THE EFFECTIVENESS OF PICTURES TOWARDS STUDENTS’ WRITING SKILL OF DESCRIPTIVE TEXT

(A Quasi-experimental Study at Tenth Grade of SMK Islamiyah Ciputat)

The “Skripsi”

Presented to the Faculty of Tarbiyah and Teachers Training

in Partial Fulfillment of the Requirements

for the Degree of Strata 1 (S.Pd.) in English Language Education

Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA

Knowledge, Piety, Integrity

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FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
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JAKARTA
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ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiya and Teachers’ Training certifies that the “Skripsi” scientific paper entitled, “The Effectiveness of Pictures Towards Students’ Writing Skill of Descriptive Text (A Quasi-Experimental Study at Tenth Grade of SMK Islamiyah Ciputat)” written by Umul Muffarrokhati student’s registration number: 1110014000086, was examined by committee on July 2, 2015 and was declared to have passed and have fulfilled one of the requirements for the degree of S.Pd. in English language Education at the Department of English Education.

Jakarta, July 4, 2015

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ABSTRACT


Advisor I : Drs. H. Bahrul Hasibuan, M.Ed.
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Key words : pictures, writing process, descriptive text

The objective of the study was to find the empirical evidence of whether or not the use of pictures towards students' writing skill of descriptive at tenth grade SMK Islamiyah Ciputat are effective. The method used in this research was a quantitative method and the research design was a quasi experiment. The sample of this research was the tenth grade of SMK Islamiyah Ciputat. They were X AK 1 class as the experimental class, whereas X AK 2 class as the control one. Each class consisted of 23 students. For sampling technique, the researcher used purposive sampling. The instrument used in this research was a written test and the analytic writing rubric was used to score the students' writing on the pre and posttest. The mean score of the experimental class' posttest which was higher (74.2) than the control class' posttest which had the mean score (69). The result of hypotheses testing using t-test obtained \( t_0 > t_{table} \), namely \( t_0 \) value is 2.409, \( t_{table} \) value at significance degree \( \frac{\alpha}{2} = 0.025 \) and \( df = 44 \) is 2.015. Thus, this result could be concluded that the use of pictures towards students’ skill of descriptive text writing at tenth grade of SMK Islamiyah Ciputat is effective.
ABSTRAK


Advisor I : Drs. H. Bahrul Hasibuan, M.Ed.
Advisor II : Devi Yusnita, M.Pd.

Key words : gambar, proses menulis, teks deskriptif

Tujuan penelitian ini adalah untuk menemukan bukti empiris tentang keefektifan atau tidaknya penggunaan gambar dalam mengajar teks deskriptif di kelas X SMK Islamiyah Ciputat. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dan desain penelitian yang digunakan adalah quasi eksperimen. Adapun sample dalam penelitian ini adalah siswa-siswi kelas X SMK Islamiyah Ciputat, kelas X AK 1 sebagai kelas eksperimen dan kelas X AK 2 sebagai kelas kontrol. Masing-masing kelas terdiri dari 23 siswa. Untuk teknik pengambilan sample, peneliti menggunakan teknik purposive sampling. Instrumen yang digunakan dalam penelitian ini adalah tes tertulis dan analytic writing rubric digunakan untuk memberikan penilaian (skor) pada hasil tulisan siswa dalam pretest maupun posttest. Rata-rata skor posttest kelas eksperimen lebih tinggi (74.2) daripada skor kelas kontrol (69). Hasil perhitungan hipotesis statistik dengan menggunakan independent sample t test dari nilai posttest menunjukkan bahwa (a = 0.05), t hitung adalah 2.409 sedangkan t tabel adalah 2.015 atau t hitung > t tabel. Pengujian hipotesis dapat juga dibuktikan dari nilai signifikansi (2-tailed)/level signifikansi yang menunjukkan 44. Dengan kata lain, dapat disimpulkan bahwa penggunaan gambar dalam mengajarkan menulis teks deskriptif di kelas X SMK Islamiyah Ciputat adalah efektif.
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In this opportunity, the writer would like to say the greatest thanks, gratitude, and honour to her beloved parents, Untadi and Maimanah who always support, care for, and pray for her to finish this *skripsi*. The writer also thanks to her only one brother, Umar Ulkhak, who gives support to the writer for finishing this *skripsi*.

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Jakarta, June 6, 2015

The writer
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CHAPTER 1

INTRODUCTION

In this chapter, the writer presents the background of the study, the formulation of the problem, the limitation of the problem, the objective of the study, the significance of the study.

A. The Background of the Study

Nowadays, English as an international language has a big role in the world. English is used as lingua franca to connect people with different language backgrounds. English has significant roles in wide areas, such as in technology, politics, economy, education, science, and many other areas. So, the ability to use English is important for people. It helps them to access many information resources and knowledge. Because of those reasons, the government of Indonesia has decided English as the first foreign language which has to be taught at every level of education.

People do not directly have ability to use English language because they were not born with that language. They have to learn how to understand and use it, so that they can gain meaning and express their ideas and feelings. When people know a language, they can make choices about the words that they need to use and how to put these words together to create meaning. The knowledge of words patterns of language allow them to read, write, speak, and listen in a meaningful way.

One of the purposes of learning English is to be able to communicate in it. To communicate means to understand, think, socialize, and express any ideas, information and feelings. Other purposes of learning English is to develop science, technology, and culture between speakers and listeners or writers and readers.
Indonesia’s National Education Ministry has decided that English is to be the first foreign language and the subject that has to be taught at all school levels. Therefore, without understanding English they will not be able to access any resources, improve their knowledge, and communicate with other people who come from different language backgrounds as well. In order to achieve the goal, they have to have the ability to use the language skills.

There are four skills that students need to learn in school; listening, speaking, reading, and writing. They cannot be separated from each other if one expects to be able to freely communicate in English. Among the skills, writing is considered the most difficult skill to learn because it needs not only hard thinking but also precise accuracy.

According to Hedge, large numbers of adult native speakers never achieve a high level of expressiveness in writing their first language. Furthermore, commenting Hedge elaborates that writing is detached from the wide range of expressive possibilities in speech. A writer is unable to exploit all the devices available to a speaker: gesture, body movement, facial expression, pitch and tone of voice, stress, and hesitations. As it is known, writing involves not only much work but also practice. The writing process integrates visual and conceptual abilities. Therefore, the students need to have extensive knowledge if they want to write something successfully. The extensive knowledge will support their writing in order to be legible and interesting.

Writing is a way of sending message, ideas and feeling through printed words. Hedge points out that it needs to explore and to discover student’s progress. Thus, writing needs a process to make a product that represents the writer’s idea to the reader. Moreover writing is the productive skills and it needs process. Smalley argues “writing is a way for you to explore and discover what

\begin{itemize}
\item[2] Ibid.
\item[3] Ibid, p. 7.
\end{itemize}
you think". As a product, writing is as representatives of the writer’s idea and as a tool conveying messages from writer to the reader.

According to the existing curriculum of the Secondary Vocational Schools, the student of the Secondary Vocational School have to have ability to write several texts. One of them is Descriptive text. Descriptive text writing is a part of the required text types which have to be developed in teaching English to the Secondary Vocational School students. Based on the writer’s observation during the practice of integrated teaching profession in the Islamiyah Secondary Vocational School, students had difficulties in writing descriptive text. In the tenth grade of the Secondary Vocational School, the basic competency that has to be achieved in writing English is that the students have to have ability to develop and produce written simple functional texts in the descriptive text, recount text, and narrative text.

Descriptive text is one of the functional texts which the students have to learn. Betty Mattix states that Descriptive text is a recording of concrete details that you see, hear, smell, taste, or touch. In the generic structure, descriptive text consists of introduction and description. The introduction is the part of paragraph that introduces the characters, and description is the part of paragraph that describes the characters. The students use the simple present and adjective in writing descriptive text.

Consequently the teacher has to solve this problem for instance by using appropriate and interesting media in the process of the teaching and learning English in the class room which can make the learners easy to accept writing exercises as alternative materials from teacher. The writer in this research is interested in using pictures as technique in the teaching of writing in the class especially to describe something in the teaching of descriptive text writing. By using pictures in the descriptive text writing, students will learn to describe pictures in written form.

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Based on the statement above, teachers must be able to organize the teaching and learning activities. They have to have the materials, methods and also techniques or strategies to make the students understand and apply the descriptive text writing skill into practice. A good technique can help the students in understanding and ability to use their writing skill. One of the teaching failures is caused by an unsuitable method or technique in the teaching learning process.

According to Richards quoting Anthony, technique is implementational—that which actually takes place in classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.6 Hopefully, the use of pictures is one of techniques that can motivate the students to write and to stimulate their ideas. Besides that, this technique be expected can help the students to organize and describe an object or a person in the pictures. Pictures can help the students to communicate or explain the events in the pictures. Giving pictures for the students will guide them easily to express their own ideas. Moreover, pictures can also avoid boredom in learning descriptive text writing. Pictures provides a shared experience for students in the class.

