

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is an important thing in communicating something to the other people. Brown (2000:5) states that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one other. Then Siahaan (2007:1) states that language is a set of rules used by human as a tool of their communication. From this point of view, the writer concludes that language is a tool to communicate something in a social life in written and oral form.

In learning English, there are four language skills that must be simultaneously achieved by the students namely listening, reading, speaking and writing. In listening and reading, students receive a message formulated by another. In speaking, students are engaged in communicating their own ideas and feeling. While in writing, students are engaged in putting down their ideas and thoughts in the form of word.

Writing is a process of putting thought, ideas, opinions, experiences, events, and histories such as writing letters, notes, shopping list, etc. Writing is a process of transforming thoughts and ideas into written form. Writing is not only a process of linking words into sentences or paragraphs, but it is a sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentences into form of paragraphs in which every sentence was closely related one to another.

Writing is a form of communication to express the thinking or feeling processes through writing after spoken. Writing activity is done to find out what we are thinking, what we are

looking, and what it means. According to McDonough and Shaw (1993:183), “writing is a process of encoding (putting your message into words) carried out with a reader in mind. Writing is more than the simple mechanic of getting the words down, it also involves being creative, spelling, grammar, punctuation, choice of appropriate words, sentence linking, and text construction and for students, having ideas about content, and the ability to be self and to edit their own work.”

Nunan (2003:89) states that “writing is the most difficult skill among the four skills.” The students use writing from simple to complex everyday such as writing notes, letter, diary, shopping list, stories, etc. Writing involves the encoding of a message of some kind: that is, we translate our thoughts or ideas into language. The ideas should be developed to be a good and interesting writing. Through writing, they can describe, report, explain, and tell about the process of something.

In mastering writing, students need to master knowledge of linguistics elements such as grammar and vocabulary. But in reality, based on writer’s experience during her PPL, many students always used incorrect grammar and vocabulary. They also have no ability to construct the sentences into a good paragraph. They wasted their time just to think for what they will write, and writing is considered to be a boring activity.

In writing skill will also found many kinds of texts; one of them is descriptive text. Many teachers also consider that descriptive text is an easy material, but in contrast, it is difficult because they have to explain about the thing that exists and the thing that does not exist, something that can’t be seen, felt, smelt, or even touched. Because of this condition, it really needs creative efforts from the English teachers to conduct the process of teaching-learning. In teaching writing, teacher must be able to make an innovation and interesting method, to make

him students easy to express their ideas. Every teacher has to choose the best techniques to make the students interested to learn.

However, writing was still problem. Most students didn't know how to do free writing, and they didn't possess the strategies for composing texts independently. Furthermore, most of them didn't enjoy writing and lack confidence in writing on their own. The problem was that the students cannot improve their writing. They confused to write and sometimes they were silent and didn't make something. There were some problems in writing which are faced by students.

Based on the writer's experience in Teacher Training Practice (PPL) at SMP Bharlind School, the students usually complained, when they are asked to write something. It was difficult for them to find out, generate and translate the ideas in their brain into written language. Besides that, learning writing was so bored because there are too many genre, narrative, descriptive, expository, argumentative and persuasive. And also every genre of writing has different characteristics, namely, generic social function, structure and lexical grammatical features.

The real application of the difficulties in learning writing is found also by the writer. During her PPL in Junior High School, the writer finds that the students still have difficulty in writing descriptive paragraph. Both students and teachers need to know how to talk about writing activity during learning and teaching. This is not only so that teacher can explain and students come to understand, but also so that teachers know what's going wrong, where and how to correct it. The other things the teacher should know how to select the suitable material for the students which it conduct in lesson plan or syllabus.

Based on the problems above, the writer wants to offer one effort for many teachers that is by applying picture media in teaching learning process. Media is tools of communication used

to transfer information or message from the source to learners, so it can stimulate and motivate students to follow learning activity.

Media is useful and meaningful function to help teachers and learners in improving teaching and learning process. Picture is one media which is suggested for helping the success of teaching learning (Wright, 1989:2-4).

By using picture, the teachers will be easy to transfer the material. For the students, it will increase their interesting so that they can complete writing task well especially in writing descriptive paragraph. It helps students to be inspired to have more creative ideas. By the detail pictures, students are able to write good sentences which are arranged into good stories effectively.

So, that is why the writer wants to analyze this study more deeply about, “The Effect of Pictures Application on Students’ Descriptive Writing Achievement.”

1.2 The Problem of the study

In line with the previous background, the problem of the study is formulated as follows:

“Does applying picture significantly technique media affect the students’ achievement in writing descriptive paragraph?”

