that are too general.

Finally you should try to describe the dominant impression gradually. There is no need to tell as much as you can all at once. Readers need to be shown characteristics slowly; telling them gradually lets the readers find out about the person, as they would do is they were to meet him or her face to face.

After all, no one learns everything about another person at a fist meeting, and even first impressions may change in time.

CHAPTER III

RESEARCH METHODOLOGY

Research method takes an important role in a research. The quality of the result of research greatly depends on the method. In this final project, I chose quantitative approach to analyse the data. A quantitative approach is a numerical method of describing observations of material or characteristics (Best, 1981:154). I analysed the data in the form of statistics as shown in the next chapter.

This chapter discusses eight main points. They are the subject of the study consisting of population, sample and sampling technique, research design, research variable, instrument, test validation consisting of validity, reliability and practicality, statistical design, method of analysing data, method of reporting the result.

3.1 Experimental Research

An experiment involves the comparison of the effects of a particular treatment with that of a different treatment or of no treatment. In a simple conventional experiment reference is usually made to an experimental group and to a control group (Best, 1981:59). In other words, an experimental research tries to observe the cause-and-effect relation. Comparing one or more experimental groups who get a treatment with one or more control groups who do not get any treatment is the way to conduct experimental research. Best (1981:57) states that

experimental research provides a systematic and logical method for answering the question, if this done under carefully controlled conditions, what will happen?"

Experiments are designed to collect data in such a way that threats to the reliability and validity of the research are ministered (Nunan, 1993: 47). Picciano (www.hunter.cuny.edu/edu/apiccian/edstat09.html#return) argues,

> "Experimental research is defined essentially as research in which the causal (independent) variable(s) can be manipulated in order to change the effect. Experimental researchers are particularly concerned with the issue of external validity, and the formal experiment is specifically designed to enable the researcher to extrapolate the outcomes of the research from the sample to the broader population."

Basically, the strategies and the steps in conducting experimental research are similar to the strategies and the steps in conducting research in general. The steps are:

1. Reading literature sources to get the problems of the research.

2. Identifying and stating the problems.

3. Determining the limitation of terms and variable, hypothesis, and supported theory.

4. Designing the experiment.

5. Conducting the experiment.

6. Choosing the appropriate data that can represent the experimental group and the control group.

7. Finding out the significant relation to get the result of the experiment using the appropriate technique.

(Arikunto, 2003: 275-276)

Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variable (Best, 1981: 68). Selection of a particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted. According to Best (1981: 68-81), there are three categories of experimental design.

1. True Experimental Design

In a true experiment the equivalence of the experimental and control groups is provided by random assignment of subjects to experimental and control treatments. In discussing experimental designs, a few symbols are used:

R = random selection of subjects

X = experimental variable

C = control variable

O = observation or test

There are three models of true experimental designs:

a)   The posttest-only, equivalent-groups design

| R X O1 |
| R C O2 |

This design is one of the most effective in minimizing the threats to experimental validity. Experimental and control group are equated by random assignment. At the conclusion of the experimental period the difference between the mean test scores of the experimental and control groups are subjected to a test of statistical significance, a t test, or an analysis of variance. The assumption is that the means of randomly assigned experimental and control groups from the same population will differ only to the extent that random sample means from the same population will differ as a result of sampling error. If the difference between the means is too great to attribute to sampling error, the difference may be attributed to the treatment variable effect.

b)   The pretest-posttest equivalent-groups design

```
R   O1   X   O2
R   O3   C   O4
```

X gain = O2 – O1   O1 O3 = pretest
C gain = O4 – O3   O2 O4 = posttest

This design is similar to the previously described design, except that pretests are administered before the application of the experimental and control treatments and posttests at the end of the treatment period. Gain scores may be compared and subjected to a test of the significance of the difference between means. This is a strong design, but there may be a possibility of the influence of the effect of testing and the interaction with the experimental variable.

c)   The Solomon four-group design

R	O1	X	O2
R	O3	C	O4
R		X	O5
R		C	O6

The design is really a combination of the two group designs previously described, the population is randomly divided into four samples. Two of the groups are experimental samples. Two groups experience no experimental manipulation of variables. Two groups receive a pretest and a posttest. Two groups receive only a posttest. It is possible to evaluate the main effects of testing, history, and maturation. A two-way analysis of variance is used to compare the four posttest scores, analysis of covariance to compare gains in O2 and O4.