Based on the background above, the writer chooses “The Effectiveness of Pictures towards Students’ Writing Skill of Descriptive Text (A Quasi-experimental Study at Tenth Grade of SMK Islamiyah Ciputat)” as the title of this writing.

B. The Identification of Problem

Based on the background of the study about the effectiveness of using pictures towards students’ writing skill of descriptive text, the writer will identify some condition that promote the research problems these are:

1. Teacher’s method in learning writing skill makes the students less of motivation.

2. Some students think of writing as boring subject.

3. The students felt difficult to express their own ideas in writing form.

6Jack. C. Richards and Theodore S. Rodgers, Approach and Methods......, p. 19
C. The Limitation of Problem

The problem which is going to be discussed in this paper is limited only in the use of pictures in writing descriptive text at tenth grade of SMK Islamiyah Ciputat.

D. The Formulation of Problem

Based on the limitation of problem above, the writer formulates the question of the research as follows: "Are pictures effective towards students' writing skill of descriptive text at tenth grade of SMK Islamiyah Ciputat?"

E. The Objective of the Study

The objective of the study is to find the empirical evidence of whether or not the use of pictures towards students' writing skill of descriptive at tenth grade SMK Islamiyah Ciputat is effective.

F. The Significance of the Study

The significance of this study is to give broader knowledge to both the writer in particular and the reader in general about the use of pictures in the teaching of descriptive text writing.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer presents the understanding of writing, the objective of writing, the characteristics of good writing, the process of writing, the understanding of descriptive text, the objective of descriptive text, the generic structure of descriptive text, the language features of descriptive text, the kinds of descriptive text, the understanding of pictures, the criteria of good picture, the teaching descriptive text writing using picture and without using picture, the relevant study, the thinking framework, and the theoretical hypothesis.

A. Writing
1. The Understanding of Writing

Writing is one of skills in English. It should be learned because it is an unnatural skill like typing, driving, cooking, swimming, painting, and any kind of skill. It is a way of people to communicate and to discover ideas in form of written communication. It is not only using the appropriate grammar but also vocabulary, spelling, punctuation. People who want to produce a good writing; they have to write about what they think in their mind and state it on a paper by using the correct procedure.

Writing is a way to send a message from the writer to the reader. Quoting Flower and Hyes and other sources, Luu Trong Tuan in Teaching Writing through Reading Integration states that:

Writing is a process, not a "product which has been far being new. Also, writing is a complex process of exploring one's thought, discovering ideas and generating meaning. Therefore, Byrne(1988) declares writing is a process of encoding (putting your message into words) carried out with the reader's expectations; or, as confirmed by Nunan (1999:273), "a complex, cognitive process that required sustained intellectual effort over a considerable period of time."

Luu Trong Tuan, Teaching Writing through Reading Integration, (Journal of Language Teaching and Research, Vol.3, No.3: Academy Publisher), pp. 489--499.
So it can be highlighted that writing is an encoding activity which involves cognitive process that need sustained intellectual effort to discover ideas and feeling in written form started from simple to complex writing.

According to John Langan, writing is a way to communicate with others and a process of discovery. It means that writing is a way of communicating in a written form and a series of activities of finding one's ideas to encode.

Furthermore, Raymond argues that writing is a way of thinking. It means that writing is more than a medium of communication but also is a way of originating, exploring, finding and developing one's ideas. Writing is a way of arguing with ourselves, a way of keeping ourselves honest by discovering precisely what we believe and finding out whether we are justified in believing it.

From the elaboration above, the writer synthesizes that writing is a way of thinking of someone to express the ideas, feelings and thoughts that is used for communicating to the readers in written form.

2. The Objective of Writing

When people write, they definitely have a purpose in their writing. Each person has his or her own purposes of what he or she has written. The purpose of writing is different from one writer to the other writers. Heasley argue that writing has general purpose: to inform, to explain, to persuade and to amuse others.

a. To Inform

In much of the writing, it will intend simply to inform the readers about a subject. To inform means to transmit necessary information about a subject to the reader, and usually this also means telling the readers what the facts are or what happened.

b. To Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must

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make sure that the reader understand it as well. The task in explaining is to clarify a subject for the readers. The important thing to keep in mind is that the relationship between the writers and the readers. It is needed to consider how much the readers already know about the subject and how much still need explanation.

c. To Persuade

If your writing purpose is to persuade, you desire to influence your readers thoughts or actions.

d. To Amuse Others

Writing to amuse requires the writer to focus on the readers other than him or herself. The writer may enjoy the experience and take pride in what you accomplish, but he or she cannot settle for amusing alone. Writing to amuse gives an opportunity to bring pleasure to others.

From the elaboration above, the writer sums up that the purpose of writing is not only sending massage or information from writer to the reader but also amusing, explaining, and persuading.

3. The Characteristics of Good Writing

Good writing is writing that communicates clearly. Newsom and Wollert said that a good writing should be concise, concrete, specific, positive, organized and use familiar words. While, Hairston states that there are six characteristics of good writing: Significance, clarity, unity and organization, economy, adequate development, and acceptable usage.

a. Significance, Writing is significant when the reader enjoy it, learn something from it, or fills some need by reading it.

b. Clarity, clarity is relative, of course: informed and skilled readers with large vocabularies often have no trouble reading material that may other readers would find confusing.

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c. **Unity and Organization**, It means that writers create coherence in their writing. Good writing should be systematically-well developed.

d. **Economy**, It should be concise and strive to get message across in the fewest possible words.

e. **Adequate Development**, Good writer can answering the questions they have raised and by explaining and developing the assertions they have made.

f. **Acceptable Usage**, A good writing should be in the well-grammatical form. By grammatically-well formed, the writing will be easily understood.

In short, writing will be good if it has certain characteristics of a good writing. It should be significance, clarity, unity, economy, adequate development and acceptable usage.

4. **The Process of writing**

In the practice of writing there is free-writing. Free-writing is a technique which has the main purpose of generating ideas. In addition, Miller argue that free-writing is done nonstop, occurs intensely for a short time, and is done without worrying about audience. It means that free writing is to write whatever comes to your mind without worrying about whether the ideas are good or the structure is correct. In essence, writing is a skill in expressing ideas and feelings conveyed through written language in the form of graphic or symbols so that others and the reader is able to understand the message contained there. So, after we practice to write by doing free-writing, we can continue to the process of writing.

Writing is a process. If someone want to write something and he or she want to make a perfect piece of writing, he or she has to know the process of writing. To understand how important this material of paying attention to the process of writing is, we need to consider just a what a process improves.

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The process of writing is the stage a writer goes through in order to produce something in the final written form. The writing process determines the success of the someone writing. The good processes of writing will produce the good writing too. Dale Junk argues that the process of writing has four steps: planning, writing, revising and editing.  

According to Robert Keith Miller, there are four phases in the process of writing:

a. **Planning**, is preparing to write. Writing is not a magical process. In this step you chance practice what you have to say begin to worry about how your audience will judge the eventual form of your work. Hopper and Company argue that planning in writing includes decide on a limit subject, decide on a purpose, write down a list of ideas, eliminate irrelevant ideas, and organize remaining items into an outline. In this stage the writer must begin by choosing a subject or topic to write about. It means making a list to potential subjects. It purposes to narrow the focus, to discover the limits that will allow working productively.

b. **Drafting**, is writing a preliminary version of a work that you will later revise. It is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, middle, and an end. Before begin drafting, some writers make an outline to remind themselfe of how they wish to order their ideas.

c. **Revising**, is involves considerably more than fixing the spelling and punctuation before you pass your writing on to a reader. The writers should revise after drafting, because to revise their writing is important if they want to be a professional writer. “It is an advantage writers can all have if they revise and rewrite before they present their work to the reader. The professional writer’s secret is revision and revision.

---

d. **Editing**, is check your grammar and make sure that each sentence is complete, correct dangling modifiers, and shifts in tense, person, or tune.

Based on the explanation above, the writer sums up that the process of writing is stages in writing that produce good writing. In writing, usually there are four stages through by an author that is planning or prewriting, drafting, revising and editing.

**B. Descriptive Text**

1. **The Understanding of Descriptive Text**

   Descriptive text is a text that usually contains the images of something or someone in words. According to Anderson, descriptive text is a text that describes a particular person, place or thing. In addition, Smalley states, descriptive means when you are describing the way something looks.

   The elaboration of description above supported by Dietsch. She argues that description is a recording of concrete details that you see, hear, smell, taste, or touch. So, it can be said that descriptive text is a text that describes what kind of person or an object described, good shape, its properties, numbers and others.

   The writer synthesizes that descriptive text is a type of text that is widely used in daily life to describe objects, places, people, animals and so on. Descriptive Text is an English text to describe what kind of objects or living things that we describe, both in appearance, smell, sound, or texture of the objects or living things.