1.3 The Scope of the study

There are many kinds of text such as narrative, descriptive, argumentative, and expository, etc. This study is focused on generic structure of descriptive text, they are Identification and Description. The writer only takes two variables because of her limited time,

knowledge and reference. So, the writer would like to analyze the are many kinds of media used descriptive writing achievement.

1.4 The Objective of the study

The objective of the study is intended to discover whether the pictures application significantly affects on students' achievement in writing a descriptive paragraph or not.

1.5 The Significances of The Study

Finding of the study are expected to be relevant theoretically and practically.

1. Theoretically

Theoretically the study will be useful for English teacher the implication of teaching descriptive text.

2. Practically

Practically the study (findings) to the students of natural science and social science students will give some contributes to row to develop teaching descriptive text.

1.6 Hypothesis

The hypothesis of the study is stated on the following:

Ha: There is significant effect of applying pictures in writing descriptive paragraph.

Ho: There is no significant effect of applying pictures in writing descriptive paragraph.

CHAPTER II

RIVIEW OF LITERATURE

2.1 Teaching Technique

According to Moore (1995:6), teaching can be defined as the action of a person imparting skill, knowledge, or giving instruction or the job of person who teaches. Clark and Starr in Moore (1995:10) suggest that teaching is an attempt to assist students in acquiring or changing some skill, knowledge, ideal, attitude, or appreciation. Therefore, a broad definition of teaching might be: the action of someone who is trying to assist others to reach their fullest potential in all aspects of development.

Technique is an implementation, which is taking place in the classroom. In order to accomplish certain goal of teaching foreign language, a technique should be familiar to the teacher. A technique can help teacher improve the students' ability in teaching learning process. The instruments that the teacher uses to deliver the material are OHP, tape recorder, video player, projector slide, projector film, pictures, etc.

From the explanation above, the writer conclude that teaching technique is the rewarding work with the specific activity which will be applied in the classroom in the teaching learning process.

2.2 Media of Language Teaching

Media is a tool for teaching in learning process. Media can support teaching learning process. According to Briggs (1970) in Rahadi (2003:10) says that media is the physical form which can deliver message and stimulate learners to study. By stimulate the learners, it can make them easy to think about the lesson that teacher deliver to them.

According to Djamarah and Zain (2006:121), “media is a tool that can be used as a channel message in order to achieve the goal of teaching.” Buckingham (2003:4) states that “media are the instruments that will be used as teaching aids and frequently seen as neutral means of delivering information.” Media are needed in teaching and learning process because of several factors. Sudjana and Rifai say (in Arsyad, 2006:24) that media are very important to students in teaching learning process. There are some advantages of using media:

1. The teaching process will be more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students’ attention to the material given by her/him. From the explanation above, it is expected that by using media in teaching and learning process, students will be motivated in learning the material.
2. The material will be clearer so that the students can understand the material easily. Media make students easier in catching the material given by the teacher. As a simple sample is a white board. The teacher writes the material which is conveyed to the students on the board in a form of diagram and writes the explanation of the diagram so that students can catch easily.

3. There will be a variation in the teaching and learning process. It makes student enjoy the teaching and learning process. Students will feel bored if the teacher only uses the explanation when presenting the material during the teaching and learning process.
4. Students can do more activities in teaching and learning process. For example, the teacher gives a topic to be discussed and the students do the discussion.

The media term is very popular in the communications field. In the teaching-learning process is also basically a process of communication, so that the media used in teaching-learning is called educational media. Educational media are those used to support the processes of education, whereby teachers attempt to introduce learning in students (Rossi and Biddle, 1966).

Based on the explanation, educational media is the media which is used in the process of teaching to achieve the purpose of education. Educational media consist of teaching aids which is used to tell the content of the teaching material. Its form such as: the textbooks, television, tape recorder, cassette, photo graphs, pictures, film, graphics, slide and computer.

Djamarah and Zain (2006:124) classify media as follows:

a. Audio

The media has capacity use only sound. For example: radio, cassette recorder, etc.

b. Visual

The media has capacity use only eyesight. For example: photo, painting, strip, slides, chart, flash card, etc

c. Audio- visual

Audio-visual is the complete media because both audio and visual are used in the class. For example: television, film, sound, video, and recording.

2.2.1 The Characteristics of Media

The general characteristics of media are as follows:

1. A physical understanding of educational media known as hardware is thing that can be seen, heard, or touched with five senses.
2. Nonphysical understanding of educational media known as software is the message from hardware that consists of the content delivered to the students.
3. They are focused on visual and audio
4. They are used in communication and interaction between teacher and student in teaching-learning process.
5. They are learning aids which are in or out of the classroom.

