THE EFFECTIVENESS OF TEACHING DESCRIPTIVE TEXT USING PICTURE MEDIA ON STUDENTS ABILITY
(An Experimental Study in the Tenth Grade of SMK Tunas Grafika Informatika
Jakarta)

A “Skripsi”
Presented to the Department of English Education
in Partial Fulfillment of Requirements of the Degree of Strata-1(S.Pd.)

Sofiana Zahara
207014000679

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2014
ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “Skripsi” (Scientific Paper) entitled “THE EFFECTIVENESS OF TEACHING DESCRIPTIVE TEXT USING PICTURE MEDIA ON STUDENTS’ ABILITY. (An Experimental Study in the Tenth Grade of SMK Tunas Grafika Informatika Jakarta), written by Sofiana Zahara, student’s registration number 207014000679 was examined by the Committee on August, 21st 2014. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S. Pd” (Bachelor of Arts) in English Language Education at the English Education Department.

Jakarta, August, 21st 2014

EXAMINATION COMMITTEE

CHAIRMAN: Drs. Siswati, M.Pd
NIP. 19641212 199103 1 002

SECRETARY: Zaharil Anasy, M.Hum
NIP. 19761007 200710 1 002

EXAMINERS:
1. Drs. Sunardi Kartowisastro
   NIP.
2. Teguh Khaerudin, MAppLing
   NIP. 19811031 201101 1 006

Acknowledged by:
Dean of Tarbiyah and Teachers’ Training Faculty

Nurlena Rifa'i, MA. Ph.D
NIP. 19591020 198603 2 001
THE EFFECT OF PICTURES MEDIA ON STUDENTS
WRITING ABILITY IN DESCRIPTIVE TEXT OF SENIOR
HIGH SCHOOL
(An Experimental Study in the Tenth Grade of SMK Tunas Grafika Informatika
Jakarta Selatan)

A “Skripsi”

Presented to the Faculty of Tarbiyah and Teachers’ Training in Partial Fulfillment
of Requirements of the Degree of S.Pd. (S-1) in English language Education

Sofiana Zahara
NIM. 207014000679

Approved by the advisor

Dr. Alek M.Pd.
NIP. 19690912 200901 1 008
SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan dibawah ini,

Nama : Sofiana Zahara
Tempat/Tanggal lahir : Jakarta, 11 April 1988
NIM : 207014000679
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Teaching Descriptive Text Using Picture Media on Student Ability
( An Experimental Study in the Tenth Grade of SMK Tunas Grafika Informatika Jakarta)

Dosen Pembimbing : Dr. Alek M.pd.

Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat wisuda.

Jakarta, 22 September 2014

Mobarisya Yhs.