2. **The Objective of Descriptive Text**

   Every text has its own purpose. Descriptive has its own purpose as well. The purpose of descriptive text is to describe and express the characteristics of objects,

---

places, or certain creatures in general. Anderson states that the purpose of descriptive text is to tell about the subject by describing its features without including personal opinions. According to Dietsch, the purpose of descriptive text are: to create imaginary, a mood, or an aura of place, to stimulate understanding and convince, to urge the listener to action. On the other hand, Fine states that description can also give us a fresh appreciation for the familiar, such as, a description of a neighborhood park we pass every day, besides that description can also use to persuade us to buy them. Moreover, she states that description enables us to entertain, express feelings, relate experience, inform, and persuade. The further explanation will be showed bellow:

According to Barbara Fine Clouse, there are five purpose of descriptive text:

a. To entertain
An amusing description of a teenager’s bedroom

b. To express feelings
A description of your favourite outdoor retreat so your reader understands why you enjoy it so much

c. To relate experience
A description of your childhood home to convey a sense of the poverty you grew up in

d. To inform (for a reader unfamiliar with the subject)
A description of a newborn calf for a reader who has never seen one

e. To persuade (to convince the reader that some music videos degrade women)

To sum up, descriptive text has a purpose to explain, describe or express a person or an object about their characteristics.

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15 Anderson, loc.cit., 2003
16 Dietsch, loc.cit. 2006
3. The Generic Structure of Descriptive Text

In each descriptive text there are two parts that is characteristic of that text itself:¹⁸

a. Identification
Identification is part of descriptive text about the topic or containing "what" will be depicted or described. In this part is introduction of the thing, person, or place to be described.

b. Description
Description is the last part of the descriptive text that contains discussion or depiction of the topic or the "what" in the identification of the physical appearance, quality, and general behavior of its properties.

The example of generic structure of descriptive text:¹⁹

<table>
<thead>
<tr>
<th>Title</th>
<th>Tawangmangu Waterfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Tawangmangu Waterfall is one of the most interesting places of interest in Karanganyar.</td>
</tr>
<tr>
<td>Description Paragraph 2-5</td>
<td>It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transports. Bus is the cheapest, but taxi is the most convenient. It has cool weather most of the time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not polluted. The water falls more than 30 meters down into a small lake. The falling water looks very fantastic, and the beauty of the nature around the lake is so astonishing. There is a small river nearby, to where the water then flows.</td>
</tr>
</tbody>
</table>

¹⁸ Pardiyono, Teaching Genre Based Writing, (Yogyakarta: CV Andi, 2007), p. 36.
¹⁹ Ibid., 2007, p. 36.
Located in the middle of pinewoods, the lake is always wonderful to admire. In addition, there are many funny and tame monkey climbing the trees on the left and right sides of the sidewalk down to the lake.

4. The Language Features of Descriptive Text

Table 2.1
Language Features of Descriptive Text 20

<table>
<thead>
<tr>
<th>No</th>
<th>Linguistic Features</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Specific Participants</td>
<td>Tawangmangu Waterfall</td>
</tr>
<tr>
<td>2</td>
<td>Simple Present Tense</td>
<td>The falling water looks very fantastic</td>
</tr>
<tr>
<td>3</td>
<td>Adjectives</td>
<td>Easy, small, wonderful, funny</td>
</tr>
</tbody>
</table>

From the explanation above, the writer synthesized that in descriptive text writing has its own groove that has language features that use present tense and adjectives to describe objects described. Later in the generic structure, descriptive text consists of identification and description. Identification is a statement that describes the object to be described. While the description is the detail of the description of the object that has identified.

5. The Kinds of Descriptive Text

There are three kinds of descriptive text; description of people, description of places or scene and description of things. Below three kinds of descriptive text:

a. Description of people 21

Smalley argues that to describe person’s appearance includes style of clothing, manner of walking color and style of hair, facial appearance, body shape, expression, and way of talking. Below is the example of description of people:

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"Marie is as beautiful as any Hollywood star. Her thick, wavy, long black hair gracefully falls down to her shoulders and surrounds her exquisite, diamond-shaped face and draws attention to her smooth, clear complexion. Her slightly arched chestnut brown eyebrows draw attention to her deep blue eyes, which remind me of a lake on a stormy day. Her eyes are large, but not too large, with thick eyelashes. Her nose is straight and neither too long nor too short. A small black mole on the left side of her mouth adds to her beauty. And her mouth! It is a small mouth that looks delicate and feminine. Her lips are rather thin, but not too thin; her light pink lipstick adds another touch of beauty. When she smiles, which is often, her well-formed and even white teeth brighten up her whole face. There is nothing but extraordinary beauty in the face of Marie."

b. Description of places or scene

Description of a scene or place is a kind of description that tells about how a scene or a place looks like. Smalley states that in describing a room, there is no set pattern for arranging sentences in this type of descriptive paragraph. Nevertheless, the sentences should not be randomly arranged. The description must be organized so the reader can imagine the scene being described. Below is the example of description of place or scene:

Life in a Closet

My Dormitory room, on the second floor of Bienville Hall, is small and crowded. The dark green walls and dirty white ceiling make the room seem dark, and thus even smaller than it is. As you walk into the room, you are stopped short by my bed, which fills half of the room. The two large windows over the bed are hidden by heavy dark gold drapes. Against the wall on your left, pushed into a corner behind the head of the bed, is a large bookcase that is crammed with papers, books, and knickknack. Wedged in between the bookcase and the wall is a small gray metal desk just large enough to hold my computer. It has a brown wooden chair that seems to fill the left end of the room. Stuffed under the desk is a woven
wastepaper basket overflowing with paper and debris. The wall above the bookcase and desk is completely taken up with two small posters. On the right-hand side of the room is a narrow closet with clothes, shoes, hats, tennis racquets, and boxes bulging out of its sliding doors. Every time I walk out of the door, I think, “Now I know what it is like to live in a closet.”

c. Description of things. 22

In describing a thing, the writer must have a good imagination of the object that will be describe. To make the object as interesting to the readers, the description must using proper nouns and effective verbs. Bellow is the example of description of things:

Deinonychus

The model of Deinonychus, a dinosaur from the Cretaceous period, can be found in the Museum of Natural Science.

Deinonychus is small by dinosaur standards. It is about 2.5 metres in length and stands about one metre high at the shoulder.

This reptile has a long tail, spindly legs and slender neck. The head is large and the jaws are lined with sharp teeth.

The tail, approximately 3 metres in length, has vertebrae surrounded by bundles of bony rods so the whole tail can be held stiff.

The toes of Deinonychus are unusual. The first toe is small and points backwards. The second toe has a huge sickle-shaped claw and is raised. The third and fourth toes are in the normal position.

Deinonychus is an interesting example of a fast-running dinosaur.

22 Mark Anderson&Kathy Anderson, Text Types in English, (South Yarra: Education Australia PTY Ltd., 1998), p. 27.
C. Pictures

1. The Understanding of Pictures

Students usually will be focus and interested in writing using picture. Students has imagination about the picture that they saw. Therefore, it can influence to the students' writing skill because they write many sentences based on the picture and their imagination.

According to Wright on his book *Pictures for Language Learning*, “pictures are not just an aspect of method, but through their presentation of places, objects, and people they are essential part of the overall experience”. In addition, Ann Raimes states that pictures is drawings, photographs, posters, slides, cartoons, magazine advertisments, diagrams, graphs, tables, and maps.23

To support the explanation of pictures above, Celce-Murcia states that pictures are versatile and useful resources for teaching aspects of grammar that require a structure-meaning match.24 In addition, Gorman and Eastman state that abstract images can prompt students to delve deeply and freely into their imagination.25

From the explanation above, it can be synthesized that picture is one of the teaching aids which can be used to help the teacher in developing and delivering a material to the student. This kind of teaching aid is used to stimulate the participation of the student in learning process. Picture is also intended to make students motivated in learning. Pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities.

2. The Criteria of Good Picture

To present clear and understandable material by using pictures, there are some criteria that should be concerned in choosing good pictures. According to Andrew

Wright, there are some characteristics for selecting the good pictures for the learners as follows:26

- Easy to prepare
- Easy to organized
- Interesting
- Meaningful and authentic
- Sufficient amount of language

The teachers should be consider those four criteria to choose a good picture in the teaching learning for the learners.

Based on the explanation above, the writer agree that the pictures have a very important role in the learning process, especially in the scope of writing text. Picture are given for students to tell an event or description that is contained in the image, the power of imagination to train students in the development of an essay by looking at the picture. The use of pictures in the teaching of writing intended to develop students' imagination and reasoning power.

**D. The General Procedure of Using Pictures in the Teaching of Descriptive Text Writing**

The general procedure of using pictures in the teaching of descriptive text writing is as follow:

Firstly, the teacher greets students and asks their condition. Then teacher give a brainstorming to have their attention and also introduce the topic which is going to be taught. After it is done, the teacher continues the activities by checking the students' attendance list and explaining the descriptive text which consist of the understanding of descriptive text, the schematic structure and the linguistic features of descriptive text. In order to make the students easier to understand the descriptive text writing, the teacher uses a picture which exemplifies a short paragraph of descriptive text as the example of descriptive text writing by using picture can be seen in appendix 4.