Based on explanation above, media is an important tool to deliver the information which can create an idea in teaching and learning process. Media is divided into three parts, namely: visual, audio and audio visual. In this study, the writer deals with improving students' achievement in writing procedure paragraph by using pictures. Pictures are part of visual aids, these material also bring and create benefits for students learning.

2.2.2 Pictures

Pictures are media of teaching and learning process which is well known in every teaching activity. According to Pattinson (1987:161) pictures are widely used for oral practice and particularly for "free" speech practice: often, however, learners are asked to describe a picture which everyone can see.

Based on the types of media above, pictures are auditif media, visual media, and audiovisual media. The size of the pictures can be enlarged or made small. Teachers can use pictures in teaching and learning process at every educational level for various subjects. So, they can be used pictures in learning needs.

According to Hornby (1974: 631), “picture is painting, drawing, sketch of something, especially as a work of art.” Pictures help the students in expressing their ideas about what happened in the picture, which people are in them and what they are doing.

There are some sources of picture to help the teacher to think of effective ways of any type of pictures material, they are: newspaper, magazine, text book, holiday or business brochures and catalogue. It means that pictures are among the cheapest and most readily available of all learning materials.

2.2.3 Types of Pictures

According to Wright (1989: 203), there are some types of picture. They are as follows:

1. Pictures of single object

It is related to thing to talk about such as food naming, preference, etc.

2. Pictures of one person

Pictures of people invite us to speculate who they are, what sort of people they are (age, family, work) and what they are feeling and thinking.

3. Pictures of famous person

General thing to talk about identify reason for fame, achievement, evaluation of what they have done/ are doing/ will do.

4. Pictures of several people

It related to general things of the person which speed and thought bubbles, cut out of sticky paper can be stuck on the picture.

5. Pictures of people in action

It is related to everyday activities, describing on what happening of such event.

6. Pictures of place

It is related to such home, landscape, views and so on

7. Pictures from history

It is illustrating scenes, customs, and objects from such events.

8. Pictures of maps or symbol

Pictures of symbols can be found in road traffic booklet, holiday, brochures, etc.

9. Pictures from the news

News pictures invite identification of the incident, of what happened, when and to whom.

10. Explanatory picture

Picture taken from specialist publications or old school book often explain a process.

Wright (1989: 10) states that some roles for pictures in writing might be known by teachers who will imply pictures in their teaching, they are:

1. Pictures can motivate the student and make him or her want to pay attention and want to take part.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example a train).
3. The pictures can be described in an objective way (“This is a train.”) or interpreted (“It is probably a local train.”) or responded to subjectively (“I like traveling by train.”).
4. Pictures can cue responses to questions or cue substitutions through controlled practice.
5. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

2.2.4 The Criteria of Selecting Pictures

Pictures of all sorts are available for classroom use; especially useful are the pictures in the textbooks. Pictures are considered as the most effective media, which provide valuable assistance to students conveying ideas more easily and fully than words. Picture used in the teaching learning process should be show representative object and should be familiar with the student, so the student will be easy to use and understand the picture. By looking the picture, the students are encouraged to express their ideas.

There are some criteria of pictures if they are used in teaching learning process. According to Kemp (1986: 408), in selecting picture for classroom use, consider such question as:

1. Does it fit the purpose?
2. Is it relevant and important to the lesson?
3. Is it accurate and authentic?
4. Can its point be easily understood?
5. Is it interesting?
6. Is the size, quality, color, such as to make it easily visible?

2.2.5 The Advantages of Applying Picture in Writing

As a media of learning English especially writing, picture can be used in motivating the student to convey their ideas by writing and pictures attract the student's attention in writing out about what they have been seen on the picture. Picture provides an excellent opportunity for the use of vocabulary and it may stimulate the imagination encourage the student's participation in an interactive classroom atmosphere so that they will get better result.

According to Wright (1989:17), there are some roles for pictures in writing such as:

1. Pictures can motivate the student and make him or her want to pay attention and want to take part.
2. Pictures contribute to the context in which the language is being used.
3. The pictures can be described in an objective way or interpreted or responded to subjectively.

4. Pictures can cue responses to questions or cue substitutions through controlled practice.

According to Vernon., et. al,(1980: 277) the advantages of using pictures are as follows:

1. Pictures are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail makes it possible to study subjects which would otherwise be impossible.
4. Pictures can help to prevent and correct misconceptions.
5. Pictures offer a stimulus to further study, reading, and research. Visual evidence is a powerful tool.
6. Pictures help to focus attention and to develop critical judgment.
7. Pictures are easily manipulated.