Since this design provides for two simultaneous experiments, the advantages of a replication are incorporated. A major difficulty is finding enough subjects to randomly assign to four equivalent groups.

2. Quasi Experimental Design

These designs provide control of when and to whom the measurement is applied but because random assignment to experimental and control treatment has not been applied, the equivalence of the groups is unlike. There are two categories of quasi-experimental design:

a)   The pretest-posttest nonequivalent-groups design

O1	X	O2
O3	C	O4

O1 O3 = pretests

O2 O4 = posttests

This design is often used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes which may be similar. The difference between the mean of the O1 and O2 scores and the difference between the mean of the O3 and O4 scores (main gain scores) are tested for statistical significance. Since this design may be the only feasible one, the comparison is justifiable, but the results should be interpreted cautiously.

b)　　　The equivalent materials, pretest, posttest design

	C				X	
MA	O1	O2	MB	O3	O4
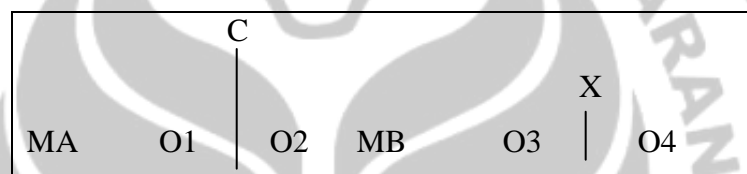
MA = teaching method A　　　　　MB = teaching method B

O1 and O3 are pretests　　　　　O2 and O4 are posttests

Another experimental design, using the same group or class for both experimental and control groups, involves two or more cycles. The class may be used as a control group in the first cycle and as an experimental group in the second. The order of exposure to experimental and control can be reserved-experimental first and control following.

Essential to this design is the selection of learning materials that are different, but as nearly equated as possible in interest to the students and in difficulty of comprehension.

3. Pre- Experimental Design

        The least effective, for it either provides no control group, or no way of equating groups that are used. The models of pre-experimental designs are as follow:

a) The one-shot case study

X	O

        This experiment is conducted without any control group and without any pretest. With this model, the researcher has a simple purpose. The purpose is to know the effect of other factors.

b) The one-group, pretest-posttest design

O1	X	O2

        O1 = pretest   O2 = posttest

        This design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and the posttest scores. No comparison with a control group is provided.

c) The static-group comparison design

X	O
C	O

        This model is similar to the last two rows of the Solomon's model. The use of this model is based on the assumption that both the experimental and control groups are absolutely equivalent,

3.2 Object of the Study

Object of the study is source from whom or which we can obtain the data.

3.2.1 Population

According to Best (1981:8), population is any group of individuals that have one or more characteristics in common, while according to Encyclopaedia of Educational Evaluation as quoted by Arikunto (1998:115), Population is defined a set (or collection) of all elements possessing one or more attributes of interest.

The research target is a group of objects, phenomena, or tendencies that called population in research term (Saleh, 2001:7). The objects in a population are, then, investigated, analysed, concluded and then the conclusion is valid to the whole population.

The population to which I would like to generalize the result was the eight-year students of "SMP Negeri 13 Semarang" in the academic year 2006/2007. The total number of the population was 268 students divided into 6 classes.

The reason for choosing the eight-year students is that the students had been taught writing text, especially writing a descriptive text. Another reason is that the eight-year students are not in preparation for the Final National Examination.

3.2.2 Sample

A sample is a small proportion of a population selected for observation and analysis (Best, 1981:8). Based on Arikunto (2002:109), sample is a part that can represent all the population observed. It is called sample research when we want to generalise the sample research result.

In selecting the sample, I used cluster random sampling. If the population is more than 100 persons, we may take 10-15 percent or 20-25 percent or more from the population. Therefore, I took 22 percent out of 268 students as the sample for this study or equal to 60 students. The sample then divided into two groups consisting of 30 students each, experimental and controlled group. The groups I took for the research were class VIII B as the experimental group, while class VIII C as the control group. Both classes were selected based on the consideration :

a.   These classes were given the same English materials by same English teacher.

b.   The students of those classes were equal in level of English, because the average score of their English test were the same.

3.3   Experimental Design

Research design refers to the outline, plan, or strategy specifying the procedure to be used in seeking an answer to the research question (Christensen, 2001:233).