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Then the teacher asks the students to do the exercise, for instance: making a short paragraph of descriptive writing which contains five sentences or fill in the blank. In making a short paragraph of descriptive text writing, the teacher helps the students by giving them a picture which is adhered on the whiteboard and also some guided questions. Lastly, the teacher concluded the material and asks the students about their difficulties in writing process. To give the clear description about it, the writer presents the exercise of descriptive text writing by using picture can be seen in appendix page 48.

E. The General Procedure of Teaching Descriptive Text Writing Without Using Picture.

The general procedure of teaching descriptive text writing without using picture is as follow:

Firstly, the teacher greets students and asks their condition. Then teacher give a brainstorming to have their attention and also introduce the topic which is going to be teach. After it is done, the teacher continued the activities by checking the students’ attendance list and explaining the descriptive text which consist of the understanding of descriptive text, the schematic structure and the linguistic features of descriptive text by giving an example of short paragraph of descriptive text. Then the teacher asks the students to do the exercise such as make a short paragraph of descriptive writing which contains five sentences or fill in the blank. In making a short paragraph of descriptive writing, the teacher also give a guided questions but without picture. Lastly, the teacher concluded the material and asks the students about their difficulties in writing process. To give the clear description about it, the writer presents the exercise of descriptive text writing without picture can be seen in appendix page 6.
In analyzing students’ test, the writer used the formula below that is adapted from scoring profile by J.B. Heaton.27

Table 2.2
Scale for Assessing the Students’ Writing Descriptive Text

<table>
<thead>
<tr>
<th>Content</th>
<th>30-27 Excellent to very good: knowledgeable-substantive-etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-22 Good to average: some knowledgeable of subject-adequate range-etc.</td>
<td></td>
</tr>
<tr>
<td>21-17 Fair to poor: limited knowledgeable of subject-little substance-etc.</td>
<td></td>
</tr>
<tr>
<td>16-13 Very poor: does not show knowledge of subject-non-substantive-etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>20-18 Excellent to very good: Fluent expression-ideas clearly stated-etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-14 Good to average: somewhat choppy-loosely organized but main ideas stand out-etc.</td>
<td></td>
</tr>
<tr>
<td>13-10 Fair to poor: Non-fluent-ideas confused or disconnected-etc.</td>
<td></td>
</tr>
<tr>
<td>9-7 Very poor: does not communicate-no organization-etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>20-18 Excellent to very good: Sophisticated range-effective word/idiom choice and usage-etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-14 Good to average: Adequate range- occasional errors of word/idiom form, choice, usage but meaning not obscured.</td>
<td></td>
</tr>
<tr>
<td>13-10 Fair to poor: Limited range-frequent errors of word/idiom form, choice, usage-etc.</td>
<td></td>
</tr>
<tr>
<td>9-7 Very poor: Essentially translation-little knowledge of English vocabulary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language use</th>
<th>25-22 Excellent to very good: Effective complex constructions-etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-19 Good to average: Effective but simple constructions-etc.</td>
<td></td>
</tr>
<tr>
<td>17-11 Fair to poor: Major problems in simple/complex constructions-etc.</td>
<td></td>
</tr>
<tr>
<td>10-5 Very poor: Virtually no mastery of sentence construction rules-etc.</td>
<td></td>
</tr>
</tbody>
</table>

Mechanics
5 Excellent to very good: Demonstrates mastery of conventions-etc.
4 Good to average: Occasional errors of spelling, punctuation-etc.
13-10 Fair to poor: Frequent errors of spelling, punctuation, capitalization-etc.
9-7 Very poor: No mastery of conventions-dominated by errors of spelling, punctuation, paragraphing-etc.

F. The Previous Relevant Study

This research is aimed to describe the effectiveness of using pictures series in learning comparison of adjective at the eighth grade students of MTS Al-Falah Bogor. The Method of this study is field research. In field research, the writer collects data by teaching and observing one class. The writer teaches one class by using pictures series in teaching degrees of comparison of adjective. Beside that she also give pre-test and post-test. The result of this study showed that pictures series help the students to understand the difficult of reinforcing degrees of comparison of adjective by looking at the pictures.

This research is aimed to describe the effectiveness of using clustering technique in writing descriptive text at the seventh grade students of SMPN 38 Bekasi. The Method of this study is Classroom Action Research. In this research, the writer collects data by test, observation, interview and Questionnaire. The result of this study showed that clustering technique is effective in writing descriptive text.

This research is aimed to describe the effectiveness of using guided questions technique in writing descriptive text at the eighth grade students of SMP PGRI 1 Ciputat. The Method of this study is Classroom Action Research. In this research, the writer collects data by test, observation and Questionnaire. The result of this study showed that guided questions technique is effective in writing descriptive text.
G. The Thinking Framework

Writing is a way of sending message, ideas and feeling through printed words. Thus, writing needs a process to make a product that represents the writer's idea to the reader. Moreover writing is the productive skills and it needs process. As a product, writing is as representatives of the writer's idea and as a media conveying messages from writer to the reader.

Picture is one of the teaching aids which can be used to help the teacher in developing and delivering a material to the student. This kind of teaching aid is used to stimulate the participation of the student in learning process. Picture is also intended to make students motivated in learning. Pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities.

By using pictures in teaching descriptive writing, the students will have fun and easier to learn it. Pictures can increase the understanding of the students about the material. Then foremost, pictures can stimulate the students to enhance their ideas and imagination so that it will help them in a good descriptive text writing.

H. Theoretical Hypothesis

1. Ho (Null Hypotheses)
   Pictures are not effective towards students' writing skill of descriptive text at tenth grade of SMK Islamiyah Ciputat.

2. Ha (Alternative Hypotheses)
   Pictures are effective towards students’ writing skill of descriptive text at tenth grade of SMK Islamiyah Ciputat.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer presents the place and time of the study, the method and design of the study, the variables of the research, the population and sample of the study, the instrument of collecting data, and the technique of data analysis.

A. The Place and Time of The Study

The research was held at grade X.AK1 and X.AK2 of SMK Islamiyah which is located in Ciputat in the 2014/2015 academic year. This research was conducted on February 7, 2015 to March 7, 2015.

B. The Method and Design of the Study

This study is a quantitative research using quasi-experimental research design. This research investigates the effectiveness of pictures in the teaching of descriptive text writing to the tenth grade students of SMK Islamiyah which is located in Ciputat.

In this research, the writer taught two different classes using two different techniques. The first class is an experimental class that is taught by using pictures to write a descriptive text. The second class is a control class that is taught employing conventional technique to write a descriptive text. The experiment was done in four meetings.

![Diagram](image1)

**Figure 3.1 Process of experiment class**

![Diagram](image2)

**Figure 3.2 Process of control class**
C. The variables of the Research

In this study, there are two variables which are involved; they are pictures as independent variable and descriptive text writing scores as the dependent variable. The use of pictures is the independent variable which was the major variable selected, manipulated, and measured by the writer. Meanwhile, the descriptive text writing scores is the dependent variable which was observed and measured to determine the effect of the independent variable.

D. The Population and Sample of the Study

The population of the research is the tenth grade students of SMK Islamiyah. The tenth grade students of SMK Islamiyah consist of ten classes and each class consist of 45 students in average. So, the total population is about 450 students.

The sample of the research is determined by *purposive cluster sampling technique*. After conducting a pre-test, the writer found that X.AKI and X.AK2 have similar quality. So, the writer chose X.AKI as an experimental class and X.AK2 as a control class for this study.

E. The Technique of Data Collection

The writer used *test* to collect the data. The test consists of pre-test and post-test. The test is descriptive text writing that is used in order to know the difference of achievement between the experimental class and controlled class after the treatment was undertaken.

Therefore, the techniques of collecting data are:

1. Administering Pre-test

The students of experimental class and controlled class asked to write descriptive text related to the topic that the teacher assigned. The writer asked the students to make a short paragraphs in which paragraph consists of 70-80 words. This test is administered in order to know how far the students’ ability before they are involved in the treatment.
2. Conducting the treatment

After the students have a pre-test, the writer applies the using pictures technique for *experimental class* in order to find out whether or not the students get better in their descriptive text writing skill.

3. Administering Posttest

After the writer conducted the treatment using pictures technique in descriptive text writing, the writer administered post-test to the students. It is to find out whether or not the students’ ability in descriptive text writing get better after the treatment.

F. The Technique of Data Analysis

The writer used test in collecting the data. The data from test is gained to find out the result of students in learning descriptive text by using pictures which applied in the experimental class, then conventional technique in controlled class. It is obtained from X.AK1 as an experimental class and X.AK2 as a controlled class of secondary vocational school Islamiyah Ciputat.