2.3 Writing

Writing is one of the basic language skills that are important to be learned in learned language. Writing is a process of putting thoughts and ideas in words, into a sequence of words combined into sentences in the form of paragraph in which every sentence is related to one another semantically.

According to Hyland (2002:1) writing is central to our personal experience and social identities and we are often evaluated by our control of it. The various purposes of writing, then, the increased complexity of its contexts of use and the diverse backgrounds and needs of those

wishing to learn it, all push the study of writing into wider frameworks of analysis and understanding.

Writing is an extremely complex cognitive in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, formats sentence structure, vocabulary, punctuation, spelling, and letter information. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherence paragraphs and text.

Writing is not easy since it needs a long process to produce a good result in writing. Harmer(2004: 4) state that three are four main elements in the writing process, namely:

1. Planning

Planning means that the writers are going to write, when planning there are there main issues that should be considered, namely the purpose, the audience and the content. In case of writing narrative, the students firstly should be able to determine the orientation, evaluation, complication and the resolution.

2. Drafting

Draft is a first version of a piece of writing. This first 'go' at a text is often done on the assumption that it will be revised later.

Here, the students begin construct several paragraphs that contain the orientation, evaluation, complication, and resolution.

3. Editing

After producing a draft, the students read through what they what they have written to see where it works and where it do not.

2.4 The Purpose of Writing

According to Byrne (2002:7), writing serves a variety of pedagogical purposes:

1. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such student, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.
2. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need.
3. Exposure to the foreign language through more than one medium is likely to be more effective than relying on a single medium alone. Writing also provides variety in classroom activities, serving as break from oral work, and increases the amount of language contact through work that can be set out of class

Writing is often needed for formal and informal testing, although in general oral ability should be measured through oral tests, in practices we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of the students there are in the class, to use some form of written test. In some cases, of course, a written test may even be appropriate: making notes while listening.

2.5 The Types of Writing

Siahaan and Shinoda (2008:43-121) describe that there are five types of writing, namely Narrative, Descriptive, Expository, Argumentative, Persuasive.

1. Narrative

Narrative or narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

2. Descriptive

Descriptive or description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.

3. Expository

Expository is same with analysis text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim it just to expose the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose does not include persuading in order the readers take a certain course of action related to the truth of the fact of the object.

4. Argumentative

Argumentative or argument is a written English text in which the writer presents some points of view about an issue.

5. Persuasive

Persuasive or persuasion is a written English text in which the writer persuades people that something should or should not be the case.

2.6 Descriptive Writing

Descriptive writing is a kind of writing that should be achieved by the students in teaching learning process. Description is a written English text in which the writer describes an

object. Description is a text containing two components, the first, identification and description by which a writer describes a person, or animal, tree, house, etc. And second, identification is to identify the object to describe.

Descriptive paragraph is a piece of writing which visualizes and performs the appearances of thing by describing the detail object. Descriptive writing presents an object, feeling, a place or a person in a way that creates a vivid impression in the reader's mind, enabling the reader to readily picture what the writer is talking about, to gain a rich, comprehensive and detailed sense of what is being described.

Pardiyono (2006: 165) states that "Descriptive paragraph is a paragraph containing two components i.e., identification and description by which a writer describes a person, animal, tree or house as their topics. The goal of the descriptive text is transferring the experience of the writers. The experience can be what they see, read, or feel. Descriptive text commonly tries to reveal the image of certain person, place, animal, or thing."

There are three kinds of descriptive paragraph, they are:

1. Description of person

If we want to describe a person, the first thing that we do is to recognize his/her individual characteristics. The need to describe a people occurs fairly in areas of physical attribute (hair, eye, etc), emotional (warm, nervous, etc), moral attitudes (kind, trustworthy) and intellectual (smart, perception).

2. Description of place

As with people, there is commonly occurring need to describe place such as feature town, district or area like a garden or school. The best way to describe a place is by presenting something concrete example such as a home, a school and so on. Further, it is essential to describe the size and wide of the space involved.

3. Description of object

The best way to describe an object effectively is by providing the physical characteristics of the object or a thing like colors, forms, and shapes. Therefore, it will be easy to describe all the picture of the objects.

2.6.1 The Generic Structure of Descriptive Text

Based on explanation above, description has a social function to describe a particular person, place or thing, and its generic structure as follows:

- a. Identification: Identify phenomenon to be described
- b. Description: Describes parts, qualities, characteristics, thing, animal, place, etc

2.6.2 Typical Linguistic Features

Significant lexicon grammatical features of descriptive text:

- a. Focus on specific participants
- b. Use of attributive and identifying process
- c. Frequent use of epithets and classifiers in nominal groups
- d. Use of simple present tense

As a conclusion, the writer conclude that descriptive writing is a writing activity that told in details to make the reader will know the situation of the place, people or thing that the writer has written in his or her writing.