This study uses "pretest-posttest." The design of the experiment can be described as follows:

$$\frac{E \ 01 \ x \ 02}{C \ 03 \ y \ 04}$$

(Arikunto, 2002: 79)

E   : Experimental group

C   : Control group

01   : Pre-test for experimental group

02   : Post-test for experimental group

03   : Pre-test for control group

04   : Post-test for control group

x   : treatment with pictures as media

y   : treatment without pictures as media

Experimental design is the blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusions about relationships between independent and dependent variables (Best, 1981:169). Selection of a particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted.

The design deals with such practical problems as how subjects are to be selected for experimental and control groups, the way variables are to be manipulated and controlled, the way extraneous variables are to be controlled, how observations are to be made, and the type of statistical to be employed in interpreting data relationships.

In the design above, subjects are assigned to the experimental group (top line). The quality of the subject was first checked by presenting them (01 & 03), then the experiment treatment was performed to the experimental group, while the control group was taught writing without pictures as media. The test given was composition. The result of which (02 & 04) are then computed statistically.

The research was conducted at "SMP N 13 Semarang" located on Jalan Lamongan Raya.

In the first meeting, the students of both groups were given introduction of what they will do in this research. I, then, had a pre-test of both groups in order to know their level of writing ability.

In the second meeting, the experimental group was explained about "How to describe an animal." I showed some pictures of animals. The students were very interested and asking many questions. I respond them by explaining and giving examples. While the control group were given the materials without any pictures. They used their text books or work sheets, beside I gave my own materials to discuss.

In the third meeting, the experimental group was given pictures of persons; actress, sportsmen, comedian etc. They were taught how to describe a person from head to toe or from toe to head. I presented the pictures of Pasha, Dian Sastro, David Beckham, President Susilo Bambang Yudhoyono. The students were very enthusiastic since they were familiar with the pictures.

In the fourth meeting, I gave materials about description of place. I showed pictures of Borobudur temple, Sanur beach, a bedroom, and a classroom. Here the students were taught how to arrange a descriptive text based on spatial arrangement. They followed the explanation seriously.

In the fifth meeting, I reviewed the materials to both groups.

In the sixth meeting, I had a post-test to both group in order to know the effects of the treatment I had given.

3.4   Research Variables

Based on Best (1981:238) research variable are the conditions that are manipulated, controlled, or observed by the researcher in a research. Christensen (2001:144) proposes that variable is defined as any characteristic of an organism, environment, or experimental situation that can vary from one organism to another, from one environment to another or from one experimental situation to another. Kerlinger as cited by Arikunto (1998:102), states that "all experiments have one fundamental idea behind them: to test effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in an experiment)". This experiment that used pictures as a means to improve the students' ability in writing descriptive paragraph had two variables.

The variables in this research are:

a.   The independent variable

Independent variable is the variable that the experimenter changes within a defined range. It is the variable in whose effect the experimenter is interested. Based on the definition, the independent variable of this study is the method of teaching writing for both groups.

b.   The dependent variable

Dependent variable is the variable that measures the influence of the independent variable. Based on the definition, the dependent variable of this study is the students' achievement manifested in the test score.

3.5 The Research Instrument

Before collecting data, I made the test as instrument. The instrument that I chose referred to the Competence Based Curriculum which states that the students are supposed to make a descriptive composition. Thus the instrument was made in the form of Description composition, and it is valid enough because it has been in line with the guideline it self.

Kerlinger (1965:481) states that:

An instrument plays an important role in a study in the sense that the reliability of the instrument will influence the reliability of the data obtained. A test was used as an instrument to collect data in this study.

Heaton (1971:1) also said that a test may be constructed primarily as a device to reinforce learning and to motivate the students, or primarily as a means of assessing the students' performance in the language.

This is in accordance with Kerlinger's opinion that for most part the instrument used to measure the achievement in education is a test.

Furthermore Harris (1969:71) states:

"There are two kinds of test instrument used to measure the four language skill of the students, namely the objective test and the essay test. Harris makes a comparison between the objective and essay tests of writing in which can be conclude that as both objectives tests and composition tests have their own special strength, the ideal practice is undoable to measure the writing skill with a combination of both types."

In addition, Harris said "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".

A writing test is actually subjective as Harris said (1969:69) that composition tests are unreliable measures because (1) students perform differently on different topics and on different occasions; (2) the scoring of the compositions is by a nature highly subjective. He added that in writing compositions, students could cover up weakness by avoiding problems (e.g. the use of certain grammatical patterns and lexical items) they find difficult.