Sofiana Zahara
NIM. 207014000679
ABSTRACT


Keywords: Picture, Descriptive, Writing Skill

The purpose of the study was to know the empirical evidence about the effect of using picture on students’ writing ability in descriptive text. The were two instrument which were used for gathered the data that needed, they were; pre-test and post-test as the research instruments to collect the data. Test was used in order to know the difference achievement between experiment class and controlled class after being given the treatment was given. The method in this study was a quantitatif method. The writer used formula to analyze the effect using picture in teaching and to take the data. The data required are the curriculum used by the school, the information of the English teaching learning activity condition, the books are used in the teaching learning activity, and the students’ test answers on writing skill given by the writer as the researcher. The result of the research showed that the value of $t_o$ is higher than $t_r$, so the Research Hypothesis ($H_a$) is accepted and the Null Hypothesis ($H_o$) is rejected. Based on the result above, it can bee concluded that the effect of pictures media on students’ writing ability in descriptive text. Thus, it means that the learning writing descriptive using pictures was successful in improving students’ ability in learning plural nouns.
Tujuan dari penelitian ini adalah untuk mengetahui bukti empiris mengenai dampak menggunakan gambar kepada siswa dalam menulis deskriptif teks. Untuk mengumpulkan data yang dibutuhkan, penelitian ini menggunakan data dua instrument, yaitu; Pretest dan postest. Test yang digunakan bertujuan untuk mengetahui perbedaan hasil yang diperoleh antara experimental kelas dan kontrol kelas setelah metode gambar diberikan. Metode dalam penelitian ini adalah kuantitatif. Penulis menggunakan formula rumus untuk menganalisa hasil penelitian ini. Data yang dibutuhkan adalah kurikulum yang di gunakan oleh sekolah tersebut, informasi mengenai kondisi kegiatan belajar mengajar bahasa Ingris, buku-buku yang digunakan dalam kegiatan belajar mengajar, jawabansiswa pada test kemampuan menulis yang diberikan oleh penulis sebagai peneliti. Hasil dari penelitian ini menunjukan bahwa nilai to lebih tinggi dari nilai tt, oleh karena itu hipotesa penelitian (Ha) diterima dari Null Hypotesis (H0) di tolak. Hal ini menunjukan bahwa belajar menulis karang deskriptif dengan menggunakan gambar telah berhasil dalam meningkatkan kemampuan siswa dalam mempelajari kata benda jamak.
ACKNOWLEDGEMENT

In the name of Allah the Beneficent, the Merciful

In the name of Allah the most Gracious and Merciful. Alhamdulillah, all praise be to Allah the Most Graceful and the Merciful, after such a hard work, finally the writer could finish research and finish the report in the form of the minor thesis (skripsi), entitle The Effect of Using Picture Toward Writing Student Descriptive Text Ability at the tenth grade of SMK Tunas Grafika Informatika Jakarta. The “skripsi” is presented to English Education Department, faculty of Tarbiyah and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta, as partial fulfillment of the requirements for the degree of Strata 1 (S1).

In finishing this “skripsi” the writer got guidance and motivation from people around her. Therefore, she would like to express her gratitude to them, they are: her beloved family, especially her parents: her mother Rohillah and her father M. Ali Said. Her brothers Chairul Rizal, Ifan Fajri And Zulfikar. For their patience, their love and their support to the writer in her life. Furthermore, the writer would like to express her gratitude to her advisor Dr. Alek M.Pd. for his valuable guidance, support, motivation, advice and suggestions during the writing of this skripsi in which without his help this skripsi would probably never reach its accomplishment.

In returns, the writer would like to convey her thanks directly to:

1. All the lecturers and all UIN secretariat officers, for their endless support.
2. Drs. Syauki, M.Pd, the head of English Department, his concern and mind for better English Education will be a historical point and considerable sample for the next terms.
3. Zahril Anasy, M.Hum, the secretary of English Education Department, her best time, support and attention for English Education Inspiring.
4. Nurlena Rifa’i, M.A., Ph.D the Dean of Faculty of Tarbiyah and Teachers Training.

5. The Headmaster of SMK Tunas Grafika Informatika Jakarta, Dedi Supriyadi S.Pd., S.E., MSI who gave permission to the writer to do this research.

6. Mr. Drs. Sutarto, curriculum teacher of SMK Tunas Grafika Informatika Jakarta, who gave support and permission to the writer in process of this research.

7. The tenth grade students of SMK Tunas Grafika Informatika on cooperation and support.

8. The writer wishes to express her gratitude to all members of C class English Education Department, especially for my best friends Agus Muntaha, Runi Lailia Sari, Dewi Novianti, Fandi Ahmad, and Khodirin for their knowledge sharing, helped and motivated to finished this skripsi and great friendship.

Finally the words are not enough to be expressed, except praise be to Allah lord of the worlds for blessing, and guidance. May their good deeds be accepted by Allah SubhanahuWata’ala. Amin.

Jakarta, July 18th 2014
This skripsi is dedicated to her beloved parents
Mrs. Rohillah (my mom) and Mr. M. Ali Said (My Dad)
Thanks for their great love
May ALLAH SWT bless both of them.