2.7 Teaching descriptive writing using pictures

Pictures can be used in motivating the students to convey their ideas by writing, attracting the students' attention in writing about what they have seen on the pictures, and increasing the students' experience. By seeing the pictures the students can write and imagine what they want to write. Pictures cannot only illustrate a topic but also can give the chronological steps in making or doing something.

By using pictures, the teacher can make the students get a clear description about what they have to write. The teacher can give them some instructions through sequence questions to stimulate their ideas, because the students are still depending on the model to express their own ideas in writing.

According to Harmer (2004:68). "Teaching writing by using pictures can be a very effective way to stimulate a writing activity since it often provokes strong feelings and ideas."

Motivating interest is one factor to achieve the goal of teaching learning process. The teacher should be creative to find materials of writing. It means that teaching writing by using media, the students will pay more attention to what the teacher explains, it will develop student's motivation in learning.

So the students are easy to be able to understand rules well and to be able to use them appropriately.

2.8 Previous Research

This research has relevance with other research. There are some researchers which have conducted the same research. Related to this study, the writer choose previous researches which are relevance to teaching of Whole Language Approach,

1. Abdelkareem Saleem Alhaddad (2014 The Effect Of Pictures Application On Student's Descriptive Writing Achievement). Based on research finding, This paper aims to clarify and discuss the extent to which the Pictures Application might be implemented to literacy education. The researcher describes what the Pictures Application is all about, what Pictures Application opponents' view and what proponents are trying to say. Therefore, the researcher introduces and discusses Pictures Application principles and activities. Then, the requirements for implementing the Pictures Application are clarified. The previous discussions illustrate the usefulness of the Pictures Application; it would appear to be suitable for Jordanian literacy education. To come up with the principles of the Pictures Application, Jordanian educators should change the way they deal with literacy instruction, for example, the Jordanian Ministry of Education should not have sole responsibility for the curriculum, textbooks, and other materials used in the classroom in order to pave the way for teachers to implement the Pictures Application activities. Also, the study of the Arabic language is divided, from the fourth grade onward, into a grammar section, a reading section, literary criticism, and rhetoric. Grammar is not taught in the reading class, nor writing in the criticism class. This situation does not lend itself to the Pictures Application.

2. Ling- Ying Huang (2014) The Effect Of Using Pictures On Student's Achievement In Writing Procedure Paragraph In SMA PARULIAN 2 MEDAN. The Teacher's View This project explores the understanding of early year's teachers regawriting Using Pictures and its implementation. A total of 200 questionnaires were delivered to teachers at nurseries and

kindergartens in an EFL (English as a Foreign Language) context. 169 questionnaires were completed and analysed. The findings shows that an overwhelming majority of the participants know idea of Using Pictures and know its value and relevance to improving early year literacy teaching. The result showed that teachers' perspective about literacy teaching clustered primarily in the interactive approach which indicated that most teachers prefer neither Using Pictures nor skills based approach.

2.9 Conceptual Framework

Teaching is the process of giving instruction to somebody in order to be able to do something. Writing is a complex activity that involves the constant thinking through ideas for the best word and phrase put on the paper. Writing can be defined as a process of expressing and organizing the ideas and feeling and find the right words to make them on a piece of paper.

The purpose of writing is to communicate your ideas and feeling from your mind to another mind in the written text. Writing descriptive is describe a people, animal, etc. When students write, they express their feelings and ideas into word, word into sentence, sentence into paragraph, and its hard thinking to produce it at the same with good English grammatical. Consequently they can't compose their writing into correct way or in flow manner or they continue to write without considering the error they produce. Some mistakes are made when the students do not understand well about the English grammar. Many of students commonly make grammar mistakes in their learning especially in writing such as in tenses, there are no tenses in Indonesia language so many confuse in using the right tenses for their writing.