After getting the data, the writer used t-test from IBM SPSS 21, it is to find out whether or not the students’ get better in their descriptive text writing skill by using pictures.

G. Statistical Hypothesis

1. Alternative hypothesis (Ha): teaching descriptive text writing using pictures is effective to the tenth grade students of SMK Islamiyah Ciputat ($\mu \neq \mu_0$).

2. Null hypothesis (Ho): teaching descriptive text writing using pictures is not effective to the tenth grade students of SMK Islamiyah Ciputat ($\mu = \mu_0$).
CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter presents the data description which consists of the score of pre-test and post-test of the experimental class and the control class. Moreover, the discussion of the research finding is also explained in this chapter.

A. Data Description

The finding was gained from the result of the experimental and control class' pretest and posttest score.

1. The Score of Both Experimental and Control Class’ Pretest

The following is the table which presented the experimental and the control class’ pretest score:

Table 4.1
The Score of the Experimental and Control Class’ Pretest

<table>
<thead>
<tr>
<th>Student’ Number</th>
<th>Pretest Score</th>
<th>Prettest Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental Class</td>
<td>Control Class</td>
</tr>
<tr>
<td>1.</td>
<td>63</td>
<td>62</td>
</tr>
<tr>
<td>2.</td>
<td>66</td>
<td>70</td>
</tr>
<tr>
<td>3.</td>
<td>61</td>
<td>53</td>
</tr>
<tr>
<td>4.</td>
<td>68</td>
<td>72</td>
</tr>
<tr>
<td>5.</td>
<td>55</td>
<td>63</td>
</tr>
<tr>
<td>6.</td>
<td>51</td>
<td>67</td>
</tr>
<tr>
<td>7.</td>
<td>53</td>
<td>61</td>
</tr>
<tr>
<td>8.</td>
<td>54</td>
<td>60</td>
</tr>
<tr>
<td>9.</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>10.</td>
<td>68</td>
<td>64</td>
</tr>
<tr>
<td>11.</td>
<td>56</td>
<td>66</td>
</tr>
<tr>
<td>12.</td>
<td>70</td>
<td>53</td>
</tr>
<tr>
<td>13.</td>
<td>52</td>
<td>64</td>
</tr>
</tbody>
</table>
Table 4.1

The Score of the Experimental and Control Class' Pretest

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>59</td>
<td>61</td>
</tr>
<tr>
<td>15.</td>
<td>63</td>
<td>56</td>
</tr>
<tr>
<td>16.</td>
<td>65</td>
<td>55</td>
</tr>
<tr>
<td>17.</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>18.</td>
<td>57</td>
<td>67</td>
</tr>
<tr>
<td>19.</td>
<td>55</td>
<td>66</td>
</tr>
<tr>
<td>20.</td>
<td>54</td>
<td>64</td>
</tr>
<tr>
<td>21.</td>
<td>68</td>
<td>65</td>
</tr>
<tr>
<td>22.</td>
<td>72</td>
<td>57</td>
</tr>
<tr>
<td>23.</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>1375</td>
<td>1434</td>
</tr>
<tr>
<td>Mean</td>
<td>60</td>
<td>62.3</td>
</tr>
</tbody>
</table>

In the Table 4.1 above, it could be seen that the highest pretest score in the experimental class and the control class was 72. However, the lowest score in the experimental class was 50 and control class was 53. Actually, when assessing both experiment and control class' pretest and posttest, the writer used *The Analytic Method: Writing English Language Test* from J.B. Heaton which was provided in the the APPENDIX 1. Moreover, the average of pretest score which was obtained in the experiment class was lower (60) than in the control one (62.3).

2. **The Score of Both Experimental and Control Class’ Posttest**

The following is the table which presented the experimental and the control class’ posttest score:
Table 4.2
The Score of the Experimental and the Control Class’ Posttest

<table>
<thead>
<tr>
<th>Student’ Number</th>
<th>Posttest Score Experimental Class</th>
<th>Posttest Score Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>74</td>
<td>69</td>
</tr>
<tr>
<td>2.</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>77</td>
<td>68</td>
</tr>
<tr>
<td>4.</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>5.</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>6.</td>
<td>71</td>
<td>74</td>
</tr>
<tr>
<td>7.</td>
<td>70</td>
<td>66</td>
</tr>
<tr>
<td>8.</td>
<td>74</td>
<td>69</td>
</tr>
<tr>
<td>9.</td>
<td>70</td>
<td>71</td>
</tr>
<tr>
<td>10.</td>
<td>76</td>
<td>59</td>
</tr>
<tr>
<td>11.</td>
<td>79</td>
<td>68</td>
</tr>
<tr>
<td>12.</td>
<td>80</td>
<td>71</td>
</tr>
<tr>
<td>13.</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>14.</td>
<td>74</td>
<td>61</td>
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<tr>
<td>15.</td>
<td>76</td>
<td>66</td>
</tr>
<tr>
<td>16.</td>
<td>73</td>
<td>68</td>
</tr>
<tr>
<td>17.</td>
<td>68</td>
<td>65</td>
</tr>
<tr>
<td>18.</td>
<td>72</td>
<td>67</td>
</tr>
<tr>
<td>19.</td>
<td>71</td>
<td>69</td>
</tr>
<tr>
<td>20.</td>
<td>72</td>
<td>66</td>
</tr>
<tr>
<td>21.</td>
<td>80</td>
<td>69</td>
</tr>
<tr>
<td>22.</td>
<td>85</td>
<td>65</td>
</tr>
<tr>
<td>23.</td>
<td>68</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>1706</td>
<td>1585</td>
</tr>
<tr>
<td>Mean</td>
<td>74.2</td>
<td>69</td>
</tr>
</tbody>
</table>
In the Table 4.2 above, it could be seen that the highest posttest score in the experimental class was 85 whereas the control class was 78. However, the lowest score in the experimental class was 68 and the control class was 61. Moreover, the mean of posttest score obtained by the experimental class was 74.2 while the control class was 69.

3. Summary

The following is a summary table of pre-test and post-test score:

Table 4.3
The Summary/Frequency of the Experimental Class and Control Class

<table>
<thead>
<tr>
<th></th>
<th>Experimental Class</th>
<th>Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>60</td>
<td>62.3</td>
</tr>
<tr>
<td>Post-test</td>
<td>74.2</td>
<td>69</td>
</tr>
<tr>
<td>Median</td>
<td>59</td>
<td>64</td>
</tr>
<tr>
<td>Mode</td>
<td>55&amp;68</td>
<td>72,73&amp;74</td>
</tr>
<tr>
<td>Minimum</td>
<td>50</td>
<td>53</td>
</tr>
<tr>
<td>Maximum</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Sum</td>
<td>1375</td>
<td>1434</td>
</tr>
</tbody>
</table>

The Table 4.3 above shows that students' learning outcomes in both classes increased. But the experimental class is more increased compared to the control class.

Data Analysis of Testing Requirement

a. Normality Test

The result of normality test on both the experimental and control class' pre and posttest score was gained from Lilliefors test using IBM Statistics SPSS 21. The result which was gotten as follow:
Table 4.4
The Result of Normality Test of the Experimental and the Control Class’ Pretest Score

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov²</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistic</td>
<td>df</td>
<td>Sig.</td>
</tr>
<tr>
<td>(.156)</td>
<td>.141</td>
<td>23</td>
</tr>
</tbody>
</table>

*: This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 4.5
The Result of Normality Test of the Experimental and the Control Class’ Posttest Score

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov²</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistic</td>
<td>df</td>
<td>Sig.</td>
</tr>
<tr>
<td>(.169)</td>
<td>.144</td>
<td>23</td>
</tr>
</tbody>
</table>

*: This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The test of normality above was done to check whether a group of the data came from population which was distributed normally or had normal curve shape. The result of the normality test above showed that significance level or probability value (p) of the experimental class’ pretest score was 0.215 and the control one was 0.241. Similarly, the probability value (p) of the experimental class’ posttest score was 0.268 and the control one was 0.812. Based on the criteria of normality hypothesis testing which was determined, the criteria of normality hypothesis testing were mentioned that if the significance level/probability value ≥ the degree of significance (α = 0.05), the sample data was normally distributed. In the contrary, the sample data did not come from population having normal distribution if the significance level/probability value < the degree of significance (α = 0.05). The result of normality test proved that the probability value (p)
was higher than (> the degree of significance (α = 0.05). In this case, it could be concluded that the sample data of both the experimental and control class’ pre and posttest score was normally distributed. For the complete statistical calculation, it can be seen in the APPENDIX 2.

b. Homogeneity Test

Similarly, after finishing the normality test, the homogeneity test was also required as a prerequisite analysis test to test the similarity of the sample which is taken from homogenous population. To calculate homogeneity test, the writer used Statistic Test from IBM Statistics SPSS 21 software. The following is the result which was obtained from this calculation:

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.456</td>
<td>1</td>
<td>44</td>
<td>0.234</td>
</tr>
</tbody>
</table>

From the result of the Statistic Test above, it could be seen that the significance level or probability value (p) of the data from the experimental and the control’s pretest score was 0.180. This result meant that the significance level or probability value (p) of the data was higher than the degree of significance (α = 0.05). Based on the criteria of homogeneity hypothesis testing the researcher determined, the criteria of homogeneity hypothesis testing were mentioned that if the significance level/probability value ≥ the degree of significance (α = 0.05), the sample data came from population which had homogenous variance. Conversely, the sample data came from population which did not have homogenous variance if the significance level/probability
value < the degree of significance ($\alpha = 0.05$). For the complete statistical calculation, it can be seen in the APPENDIX 3.

c. Test Analysis

After finishing the statistical analysis of prerequisite test including the normality and homogeneity test, the writer continued to do analytical testing/hypothesis testing. Due to both the experimental and the control class' pre and posttest which met the requirement of normality and homogeneity test, the researcher was able to use independent sample t-test to test the hypothesis. However, the independent sample t test was not only used to see the significant difference in both the experimental and the control class' posttest after the treatment was given, but it was also done to see if there was no extreme difference in both the experimental and the control class' pretest before the treatment was given.