From the above advocating ideas, I decided to use essay test in the form of composition given to the objects of the research. The choice of the test type was based on the consideration that writing is a productive skill; it means that this activity shows someone's ability to produce (write) something on a paper. So, the essay test is more suitable than the objective one.

Before the test given to the subject of the research, I showed and consulted to the English teacher in the school first.

3.6 Test Validity

A good test must fulfil some qualities such as; validity, reliability, and practically.

a. Validity

Concerning with validity, Heaton (1979:152) proposes that the validity of a test is the extent to which it measures what it supposed to measure. Every test, he continues, whether it be a short, informal classroom test or a public examination, should be as valid as the constructor can make it. The test must aim to provide a true measure of the particular skill which it is intended to

measure. A test is valid if it coincides with its purposes. In this study, content

validity was used. This kind of validity depends on a careful analysis of the

language being tested and of the particular course objectives.

While Ary explains that:

> Content validity refers to the extent to which the instrument
> represents the content of interest. He adds that content validity
> can not be expressed in term of numerical index. Content
> validation is essentially and of necessity based on judgement,
> and such judgement must be made separately for each
> situation. It involves a careful and critical examination of the
> test items as they create to the specified content area. Then,
> the test represents the course and objectives as stated in
> curriculum guides, syllabi and texts.
>
> (Ary, 1985:214)

Therefore, I did not measure the validity of the instrument because it had

already followed the rules in writing. In other words we can say that a test is

said for having a content validity if the test is constructed (1) based on the

course objectives, (2) by consulting the curriculum to find the local content

course of the study and the materials, which the students have learned.

b. Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at

all, a test must first be reliable as a measuring instrument (Heaton, 1975:154).

If the test is administered to the same candidates on different occasions (with

no language practice work taking place between this occasions), then, to the

extent that it produces different results, it is not reliable. Reliability measured

in this way is commonly referred to as test/re-test reliability. In short, in order

to be reliable, a test must be consistent in its measurements.

Reliability is of primary importance in the use of both public achievement and

proficiency tests and classroom tests.

There are some factors affecting the reliability of a test
1. the extent of the sample of material selected for testing: whereas validity is concerned chiefly with the content of the sample, reliability is concerned with the size. The larger the sample (i.e. the more tasks the testee has to perform), the greater the probability that the test as a whole is reliable – hence the favouring of objectives test, which allow for a wide field to be covered.
2. the administration of the test: when the tests are given to different group under different condition or at different times will affect the result of the reliability of the tests.
3. test instruction: the clear tasks expected from the testee.
4. personal factors such as motivation and illness.
5. scoring the test: one of the most important factor affecting reliability.

(Heaton, 1975:155-156)

In this research, the computation method was used to identify the reliability of

the instrument

The Alpha formula was used to identify the reliability,

$$r^{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\Sigma\sigma_b^2}{\sigma_1^2}\right]$$

c. Practicality

A good test may be very practical because of the following considerations:

a. The test is economical in money and time.

b. The test is easy to be administered and scored

3.7   Method of Analysing Data

The result of the students' work were analysed in a form of numerical data in order to be readily interpretable. Those data were useful to depict students' levels of writing achievement.

Since the purpose of this research was to find out how well pictures give contribution to students in writing by knowing the students' proficiency, I interpret the result both statistically and non statistically.

3.7.1 Mode Scoring

Scoring the students' work was a step to obtain quantitative information from each student. One of the ways to score or to evaluate the students' achievement in writing was rating scale. In using the rating scale, the scorer could make a rank order of the results of the students had the highest scores and which had the lowest scores.

The following scheme of rating scale was used to measure the students' achievement in their written product.

Table 1 Rating Scale

Fluency	5	Flowing style – very easy to understand – both complex and simple sentences very effective.
	4	Quite flowing style - mostly easy to understand – a few complex sentences very effective.
	3	Style reasonably smooth – not too understand mostly (but all simple sentences – fairly effective)
	2	Jerky style – an effort need to understand and enjoy – complex sentences confusing – mostly simple sentences or compound sentences.
	1	Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences – excessiveuse of "and".
Grammar	5	Mastery of grammar taught on course – only 1 or 2 minor mistakes.
	4	A few minor mistakes only (prepositions, articles, etc)
	3	Only 1 or major mistakes but a few minor ones.
	2	Major mistakes that lead to difficult in understanding - lack of mastery of sentence construction.
	1	Numerous series mistakes – no mastery of sentences construction – almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Good use of new word acquired – fairly appropriate synonym, circumlocution.
	3	Attempt to use words acquired – fairly appropriate vocabulary on the whole but sometimes restricted has resort to use synonyms, circumlocution etc on a few occasions.
	2	Restricted vocabulary – use of synonyms (but not always appropriate) imprecise and vague – affects meaning.
	1	Very restricted vocabulary – inappropriate use of synonyms seriously hinders communications.