Variable

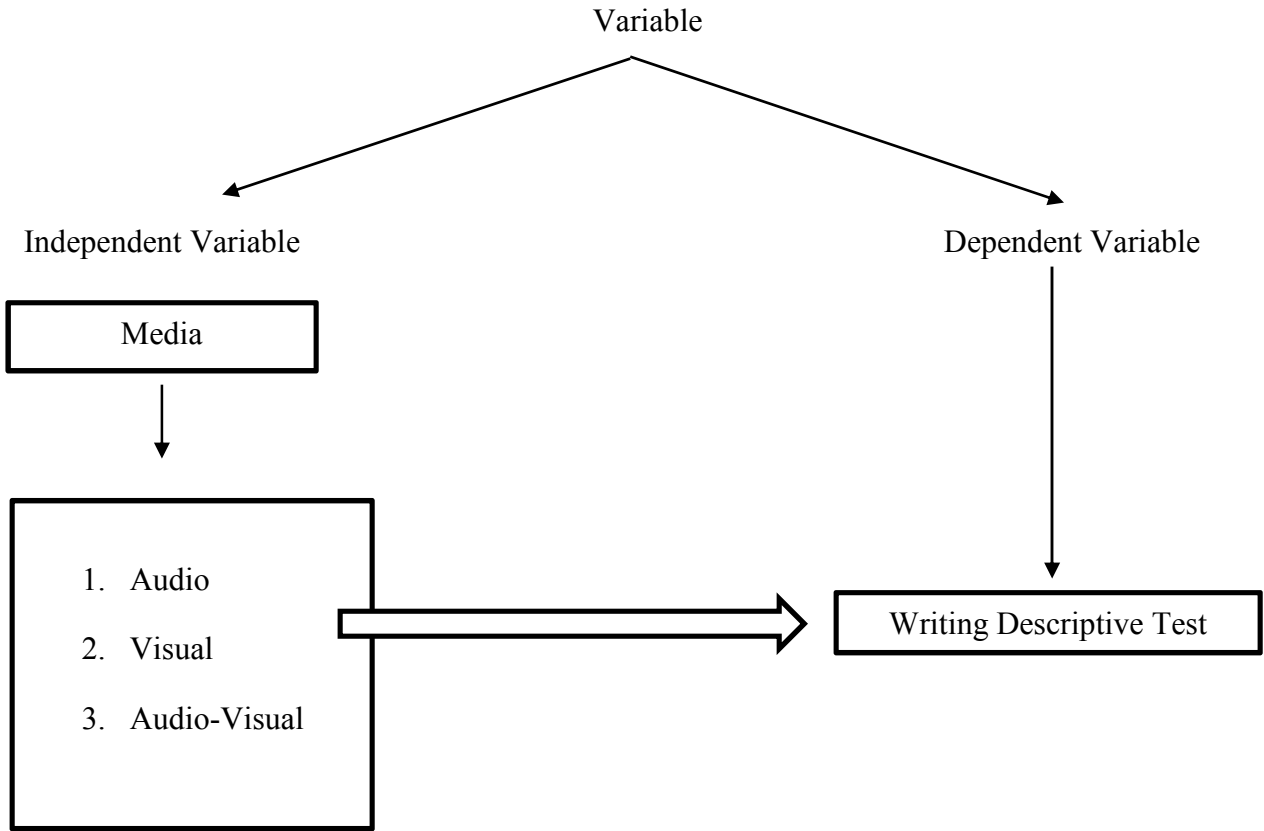
Independent Variable

Dependent Variable

Media

1. Audio
2. Visual
3. Audio-Visual

Writing Descriptive Test



CHAPTER III
RESEARCH METHOD

3.1 Research Design

The research design of this study is experimental quantitative research. It was conducted to acquire the effect of applying picture technique in writing descriptive paragraph.

To obtain the data, the researcher conducted two kinds of activities. The experimental group was taught by applying picture technique. The control group was taught without applying picture technique. The design of this can be seen as follow:

Table 3.1 Research Design

Group	Pre Test	Treatment	Post-test
Experimental	O	X1	O
Control	O	X2	O

Note: X1: The Experimental group, where the sample was taught by applying pictures.

X2: The Control group, where the sample was taught by not applying pictures.

3.2 Population and Sample

Population is all the subjects of a research (Arikunto, 2006:130). The population in this study was all the numbers of the second grade students of SMP Negeri 35 Medan. There are 7 parallel classes namely VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7. Each class consists of 35 students. Total numbers of population are 245 students.

According to Best (2002:13) the sample is a small proportion of a population selected for observation and analysis. The sample of this research was taken by using random sampling techniques. Two classes are selected randomly by using a lottery technique. To take the sample, four pieces of roll paper with the names of classes are put in a box.

Then the box was shaken and two pieces of roll paper are taken out as the samples. The first rolls paper becomes the experimental group and the second one as the control group VIII-3 is experimental group while VIII-4 as control group.

3.3 The Instrument of Collecting Data

According to Arikunto (2002:126) Instruments are some tools used when a research was conducted in a particular method. The instrument for collecting the data was designed in order to gain the result of the study. The instrument that was used for collecting the data was a test. The type of the test is writing.