The independent sample t test was also performed in both the experimental and the control class' pretest to show that both of the classes had similar ability in descriptive writing skill before the several writing instruction was given to the control class and the treatment was given to the experimental one. The following is the result obtained from the calculation of Independent-Sample T Test in both the experimental and the control class' pretest:

Table 4.7
The Mean, the Standard Deviation, and Standard Error Mean of the Experimental and Control Class' Pretest Score

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>Factor</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>1</td>
<td>23</td>
<td>62.00</td>
<td>6.495</td>
<td>1.354</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>23</td>
<td>62.35</td>
<td>5.466</td>
<td>1.140</td>
</tr>
</tbody>
</table>
The Table 4.7 showed that the mean score of pretest in the experimental class was 60.00 whereas in the control class was 62.35. It indicated that the mean score of the control class’ pretest score was higher than the experimental one. It meant that there was no extreme difference in both the experimental and control class before the treatment was given.

Table 4.8
The Result of Independent Sample t-Test of the Experimental and Control Class’ Pretest

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>1.456</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>1.325</td>
</tr>
</tbody>
</table>

In interpreting the result of Independent Sample T test presented in Table 4.8 above, it had to see the column Equal variances assumed first. It was obtained that significance level or probability value of F (0.234) was higher than significance degree (α = 0.05). This result meant that variance of data in both the experimental and the control class was homogenous. Because of obtaining homogenous variance data, the researcher had to use t value t = -1.326 and df = 44.

Based on the result of independent sample t-test for pretest above, the result was gained from the calculation that t0 is -1.326 whereas t_{table}(0.025) is 2.015 (gained based on df = 44 and 1/2 α = 0.025). Because of obtaining Sig. (2-tailed) from the result of independent sample t-test, the degree of significance (α = 0.05)
had to be divided by 2. It meant that $t_0 (-1.326$ was lower than $t_{table} (2.015)$. Similarly, the value of Sig. (2-tailed) was 0.192. It meant that the significance level (0.192) or probability value $(p)$ was higher than the degree of significance $(\frac{1}{2} \alpha = 0.025)$.

To interpret the result of the independent sample t test of pretest, the researcher formulated the criteria of hypothesis testing. It was stated that there was no extreme difference in descriptive writing skill between the experimental and the control class before the treatment was given; if $t_0 < t_{table}$ or Sig (2-tailed) $> \frac{1}{2} \alpha$. Meanwhile, if Sig (2-tailed) $< \frac{1}{2} \alpha$ or $t_0 > t_{table}$, it could be assumed that there was difference in descriptive writing skill between the experimental and the control class before the treatment was given.

Hence, the result of the independent sample t test of the experimental and control class’ pretest could be concluded that there was no extreme difference in both the experimental and the control class’ descriptive writing skill before the treatment was given. In other words, both the classes had equal ability in writing descriptive text before the treatment was given.

Furthermore, after obtaining the result of Independent-Sample T Test in both the the experimental and the control class’ pretest which proved that both of the classes had no extreme difference in descriptive writing skill before the treatment was performed, the last step is to test the hypothesis. The following was the result of the experimental and the control class’ posttest based on the Independent Sample T Test calculation:

Table 4.9

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Class</td>
<td>23</td>
<td>74.17</td>
<td>4.196</td>
<td>.875</td>
</tr>
<tr>
<td>Control Class</td>
<td>23</td>
<td>68.91</td>
<td>4.512</td>
<td>.941</td>
</tr>
</tbody>
</table>

The Table 4.9 showed that the mean score of posttest in the experiment class was 74.2 whereas in the control one was 69. It indicated that the mean score
of the experimental class’ posttest was higher than the control one after the treatment was given.

Table 4.10

The Result of Independent Sample t-Test of the Experimental and Control Posttest

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
</tr>
<tr>
<td>Post-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>0.024</td>
<td>.677</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>4.095</td>
<td>43.77</td>
</tr>
</tbody>
</table>

In a similar way, to interpret the Table 4.10 above, it had to see the column Equal variances assumed first in interpreting the result of Independent Sample T test which was presented in Table above. It was obtained that significance level or probability value of F (0.877) was bigger than significance degree (α = 0.05). It meant that variance of data in both experimental and control class was homogenous. Because of obtaining homogenous variance data, it had to use t value t = 4.095 and df = 44.

Based on the result of Independent-Sample T Test above, it was gained from the calculation that t₀ is 4.095 whereas t table (0.025) is 2.015 (gained based on df = 44 and 1/2 α = 0.025). Because of obtaining Sig. (2-tailed) from the result of Independent-Sample T Test, the degree of significance (α = 0.05) had to be divided by 2. It meant that t₀ (4.095) was higher than t table. Moreover, the value of Sig. (2-tailed) was 0.000. The value meant that the significance level (0.000) or probability value (p) was lower than the degree of significance (1/2 α = 0.025).
To take the decision of the independent sample t test for testing hypothesis, the criteria of hypothesis testing was formulated and it was mentioned that there was no positive effect of using picture in students’ performance in writing descriptive text if \( t_0 < t_{\text{table}} \) or \( \text{Sig (2-tailed)} > \frac{1}{2} \alpha \). Meanwhile, if \( \text{Sig (2-tailed)} < \frac{1}{2} \alpha \) or \( t_0 > t_{\text{table}} \), the result could be assumed that there was positive effect of using picture in students’ performance in writing descriptive text. Moreover, the result of statistical calculation of both the experimental and control class proved that there were scientifically significant difference in the students’ performance in writing descriptive text after using picture as a model for their own writing.

In addition, after gaining the result of Independent Sample T Test which proved that there was a positive effect of picture in students’ writing descriptive text, however this result could not give the answer about how large the effect was. To determine whether the effect size is strong or not, the researcher used Cohen’s d (the 2-tailed effect size).

### B. Discussions

Based on the test of equality of two average post-test was known that the students’ performance on writing descriptive text in both the experimental and control class showed differences. The mean score of the experimental class’ posttest which was higher (74.2) than the control class’ posttest which had the mean score (69). The result of hypotheses testing using t-test shows that \( t_0 > t_{\text{table}} \), namely \( t_0 \) value is 2.409, \( t_{\text{table}} \) value at significance degree (\( \frac{1}{2} \alpha = 0.025 \)) and \( \text{df} = 44 \) is 2.015. Thus, this result could be concluded that there was the effectiveness of teaching descriptive writing through pictures in students’ performance in writing descriptive text. So this treatment can be applied in descriptive writing instruction.

Furthermore, the summary proved that the mean score in both of the experimental and control class’ posttest improved after writing instruction was given. The average score in the experimental class while pre-test was 60 and it
changed to be 74.2 in post-test. For the control class, the mean score in pre-test was 62.3 and it changed to be 69 in post-test.

To sum up, based on the explanations above, the experimental class has higher improvement in the mean of posttest score after the treatment was given than the control one. Therefore, it proves that pictures is effective towards students' writing skill at tenth grade SMK Islamiyah Ciputat.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusions and some suggestion related to the research findings which is discussed previously.

A. Conclusion

Based on the data which is obtained from the research finding previously, it can be concluded that teaching descriptive writing using pictures is effective to improve students’ score than the students’ score which is taught using conventional technique. This interpretation is supported by the score of the students which is analyzed using T-test. It showed that the average score in the experimental class while pre-test was 60 and it changed to be 74.2 in post-test. For the control class, the average score in pre-test was 62.3 and it changed to be 69 in post-test. To sum up, based on the explanations above, the experimental class had higher improvement in posttest’ average score after the treatment was given than the control one. Therefore, it proves that the use of pictures in the teaching of descriptive text writing to the tenth grade students of SMK Islamiyah Ciputat is effective.