Content	5	All sentences support the topic – highly organized – clear progression of ideas well linked – like educated native speaker.
	4	Ideas well organized – links could occasionally be clearer not communication not impaired
	3	Some lack of organization – rereading required for classification of ideas.
	2	Little or no attempt at connectivity – thought-reader can deduce some organization – individual ideas may be clear but very difficult to deduce connection between them.
	1	Lack of organization so serve that communication is seriously impaired.
Spelling	5	No errors
	4	1 or 2 minor errors only (e.g. Le or el)
	3	Several errors – do not interfere significantly with communication – not too hard to understand.
	2	Several errors – some interfere with communication – some words very hard to organize
	1	Numerous errors – hard to recognize several words communication made very difficult.

(Heaton, 1975: 109-111)

3.7.2 Classifying the Score

In order for the raw scores to become more meaningful numerical data, they should be converted to numerical data, which had been processed to the scale of 0 to 100. Then, the processed scores could be used as a basic to make decisions. If all students' scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his/her group.

The measurement of the students' achievement that is suggested by Harris (1969:134) could be interpreted with the following table.

Table 2 Classification of Scoring Grade

Criteria of mastery	Grade
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very Poor

3.8 Method of Reporting the Result

In line with the data analysis, I applied both non-statistical and statistical analysis to report the result of the students' achievement in writing. Principally, the procedure of reporting the result should fulfil at least two criteria:

a. The report readers knew or understood what the aim of the report was. It means that the readers could interpret the report properly.

b. The report should be objective. It means that the report describes the real condition of the research.

The procedure, the type, or the technique in reporting the result could be in various ways, such as tables, statistically data, description etc. The report also depicted the students' achievement in writing.

Based on the information or the analysed data, a teacher could determine the technique and strategy of teaching in order that materials could be absorbed well by the students in the future.

CHAPTER IV

DATA ANALYSIS AND RESULT OF THE STUDY

In connection with the data analysis, I applied both non-statistical and statistical analysis to make the results of the students' achievement interpretable and readable.

4.1 Non-Statistically Analysis.

4.1.1 Test Result

The students' problem in writing composition was divided into five components. They were fluency, grammar, vocabulary, content and spelling.

Fluency : measuring the students' ability of using the style or kinds of sentences in their composition.

Grammar : measuring the students' ability of using grammar such as articles, preposition and etc.

Vocabulary : measuring the students' ability of choosing the appropriate words.

Content : measuring the students' ability of using sentences according to the topic.

Spelling : measuring the students' ability of writing words correctly in their composition.

Based on the analysis of the students' results of the composition which was scored using Heaton's grid, each percentage of the total of the five

45

components was 19.93%, 18.85%, 20.30%, 21.02%, 19.88% for the Experimental Group and 20.11%, 18.91%, 19.85%, 20.89%, 20.21% for the control group.

4.1.2. Test Scoring

After administering the test, I got the result of the students' achievement as shown in appendix.

In order to further know the students' achievement in detail; I used the following formula to find out the achievement of each component. The formula:

Table 3

Formula for calculating the achievement of each component

$$Ssa = \frac{\sum OSc}{Stsc.Ss} X100\%$$

Where : Ssa   = Students' achievement

ΣOSc = number of obtained scores

Stsc = Sub total score

ΣSs = Number of students

For Experimental Group, the computation is

a. The Fluency

$$Students'\ achievement = \frac{122}{5.30} x100\% = 81.50\%$$

b. The Grammar

$$Students'\ achievement = \frac{116.25}{5.30} x100\% = 77.50\%$$

c. The Vocabulary

$$\text{Students' achievement} = \frac{119.5}{5.30} x100\% = 79.67\%$$

d. The Content

$$\text{Students' achievement} = \frac{133.75}{5.30} x100\% = 89.17\%$$

e. The Spelling

$$\text{Students' achievement} = \frac{118}{5.30} x100\% = 78.67\%$$

For Control Group, the computation is

a. The Fluency

$$\text{Students' achievement} = \frac{110}{5.30} x100\% = 73.33\%$$

b. The Grammar

$$\text{Students' achievement} = \frac{108.75}{5.30} 100\% = 72.50\%$$

c. The Vocabulary

$$\text{Students' achievement} = \frac{111.75}{5.30} x100\% = 74.50\%$$

d. The Content

$$\text{Students' achievement} = \frac{110.75}{5.30} x100\% = 73.83\%$$

e. The Spelling

$$\text{Students' achievement} = \frac{107.75}{5.30} x100\% = 71.83\%$$

From the result shows that the component of content of the Experimental Group got the highest percentage of the achievement, 89.17%. This phenomenon occurred due to the using of pictures as media so the students easily compose their descriptive paragraph.