The test was given by asking students to write descriptive paragraph based on the topic which was seen from the picture. The test applies for pre-test and post-test. The pretest was aimed at finding out the prior writing of the students; while post-test is aimed at find out the students' writing skill after treatment was given (teaching with pictures and with conventional method). This activity was also intended to find out whether the students still keep holding of the materials after the treatment.

3.4 The Validity and Reliability of the Test

A test is said to be good if it is valid and reliable. To ensure that the test is already good, both its validity and reliability should be established.

3.4.1 Validity of the Test

Arikunto (2006:168) states the validity is a measurement which shows the levels of the instrument's validity. The concept of the validity is referred to the next measure. The validity is the extent to which it measures what is supposed to measure.

There are three types of validity: (1) content validity, (2) criterion related validity, (3) construct validity. This research uses content validity. Content validity refers to extent to which a test measures a representative sample of the subject matter or the behavioral changes under consideration. It means that content validity concerns with how well the test measure the subject matter and learning outcomes covered during the instruction period.

3.4.2 The Reliability of the Test

Arikunto (2006:178) says that reliability shows an instrument that can be trusted used as a tool of collecting the data because it has already well enough. Reliability is one of the characteristics of good test. It refers to the consistency of the measurement. A good instrument has not tendencies to lead the respondents in choosing certain answers. If the data was appropriate to the fact, the result was the same although it is exercised many times. It means that reliability refers to the consistency of the measurement.

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must be reliable as measuring instrument. If the test was administered to the same candidates on different occasions, then, to the extent that it produces differing results, it is not reliable.

The test in this study uses written test form. The scoring of the writing test involves the subjectively, thus to find out whether the test are reliable, the writer uses the inter-rater reliability.

3.5 The Procedure of the Study

In getting the data in this study, three procedures are taken by writer namely: pre-test, treatment (teaching presentation), and post-test.

3.5.1 Pre-test

Before the treatment (teaching presentation), a pre-test was administrated to the experimental group and control group. The pre-test was used to find the mean scores of each group.

3.5.2 The Procedure of Teaching

The experimental group and control group were taught by using the same materials but different instrument. In the experimental group, the writer used picture application in writing descriptive paragraph, and in control group the writer doesn't use picture applications. The treatment was consisted of six meetings include pre-test and post-test.

Table 3.2 Teaching Procedures in Experimental and Control Group

Experimental Group	Control Group
<p>1. Pre-test:</p> <p>The teacher explains what the students are going to do and distributes the writing test, to know the students' ability in writing descriptive composition before treatment.</p>	<p>1. Pre-test:</p> <p>The teacher explains what the students are going to do and distributes the writing test, to know the students' ability in writing descriptive composition.</p>
<p>2. Treatment:</p> <p>Meeting 1</p> <p>Step 1: The teacher introduces the writing description include: definition, step and what thing will be enclosed in our writing.</p> <p>Step 2: The teacher gives the picture of markets then asks the students to write some their ideas related to the picture.</p> <p>Step 3: Teacher asks the students to get some important information from picture.</p> <p>Step 4: Teacher asks the students to write a short composition based on the picture.</p>	<p>2. Treatment:</p> <p>Meeting 1</p> <p>Step 1: The teacher introduces the writing description include: definition, step and what thing will be enclosed in our writing.</p> <p>Step 2: The teacher gives an example of descriptive paragraph.</p> <p>Step 3: Teacher asks the students to write a descriptive paragraph related to the topic.</p>
<p>Meeting 2</p> <p>Step 1: The teacher gives a picture about famous artist.</p> <p>Step 2: Teacher asks the students to write a composition based on the picture.</p>	<p>Meeting 2</p> <p>Step 1: The teacher gives a topic about famous artist.</p> <p>Step 2: Teacher asks the students to memorize some words by opening dictionary.</p> <p>Step 3: Teacher asks the students to write a descriptive paragraph related to the topic.</p>
<p>Meeting 3</p> <p>Step 1: The teacher gives a picture about school facilities.</p> <p>Step 2: The teacher asks the students to give their ideas or opinions related to the picture.</p>	<p>Meeting 3</p> <p>Step 1: The teacher explains types of paragraph.</p> <p>Step 2: The teacher and students discuss the example of descriptive paragraph.</p>

Step 3: The teacher asks the students to write a descriptive composition based on the picture.	Step 3: The teacher asks the students to write a descriptive composition about school facilities.
Meeting 4 Step 1: The teacher discusses how to write a descriptive paragraph based on a picture well Step 2: The teacher gives a picture of tourism objects. Step 3: The teacher asks the students to write a descriptive paragraph based on a picture.	Meeting 4 Step 1: The teacher asks the students to listen to the topic about tourism objects. Step 2: The teacher asks the students to show their opinion about the topic. Step 3: The teacher asks the students to write a descriptive paragraph related to the topic.
3. Post-test: After giving the treatment, the students are given a set of writing test and the teacher gives score of the students' result test.	3. Post-test: After giving the treatment, the students are given a set of writing test and the teacher gives score of the students' result test.