B. Suggestion

At this point, two suggestions would be presented by the writer related to enhance the ability of the students in learning descriptive writing:

1. The English teacher should give interesting teaching method to the students in the teaching and learning process in order to stimulate their interest in studying English.

2. The English teacher should be more effective in presenting the material in order to make the class alive such as using pictures as an alternative way in the teaching descriptive text writing.
REFERENCES


Raymond, James C. Writing. New York: Haper and Row Publisher.


Tuan, Luu Trong. *Teaching Writing through Reading Integration*. Journal of Language Teaching and Research, Vol.3, No.3: Academy Publisher.

## APPENDIX 1

### Scale for Assessing the Students’ Writing Descriptive Text

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent to very good</th>
<th>Good to average</th>
<th>Fair to poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>30-27: knowledgeable-substantive-etc.</td>
<td>26-22: some knowledgeable of subject-adequate range-etc.</td>
<td>21-17: limited knowledgeable of subject-little substance-etc.</td>
<td>16-13: does not show knowledge of subject-non-substantive-etc.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>20-18: Fluent expression-ideas clearly stated-etc.</td>
<td>17-14: somewhat choppy-loosely organized but main ideas stand out-etc.</td>
<td>13-10: Non-fluent-ideas confused or disconnected-etc.</td>
<td>9-7: does not communicate-no organization-etc.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>20-18: Sophisticated range-effective word/idiom choice and usage-etc.</td>
<td>17-14: Adequate range- occasional errors of word/idiom form, choice, usage but meaning not obscured.</td>
<td>13-10: Limited range-frequent errors of word/idiom form, choice, usage-etc.</td>
<td>9-7: Essentially translation-little knowledge of English vocabulary.</td>
</tr>
<tr>
<td><strong>Language use</strong></td>
<td>25-22: Effective complex constructions-etc.</td>
<td>21-19: Effective but simple constructions-etc.</td>
<td>17-11: Major problems in simple/complex constructions-etc.</td>
<td>10-5: Virtually no mastery of sentence construction rules-etc.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>5: Demonstrates mastery of conventions-etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4 Good to average: Occasional errors of spelling, punctuation-etc.

13-10 Fair to poor: Frequent errors of spelling, punctuation, capitalization-etc.

9-7 Very poor: No mastery of conventions-dominated by errors of spelling, punctuation, paragraphing-etc.
APPENDIX 2

The Calculation of Normality Test

Testing the data normality using Kolmogorov-Smirnov Test, and the steps according to “7 Langkah Mudah Melakukan Analisis Statistik Menggunakan SPSS 17 by C. Trihendradi are as follow:

• Open file “One Sample K-S on CD Folder, Statistic non-parametric.
• Click Analyze, Nonparametric Test, 1-Sample K-S on the menu until the dialogue box of One Sample-Kolmogorov-Smirnov appears.
• Fill the variable on Test Variable List box, choose Normal on Test Distribution box.
• Click OK
APPENDIX 3

The Calculation of Homogeneity Test

Calculating the Homogeneity test using Levene test formula on IBM SPSS Statistics 19 are as follow:

- Open file “One Way Anova on CD, parametric statistic folder”.
- Click Analyze, Compare Means, One Way Anova on the menu until One Way Anova dialogue box appears.
- Fill the variable on Dependent List and fill another variable on factor box.
- Click Option and choose Descriptive and Homogeneity of variance test.
- Click Continue until it comes back to One Way anova dialogue box.
- Click OK
The Implementation of Teaching Descriptive Text Writing by Using Picture

A model of descriptive text!

Dian Sastrowardoyo

She is Dian Sastrowardoyo. She has brown skin and straight black hair. Her face is round. She is tall and rather fat. Then she is good-look and charming.

Identification: She is Dian Sastrowardoyo

Description: She has brown skin and straight black hair. Her face is round. She is tall and rather fat. Then she is good looking and charming.
APPENDIX 5

The Example of Exercise in Descriptive Text Writing by Using Picture

Make a short paragraph of descriptive text about Mr. Joy based on the picture below! The paragraph consists of 70-80 words.

Mr. Joy

Questions!

1. Who is he?
2. What is the colour of his skin and hair?
3. What is the shape of his face?
4. How does his body look like?
5. What does he look like?
APPENDIX 6

The Example of Exercise in Descriptive Text Writing Without Using Picture

Make a short descriptive text that describe your favourite teacher!
The paragraph should consists of 70-80 words.

Questions!
1. Who is she/he?
2. What is the colour of his skin and hair?
3. What is the shape of his face?
4. How does his body look like?
5. What does he look like?
APPENDIX 7

Example of the Lesson Planning of the Experimental Class

RENCANA PELAKSANAAN PEMBLAJARAN

Nama Sekolah : SMK ISLAMIYAH CIPUTAT
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X AK 1/2
Tahun Pelajaran : 2014/2015
Materi Pokok : Descriptive Text (Describing People)
Skill : Speaking and Reading
Pertemuan Ke-  : 3
Hari/Tanggal : Sabtu, 21 Februari 2015
Alokasi Waktu : 3 JP (13.30-15.25 WIB)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.
B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun

C. Indikator Pencapaian Kompetensi.

Setelah kegiatan pembelajaran ini selesai, diharapkan siswa mampu:

- Menggunakan bilangan (cardinal/ordinal) digunakan dengan tepat dalam berbagai konteks.
- Merangkai kata-kata dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (origin), ukuran, bahan, jumlah dan kualitas.
- Merangkai kata-kata dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya.
- Merangkai kata-kata dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu (time of the day), nama-nama hari/tanggal, bulan, tahun.

D. Tujuan Pembelajaran

Setelah Kegiatan Belajar Mengajar (KBM) berakhir diharapkan siswa dapat terampil mendeskripsikan orang.

E. Materi Pembelajaran

Kinds of adjectives and describing people based on pictures.

F. METODE PEMBELAJARAN

1. Pendekatan: integratif dan komunikatif.

G. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pendahuluan</td>
<td>- Mengucapkan salam dan berdoa</td>
<td>10 Menit</td>
</tr>
<tr>
<td></td>
<td>- Mengecek kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Memberikan motivasi atau apersepsi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>
**Kegiatan Pembelajaran**

<table>
<thead>
<tr>
<th>B. Inti</th>
<th>✓ Mengamati</th>
<th>75 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa</td>
<td>Guru</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>✓ Menanya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa</td>
</tr>
<tr>
<td>1. Siswa menanyakan dan mempertanyakan tentang <em>Kinds of adjectives and how to describing people based on pictures.</em></td>
</tr>
</tbody>
</table>
Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th></th>
<th>Siswa</th>
<th>Guru</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>✓ Mengumpulkan informasi</strong></td>
<td>1. Siswa berdiskusi untuk mencari dan mengumpulkan informasi tentang <em>Kinds of adjectives and describing people based on pictures.</em></td>
<td>1. Guru mengamati siswa yang berusaha memahami dan menganalisis <em>Kinds of adjectives and describing people based on pictures.</em></td>
</tr>
</tbody>
</table>

**✓ Mengasosiasi**

<table>
<thead>
<tr>
<th>Siswa</th>
<th>Guru</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa membandingkan hasil analisis tentang <em>Kinds of adjectives and describing people based on pictures</em> dengan hasil analisis temannya.</td>
<td>Guru memberikan feedback tentang hasil analisis mereka tentang <em>Kinds of adjectives and describing people based on pictures.</em></td>
</tr>
</tbody>
</table>

**✓ Mengkomunikasikan**
Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Siswa</th>
<th>Guru</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa menyampaikan pemahaman mereka tentang <em>Kinds of adjectives and describing people based on pictures.</em></td>
<td>Guru melihat, menilai, dan mengarahkan siswa.</td>
</tr>
</tbody>
</table>

C. Penutup

- Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- Guru menyampaikan informasi materi pada pertemuan berikutnya
- Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa Inggris.

H. Media dan Sumber Belajar

Media belajar: Papan tulis dan spidol, notebook, infocus

I. Penilaian

➢ Sikap

- Observasi, penilaian diri, teman sejawat.
- Capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.
- Jurnal, di dalam kelas dan luar kelas, berupa catatan pendidik.
- Guru mengobservasi dan mencatat perilaku siswa yang mencakup sikap dan keterampilannya.

> **Pengetahuan**

Pengetahuan siswa tentang **Kinds of adjectives and describing people based on pictures**

> **Keterampilan**

- Unjuk kerja/praktik: speaking (describing people based on pictures) dengan menggunakan kalimat mereka sendiri.