4.1.3 Level of Students' achievement

The study was to find out whether using pictures, as media to develop students' mastery of writing skills of the Eight-year students was effective.

I conducted this non-statistical analysis to present the more interpretable results of the discussion. Theory of Harris (1969:134) was used to classify the students' attainment of the course, using the grade from poor up to excellent grade. Bellow is the list of the level of mastery that shows the percentage and the grade of the experimental and the controlled group.

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

(Harris, 1969:134)

The list bellow was the achievement according to the grade for the both

group

Table 4:The list of the Experimental group

	Frequency		Percentage	
	Pre-Test	Post-Test	Pre-Test	Post-Test
A	0	3	0.00%	10.00%
B	0	11	0.00%	36.67%
C	6	15	20.00%	50.00%
D	19	1	63.33%	3.33%
E	5	0	16.67%	0.00%

Table 5: The list of the control group

	Frequency		Percentage	
	Pre-Test	Post-Test	Pre-Test	Post-Test
A	0	0	0.00%	0.00%
B	0	3	0.00%	10.00%
C	6	19	20.00%	63.33%
D	17	6	56.67%	20.00%
E	7	2	23.33%	6.67%

I applied the result in the form of polygon frequency

a. Relative frequency of the result of writing test of the experimental group

Chart 1

The Polygon of the Result of the Writing Test of the Experimental group
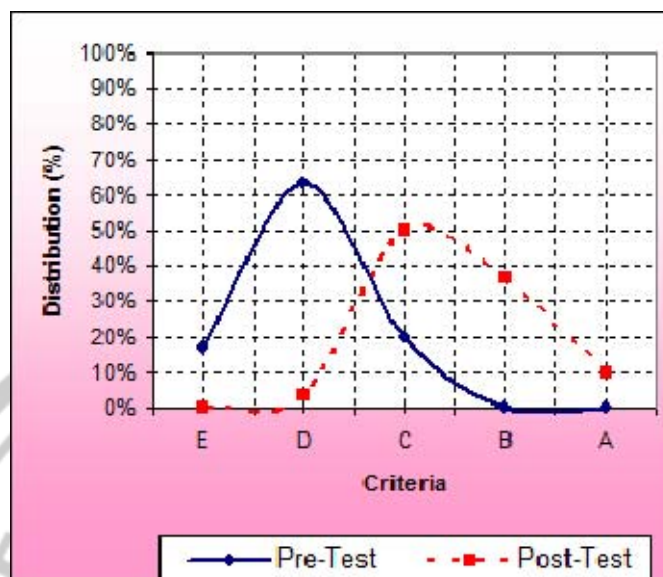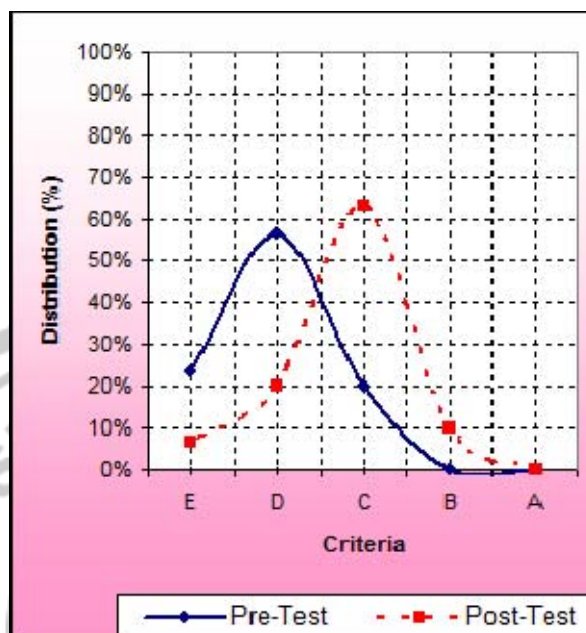