3.5.3 Post-test

Having given treatment, post-test is given to each student. This post-test is exactly the same with the pre-test. Post-test is needed to know the mean score of experimental group and control group. The result is corrected accurately in order to find out if the effect of pictures application on the students' descriptive writing achievement is significant or not.

3.6 Scoring the Test

There are some important indicators which are considered in scoring the students' result in writing descriptive paragraph.

Heaton (1988:146) describes that there are five components that must be paid special attention in scoring writing, namely content, organization, vocabulary, language use, and mechanics.

A. Content

TABLE 3.3 Scoring in Content (J.B.Heaton, 1988)

30-27	EXCELLENT TO VERY GOOD Knowledge-substantive-through development of topic sentences-relevant to assigned topic.
26-22	GOOD TO AVERAGE Some knowledge of subject-adequate range limited development of topic sentences-mostly relevant to topic but lacks detail.
21-17	FAIR TO POOR Limited knowledge of subject-little substance-inadequate development of topic.
16-13	VERY POOR Does not show knowledge of subject-non substantive-not enough to evaluate.

B. Organization

The organization refers to the students' ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated. The criteria of giving the scores are as follow:

TABLE 3.4 Scoring Writing in Organization (J.B.Heaton, 1988)

20-18	EXCELLENT TO VERY GOOD Fluent expression-ideas clearly stated/supported-succinct-well organize-
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	logical sequencing- cohesive
17-14	GOOD TO AVERAGE Somewhat choppy-loosely organized but main ideas stand out-limited support – logical but incomplete sequencing.
13-10	FAIR TO POOR Non-fluent ideas confuse or disconnected-lacks logical sequencing and development.
9-7	VERY POOR Does not communicate-no organization-or not enough to evaluate.

C. Vocabulary

The criteria of scoring vocabulary are given below:

TABLE 3.5 Scoring Writing for Vocabulary (J.B.Heaton, 1988)

20-18	EXCELLENT TO VERY GOOD Sophisticated range-effective word/idiom choice and usage-word form mastery-appropriate register.
17-14	GOOD TO AVERAGE Adequate range – occasional errors of word/idiom form, choice, usage but meaning confused or obscured.
13-10	FAIR TO POOR Limited range –frequent errors of word/idiom form, choice, usage but meaning confused or obscured
9-7	VERY POOR Does not communicate-no organization-or not enough to evaluate.

D. Language Use

TABLE 3.6 Scoring Writing in Language Use (J.B.Heaton, 1988)

25-22	EXCELLENT TO VERY GOOD Effective complex construction-few errors of agreement, tenses, number,
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	word order/ function, articles, pronouns, preposition.
21-18	GOOD TO AVERAGE Effective but simple construction-minor problems in complex constructions-several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning confused or obscured.
17-11	FAIR TO POOR Major problems in simple/complex constructions frequent errors of negations, agreement, tense, number, word order/function, articles, pronouns, preposition but meaning confused or obscured.
10-5	VERY POOR Virtually no mastery of sentence construction rules-dominated by errors-does not communicate-no organization-or not enough to evaluate.

E. Mechanics

The criteria of scoring mechanics are given below:

TABLE 3.7 Scoring Writing in Mechanics (J.B.Heaton, 1988)

5	EXCELLENT TO VERY GOOD Demonstrates mastery of conventions-few errors of spelling, punctuation, capitalization, paragraphing.
4	GOOD TO AVERAGE Occasional errors of spelling, punctuation, capitalization, paragraphing, not meaning confused or obscured.
3	FAIR TO POOR Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting- but meaning confused or obscured.
2	VERY POOR No mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing handwriting illegible, or not enough to evaluate,

3.7 Technique of Analyzing the Data

In doing the data analysis, the writer follows these procedures:

1. Check the valid and reliable of the data.
2. Score the students' test consider five components that are supported by Heaton.
3. Tabulate the students' scores.
4. Correct the student mean using t-test formula. The formula of the t-test is:

$$t = \frac{Mx - My}{\sqrt{\left\{ \left(\frac{\sum X_2 + \sum Y_2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right) \right\}}}$$

Note:

t = The effect

Mx = The Average scores of the experimental group

My = The Average scores of the control group

X₂ = Deviation of the experimental group

Y₂ = Deviation of the control group

N_x = Number of experimental group

N_y = Number of control group

5. Conclude the finding