With Love

Their daughter *Sofiana Zahara
TABLE OF CONTENTS

ABSTRACT............................................................................................................ i
ABSTRAK............................................................................................................. ii
ACKNOWLEDGE.................................................................................................. iii
TABLE OF CONTENTS..................................................................................... vi

CHAPTER I INTRODUCTION
A. The back Ground of Study........................................................ 1
B. Formulation of the Problem ......................................................4
C. Object of the Study................................................................. 4
D. Significance of the Study .........................................................4

CHAPTER II THEORITICAL FRAMEWORK
A. Writing.......................................................................................... 6
   1. Definition of Writing ............................................................ 6
   2. The Understanding of Writing .............................................  6
   3. The Principle of Writing ....................................................... 9
   4. The Purpose of Writing ...................................................... 10
   5. The Process of Writing ....................................................... 10
   6. Type of Writing Forms ....................................................... 12
B. Descriptive of Text................................................................... 13
   1. Kind of Descriptive Text .................................................... 14
   2. Function and Purpose of Descriptive Writing ..................... 15
   3. The Characteristicstics of Descriptive Text ......................... 16
   4. The Linguistic Features of Descriptive ............................... 17
   5. The Schematic Structures of Description ...........................  17
C. Picture ..................................................................................... 18
   1. The Understanding of Picture ...........................................18
   2. Definition of Picture........................................................ 18
   3. Type of Picture.............................................................. 19
4. The Advantages of Using Picture.................................20
5. The Criteria for the Good Picture...............................20
6. Function of Picture......................................................21

D. Media............................................................................29
E. Thinking Framework.................................................31

CHAPTER III RESEARCH METHODOLOGY
A. Place and Time of the Study........................................33
B. Method of the Study....................................................33
C. Population and Sample.................................................33
D. Instrument of the Research..........................................33
E. The Technique of Data Collecting...............................34
F. Technique of Data Analysis..........................................35

CHAPTER IV RESEARCH FINDING
A. Data Description..........................................................36
B. Data Analysis..............................................................39
C. Hypothesis Testing.......................................................41
D. Interpretation..............................................................42

CHAPTER V CONCLUSIONS AND SUGGESTIONS
A. Conclusions..............................................................43
B. Suggestions..............................................................43

BIBLIOGRAPHY
APPENDICES
CHAPTER I
INTRODUCTION

This chapter presents and discusses the background of the study, the objective of the study, the limitation of the study, and definition of the key term.

A. Background of the Study

Writing is one of a ways of people to communicate to each other for expressing their thinking and feeling. Writing is unnatural act like speaking. Writing needs more efforts than speaking does. Writing needs hard effort to dig and manage the ideas which are from the writer’s mind and pour it into written form effectively so it will be readable. Before starting to write, the writer needs to remember and think first what the writer is going to write. The writer has to recall all memory related to the topic which is going to be written to get the details. As Raymond states that writing is an unnatural form of speech. Writing, however, is an invention as artificial as the radio and tape recorder. Writing does not come naturally; each generation has to teach it to the next. Moreover, writing should be learned first before mastering it. The writer needs to learn how to gain and to sharpen the knowledge and memory. Meanwhile, Raymond also states that writing is a way of remembering and a way of thinking as well. Writing makes word permanent, and thus expends the collective memory human beings from the relatively small store that we can remember and pass on orally to the infinite

---

capacity of a modern library. Writing cannot be acquired easily. Hence, it needs hard effort to master it

In Indonesia, English is used as a foreign language. English is taught as a compulsory subject in junior and senior high schools which becomes one of the requirement subject that stated in the national examination, while English is taught in elementary school as a local content. But the writer will focus merely on teaching English at senior high school level.

The objective of teaching English is to enable students to communicate both orally and in written form. Meanwhile teaching and learning English as a foreign language is not an easy thing to do. There are some of language components to be mastered by the learner, such as pronunciation, vocabulary, grammar, and so on. Not only should language components be mastered by the learner, but also the four language skill, namely listening, speaking, reading, and writing. Neverthe less mastering language skill is the objective of English teaching based on the current school-based curriculum.