The polygon above describes the result of writing test obtained by the experimental group. The blue line shows the achievement of the pre-test, the students who got grade E were 16.67%, the students who got grade D were 63.33% and the students who got grade C were 20.00%. While the broken orange line shows the achievement of the experimental group in doing post-test. The percentage of students who got grade A, B, C, and D were 10.00%, 36.67%, 50.00%, 3.33%.

b. Relative frequency of the result of writing test of the control group

Chart 2

The Polygon of the Result of the Writing Test of the Control Group

The polygon above describes the result of writing test achieved the control group. The blue line show the pre-test achievement obtained by the control group. The percentage who got grade C, D, E were 20.00%, 56.67%, 23.33%. While the broken orange line shows the achievement of the writing post-test by the control group. The percentage of the students who got grade B, C, D, and E were 10.00%, 63.33%, 20.00%, and 6.67%.

c. Relative frequency of the result of the writing post-tests both groups.

Chart 3

The Polygon of the Result of the Post-Test of Both Groups
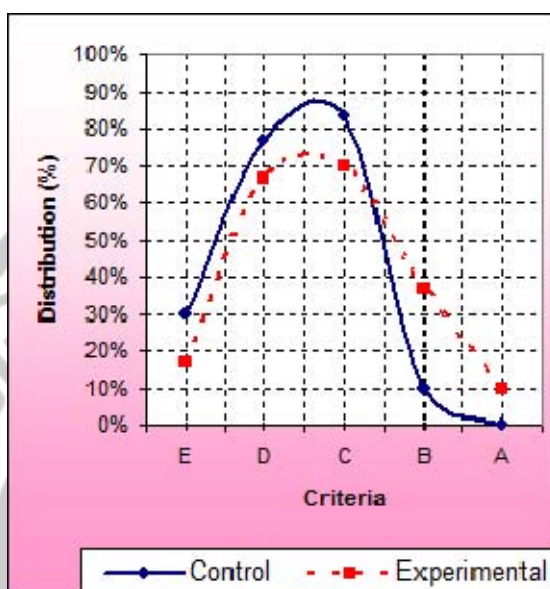
This polygon presents the achievement of both group in doing the post-test. The percentage of the students who got grade A, B, C, D for the experimental group were 10.00%, 36.67%, 50.00%, 3.33%.

While the percentage of the students who got grade B, C, D, E for the control group were 10.00%, 63.33%, 20.00% and 6.67%.

4.2 Statistical Analysis

4.2.1 Computation between the Two Means

Means is the average value of the scores. In order to know the significant difference of the experiment could be seen through the difference of the two means. The following formula was used to get the means:

$$\text{Me} = \frac{\sum Xe}{N} \qquad\qquad \text{Mc} = \frac{\sum Xc}{N}$$

Where, Me   = the mean score of the experimental group

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

Mc   = the mean scores of the control group

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

N   = the number of the subject sample

The computation of the scores of the experimental group and control group was calculated as follows:

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

$$= \frac{2439}{30}$$

$$= 81.3$$

The mean score of the experimental group was 81.3

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

$$= \frac{2196}{30}$$

$$= 73.2$$

The mean score of the control group was 73.2

If we compared the two means it was clear that the mean of the experimental group was higher than that of the control group. The difference between the two means was 8.1.

To make the analysis more reliable, t-test formula was used.

$$t = \frac{Me - Mc}{\sqrt{\left(\dfrac{SSe + SSc}{Ne + Nc - 2}\right)\left(\dfrac{1}{Ne} + \dfrac{1}{Nc}\right)}}$$

Where, t   = t-test

Me = the mean difference of the experimental group

Mc   = the mean difference of the control group

SSe= Sum of quadrate deviation of the experimental group

SSc= Sum of quadrate deviation of the control group

Ne   = the number of the experimental group

Nc = number of the control group

Me = $\dfrac{\Sigma Xe}{Ne} = \dfrac{2439}{30} = $ 81.30

SSe = $\Sigma Xe - \dfrac{(\Sigma Xe)^2}{Ne}$

= 200299 - $\dfrac{(2439)^2}{30}$

= 200299 - $\dfrac{5948721}{30}$

= 200299 – 198290.7

= 2008.30

Mc = $\dfrac{\Sigma Xc}{Nc} = \dfrac{2196}{30} = 73.20$

$$SSc = \frac{\Sigma Xc - \frac{(\Sigma Xc)^2}{Nc}}$$

$$= 161962 - \frac{(2196)^2}{30}$$

$$= 161962 - \frac{4822416}{30}$$

$$= 161962 - 160747.2$$

$$= 1214.80$$

$$t = \frac{81.30 - 73.20}{\sqrt{\left(\frac{2008.30 + 1214.80}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$= \frac{8.10}{\sqrt{\left(\frac{3223.10}{58}\right)\left(\frac{2}{30}\right)}}$$