**J. Rubrik Penilaian Sikap**

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<th>Skala Penilaian</th>
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                        | 4: sering kerjasama             
                        | 3: kadang-kadang kerjasama     
                        | 2: jarang kerjasama            
                        | 1: tidak pernah kerjasama      |
| 5  | Cinta damai         | 5: selalu cinta damai           
                        | 4: sering cinta damai          
                        | 3: kadang-kadang cinta damai   
                        | 2: jarang cinta damai          
                        | 1: tidak pernah cinta damai    |

Ciputat, .................. 2015

Kepala Sekolah,  

Guru Mata Pelajaran,

(Mulyono, M.Pd)  

(Umul Muffarrokhati)
APPENDIX 8

The Example of the Lesson Planning of the Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMK ISLAMIYAH CIPUTAT
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X AK 2/2
Tahun Pelajaran : 2014/2015
Materi Pokok : Descriptive Text (Describing People)
Skill : Speaking and Reading
Pertemuan Ke- : 3
Hari/Tanggal : Sabtu, 21 Februari 2015
Alokasi Waktu : 3 JP (16.00-17.30 WIB)

C. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
D. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1.4 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun

C. Indikator Pencapaian Kompetensi

Setelah kegiatan pembelajaran ini selesai, diharapkan siswa mampu:

- Menggunakan bilangan (cardinal/ordinal) digunakan dengan tepat dalam berbagai konteks.
- Merangkai kata-kata dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (origin), ukuran, bahan, jumlah dan kualitas.
- Merangkai kata-kata dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya.
- Merangkai kata-kata dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu (time of the day), nama-nama hari/tanggal, bulan, tahun.

D. Tujuan Pembelajaran

Setelah Kegiatan Belajar Mengajar (KBM) berakhir diharapkan siswa dapat terampil mendeskripsikan orang.

E. Materi Pembelajaran

Kinds of adjectives and describing people.

F. METODE PEMBELAJARAN


G. Kegiatan Pembelajaran

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<td>- Memberikan motivasi atau apersepsi</td>
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<td>- Menyampaikan tujuan pembelajaran</td>
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### Kegiatan Pembelajaran

#### B. Inti

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<tr>
<td>Siswa membandingkan hasil analisis tentang <em>Kinds of adjectives and describing people</em> dengan hasil analisis temannya.</td>
<td>Guru memberikan feedback tentang hasil analisis mereka tentang <em>Kinds of adjectives and describing people</em>.</td>
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<td>Guru melihat, menilai, dan mengarahkan siswa.</td>
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</table>
Kegiatan Pembelajaran

| D. Penutup | - Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini. |
| - Guru menyampaikan informasi materi pada pertemuan berikutnya |
| - Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa Inggris. | 21 menit |

H. Media dan Sumber Belajar

Media belajar : Papan tulis dan spidol, notebook, infocus

I. Penilaian

➢ Sikap
- Observasi, penilaian diri, teman sejawat.
- Capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (rating scale) yang disertai rubrik.
- Jurnal, di dalam kelas dan luar kelas, berupa catatan pendidik.
- Guru mengobservasi dan mencatat perilaku siswa yang mencakup sikap dan keterampilannya.

➢ Pengetahuan
Pengetahuan siswa tentang Kinds of adjectives and describing people

➢ Keterampilan
- Unjuk kerja/praktik: menulis teks deskriptive (describing people) dengan menggunakan kalimat mereka sendiri.
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</table>
Ciputat,................2015

Kepala Sekolah,

Guru Mata Pelajaran,

(Mulyono, M.Pd)  (Umul Muffarrokhati)
APPENDIX 9

**T-Table**

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</table>
APPENDIX 10

Test Instrument (Pre-Test and Post-Test)

Make a short descriptive text that describe your favourite teacher!

The paragraph should consists of around 70-80 words.

Guided Question!

1. Who is she/he?
2. What is the colour of his/her skin and his/her hair?
3. What is the shape of his/her face?
4. How does his/her body look like?
5. What does he/she look like?
Nama : Anisah Nur Sahidah
Kelas : X AK 2

My Favorite Teacher

My favorite teacher is Mr. Gilang. He taught us about Indonesian subject. His name is Gilang Nugraha. Mr. Gilang was born in Tasikmalaya on April 04, 1998. He lives in Bambu Apus.

Mr. Gilang is tall, his height is about 168 cm and his weight is 66 kg. He has light skin. He has a round face and sharp nose.

Mr. Gilang is a funny and interesting teacher. Everybody likes him because he is so friendly and totally handsome.

His hobbies are reading and listening all genre of music.
Nama : Yane Zuliani Putri
Kelas : X Ak 1

Mr. Gilang Nugraha is one of teacher in Islamiyah Vocational High School. He is Indonesian teacher and famous teacher in there. He comes from Tasikmalaya, West Java. He is 26 years old.

Mr. Gilang is handsome and so charming for us. He has white skin, wears glasses, thin and rather tall. He has straight hair and short hair. Every day I look him, I think He is happy and good looking. He has black eyes and religion person.

He not only teacher in Islamiyah but also in Tunas Bangsa at jombang. Mr. Gilang can English too although he is Indonesian teacher. He is fluent in English. I think Mr. Gilang is nice teacher cause he always teach us for study hard and his system educational is fun learning cause sometimes we study hard but sometimes he brings us some video for watch. In fact, all student can laugh and enjoy with his educational system. It makes us love him.

I hope he always be himself who nice teacher, religion and always teach us kinders. And also Mr Gilang so cute, charming 😍.
PENGESAHAN PROPOSAL SKRIPSI

Nama: Lailul Mufaro'okha
NIM: 11100190000086
Jurusan/Prodi: Pendidikan Bahasa Inggris
Judul Proposal: The Effectiveness of Pictures in the Teaching of Descriptive Text Writing by the Seventh Grade Students of SMP YMI Cigadut

Proposal skripsi dengan judul tersebut di atas telah diujikan pada tanggal 26 September 2019 telah direvisi sesuai dengan saran penguji, dan telah dinyatakan LULUS

Jakarta, 5 November 2019

Penguji I

Penguji II

Debit:...
KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/........../2014
Lamp. :
Hal : Bimbingan Skripsi

Kepada Yth.
Drs. H. Bahrul Hasibuan, M.1Ed
Devi Yusnita, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing (materi/teknis) penulisan skripsi mahasiswa:

Nama : Umul Muffarrokhati
NIM : 1110014000086
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Judul Skripsi : The Effectiveness of Pictures in the Teaching of Descriptive Text Writing to the Seventh Grade Students of SMP YMI Ciputat.


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Assalamu'alaikum wr wb

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Syukur M.1.Pd
NIP. 19641212 199103 1 002

Lembusan
1. Dekan FITK
2. Mahasiswa Yth.
KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl Ir H Juanda No 95 Ciputat (54122) Indonesia

FORM (FR)
No. Dokumen : FITK-FR-AKD-081
Tgl. Terbit : 1 Maret 2010
No. Revisi : 01
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/........../2014
Lamp. : -
Hal : Bimbingan Skripsi

Kepada Yth.
Drs. H. Bahrul Hasibuan, M.Ed
✓ Devi Yusnita, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing terhadap penulisan skripsi mahasiswa:

Nama : Umul Mufarrrokhadi
NIM : 1110014000086
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Judul Skripsi : The Effectiveness of Pictures in the Teaching of Descriptive Text Writing to the Seventh Grade Students of SMP YMJ Ciputat.


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum wr. wb.

S.d.an, Dekan
Kibraltar Pendidikan Bahasa Inggris

Drs. Syuki, M.Pd
NIP. 196612121991031002

Tentusian:
1. Dekan FITK
2. Mahasiswa YBE

Jakarta, 4 Desember 2014
SURAT PERMOHONAN IZIN PENELITIAN

Nomor: Un.01/F.1/KM.01.3/024/2015
Lamp: Outline/Proposal
Hal: Permohonan Izin Penelitian

Jakarta, 2 Februari 2015

Kepada Yth.

Kepala Sekolah
SMK Islamiyah Ciputat
Di Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama: Umul Muffarrokhati
NIM: 1110014000086
Jurusan: Pendidikan Bahasa Inggris
Semester: X (Sepuluh)
Tahun Akademik: 2010/2011
Judul Skripsi: The Effectiveness of Pictures in the Teaching of Descriptive Text Writing to the Tenth Grade Students of SMK Islamiyah Ciputat

adalah lulusan mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Surudi, M.Pd
NIP. 196412321991031002

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor : 137/B.1/SMK-YIC/V/2015

Yang bertanda tangan dibawah ini Kepala SMK Islamiyah Ciputat Tangerang Selatan, menerangkan bahwa:

Nama : Umul Mufarrokhadi
NIM : 1110014000086
Fakultas/Jurusan : Ilmu Tarbiyah dan Keguruan
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negri Syarif Hidayatullah Jakarta

Adalah benar telah melakukan Penelitian pada SMK Islamiyah Ciputat, dengan judul Skripsi “The Effectiveness of Pictures in the Teaching of Descriptive Text Writing to the Tenth Grade Students of SMK Islamiyah Ciputat” pada tanggal 06 Februari – 28 Maret 2015.

Nama tersebut diatas telah melakukan penelitian di SMK Islamiyah Ciputat dengan penuh kesungguhan.

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Ciputat, 11 Mei 2015
Kepala SMK Islamiyah Ciputat

Mulvono, M.Pd.