Unlike speaking, writing is not a natural skill. Furthermore, writing is a skill that should be learnt and mastered. As Langan states that a realistic attitude about writing must build an idea that writing is a skill. It is a skill like driving, typing, or cooking, and like any skill, it can be learned. In addition, practice and hard work are keys to master the writing as a skill and be able to produce good writing.

---

2 Raymond, *loc. cit.*
3 Hidayati, *Kurikulum KTSP 2006, Standar Isi SD, SMP, dan SMA.*
Writing is widely known as the most difficult and complex language skill compared to other language skills. Writing needs more efforts that the other skill does, such as hard thinking to produce idea, words, phrases, sentences, paragraphs, and a piece of good composition. Besides, writing needs the right word choice, spelling, punctuation and grammar. Moreover, there are many things that should be taken into account by the learner in order to make an effective writing, such as unity, support, coherence and sentence skills.

Based on the current School-Based Curriculum, writing is one of the language skill that must be taught at Senior high school. The teaching of writing aims to enable students to master the functional texts and monologue text or paragraphs in the form of descriptive, narrative, recount, procedure, and report. In addition, based on Competency Standards—Standar Kompetensi (SK), and Basic Competency—Kompetensi Dasar (KD), the first year students are expected to be able to express meaningful ideas in terms of functional text and create simple or short essay in the form of descriptive or procedure to interact with people in their nearest environment. The form of writing which is taught in senior high school is presented in the form of text type, usually known as genre, which has clear purpose and pattern for each type. Descriptive writing is one of text types which are learned in the first Senior high school.

Descriptive writing is a text type which describes about person, place, or thing as if the reader can see, feel, hear, or touch it. As Langan states that a

---

5 Hidayati. *loc. cit.*
descriptive is a verbal picture of a person, place or thing.\(^7\) Besides, descriptive paragraph is a set of sentences which are related to each other to reflect the writer’s thought and ideas vividly in describing the object that the writer has seen.

In teaching learning process, students often find difficulties in digging their ideas and imagination in writing descriptive text. Beside lack of knowledge of vocabulary and grammar patterns, the way of teaching learning also has a significant role. In teaching learning process, the teacher merely uses a whiteboard, marker and a duster, so it might hinder the students to broaden their ideas and imagination. Meanwhile in descriptive writing, the imagination of students is badly needed in order to make colorful and vivid writing.

One of learning strategies which can be used in teaching learning process to improve the students’ ability in descriptive writing is using pictures. Pictures have some benefits such as giving true, concrete, and realistic concept. Furthermore, pictures can attract students’ attention so they can make the students more imaginative and creative in writing class. Meanwhile, Heaton says that an excellent device for providing both a purpose and content for writing is the use of pictures. A picture or series of pictures not only provide the test with the basic material for his composition but stimulates his imaginative power.\(^8\) Picture can motivate the students, make the subjects they are dealing with clearer, and illustrate the general idea and forms of an object or action which are particular to a culture. As a media in teaching English, the use of picture in teaching vocabulary

\(^7\) Langan, *loc. cit.*

has already been a succeed. Moreover, the writer would like to know how well the use of pictures in learning descriptive writing has been conducted.

**B. The Formulation of the Problem**

Based on the background above, the formulation of the problem in this skripsi is “Is there any effect of picture media on students’ writing ability in descriptive text?”

**C. Objective of the Study**

The objective of study was to know the empirical evidence about the effect of picture media on students’ writing ability in descriptive text.

**D. Significance of Study**

The findings or results of this study are expected to provide useful information, for; English teacher and other researchers.