$$= \frac{8.10}{\sqrt{(55.57)(0.067)}}$$

$$= \frac{8.10}{\sqrt{3.70}}$$

$$= \frac{8.10}{1.92}$$

$$= 4.208$$

Ne + Nc – 2 = 30 + 30 – 2 = 58, the result t $^{(0.965)(58)}$= 2.00

After getting t-value, I consulted the critical value of the t-table to check whether the difference was significant or not. Based on the computation the t-value was 4.208 and it is higher than the critical value on the table (4.208>2.00).

It is concluded that there was significant difference between teaching writing using pictures and teaching writing without pictures.

4.3 Discussion of The Research Findings

4.3.1 The meaning of the test

The aim of the test is to know the students' achievement in writing through the use of pictures as media in the eight-year students.

In the pre-test, the average score of the experimental group are 64.4 for the experimental group and 64 for the control group. Further the result of the post-test of the experimental group is 81.3 higher than the result of the control group, 73.2.

The result difference indicates that after getting treatment, the experimental group got better understanding than the control group.

It means that there is significant different between students taught writing by using pictures as media for teaching writing and those who taught without pictures.

4.3.2 The effect of the Treatment

There are some factors that are influenced the students in writing after they got the treatment using pictures in teaching writing.

The explanations bellow show the advantages of using pictures as media for the students.

a. Pictures gave the students real and exact data of the things they were writing about, like shape, colour, size etc. Through pictures, the students can express

their ideas in their writing easily. They not only imagine the things but more than that, but they actually see it.

b. Pictures presented to the students were suitable for their own needs.

c. Giving pictures for the students will interest them, since at their age they are curious at anything.

Further more, I took some points as the advantages of using pictures in teaching writing for English teachers :

a. Pictures can help teachers in gaining students' attention because they are very interested in new things they see.

b. By showing pictures, teachers can explain more accurately. Pictures may be worth thousand words.

c. Teachers can make the students explore their imagination more by looking at the pictures.

Based on the result of the post-test, the result of the teaching writing using pictures is good, the students' average score was 81.3, here we can conclude that pictures had given good contribution for the eight-year students of "SMP N 13 Semarang."

Pictures make the students compose their text easily, because pictures help the students in catching and expressing their ideas.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the discussion in the previous chapters, there are some points to be concluded as follows:

1. In general, pictures can contribute greatly to students in writing especially writing descriptive text. By looking at the pictures, the students were able to catch the idea of what had to be written. The students were more creative in using the appropriate words based on the pictures they see. The students' writing ability were improved during the teaching and learning activity using the pictures. It was showed by the difference of the mean score of the result of the pre-test and the post-test of both groups. The mean score of pre-test and post-test of the experimental groups were 64.5 and 81.3. While the mean of the pre-test and the post-test of the control group were 64.1 and 73.2. From the score, we find out that the score differences of the experimental group shows the improvement of the writing ability. It can be concluded that teaching writing with pictures give contribution to the students in writing.

2. Using pictures to teach writing is a good innovation since it can stimulate the students' interest in writing. Teacher will be more easily to explain in order to create a descriptive text. Descriptive deals with describing something and it is hard if we only use our imagination.

3. The data shows that there is significant difference in the improvement of students' writing ability after being taught by using pictures and not by using pictures. We can see from the result of the post-test of the experimental and controlled group. The score of the post-test of the experimental group was 81.3 while the control group was 73.2.

5.2 Suggestion

From the conclusions stated above, I suggested the English teachers to use pictures in teaching writing, especially writing descriptive text, in order that the students can write more easily. The teacher may use big and coloured pictures to attract the students' attention. School should provide more sophisticated teaching media to help the students in learning English.

The use of pictures in teaching writing is aimed to give explanation more easily and fun since the students are keen on the new method the teacher presented.

For further research, I suggest the reader who wants to conduct a research like this one, it is hoped not only to analyse the teaching learning process using pictures as the media, but also analyse the teaching learning process using more sophisticated media, such as three-dimensional pictures.

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