1. For the English teacher.
   - These findings can improve teachers English teaching knowledge and teachers teaching quality about the effectiveness of using pictures in teaching descriptive text at the first grade of SMK Tunas Grafika Informatika Jakarta Selatan
   - From this study, the teacher can get information about using picture in teaching descriptive text at the first grade of SMK Tunas Grafika Informatika Jakarta Selatan

2. For the other researchers

These findings of the study can deliver useful information for other researcher to do next research in the future.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer tries to discuss and give clear presentation about the theoretical framework which consists of:

A. Writing

1. Definition of Writing

Writing is one of ways of people to communicate to each other for expressing their thinking and feeling. Writing is unnatural act like speaking. Writing needs more efforts than speaking does. Writing needs hard effort to dig and manage the ideas which are from the writer's mind and pour it into written from effectively so it will be readable. Before starting to write, the writer need to remember and think first what the writer is going to write. The writer has to recall all memory related to the topic which is going to be written to get the details. As Raymond states that writing is unnatural form of speech. Writing, however, is an invention as artificial as the radio and tape recorder. Writing does not come naturally; each generation has to teach it to the next. Moreover, writing should be learned first before mastering it. The writer needs to learn how to gain and to sharpen the knowledge and memory. Meanwhile, Raymond also states that writing is a way of remembering and a way of thinking as well. Writing makes word permanent, and thus expends the collective memory human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library.

Writing cannot be acquired easily. Hence, it needs hard effort to master it.

2. The Understanding of Writing

There are some opinions about writing. James C Raymond gave some general opinion about what writing is: "Writing is a way of thinking. Writing is more than a medium of communication. It is a way of remembering and way of

9 Raymond. loc. cit.
10 Ibid.
thinking well. Writing is also a way of finding out what we know and what we need to learn. Spoken words disappear as soon as they are spoken; but writing freezes our thought, make them visible and permanent so we can examine and test their quality.11

In many schools, writing is principally conducted to demonstrated knowledge or information from students to the readers. When students take notes during lecturer or as they read, writing enables them to store new information in memory. But writing makes another important contribution to learning. Because it is always a composing of new meaning, writing enables them to find and establishing their own connection and network of information and ideas.

Furthermore, the meaning of writing just not the way of thinking and learning, but writing also contributes to personal development. As the students write, they become more potent thinkers and active learners, they come eventually to better understanding of themselves through the recording, clarifying, and organizing of their personal experiences, and our innermost thought.

In the modern world, written language serves a range of functions in everyday life, including the following:

a. Primarily for action

Public sign (roads and stations), product labels and instruction (food, tools or toy purchased, recipes, maps) personal correspondence (letters, post cards, greeting cards)

b. Primarily for information

Newspaper and current affair magazines, public notices, advertisents, political pamphlets, reports, etc.

c. Primarily for entertainment

Light magazines, comoc strips, fiction books, poetry and drama, newspaper features, film.\(^{12}\)

More specific explanation that writing can contribute to personal development and process of expressing thoughts and feeling of thinking.

Based on the opinions above, the writer would like to conclude that the meaning of writing are: Writing is the way of thinking, feeling and learning, contribute to personal development and in the modern world, written language serves a range of functions in everyday life.

3. Writing Process

The writing process as a private may be broadly seen as comprising four main stages.

a. Planning (Pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thought for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for waiting. The following activities provide the learning experiences for students at this stage: group brainstorming, clustering, rapid free writing, wh-questions.

b. Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing—that is, drafting—may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer’s ability to visualize an audience. Once a start is made, the writing task is simplified as the writers let go and disappear into the act of writing.

c. Revising

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meaning to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of the ideas so that the writer’s intent is made clearer to the reader.

d. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure, etc.

4. The Principle of Writing

In order to make writing become readable and affective, there are some principles that should be known as by Newsom and Wollert, the general principle of writing are as follows:¹³

---

a. Be Concise

Use the fewest possible words. It means the writer should choose the brief words that contain clear meaning. Conciseness can be gained by replacing a series of words that contains same meaning and eliminating the unnecessary information. For example: Despite the effect that can usually be replaced with although, in the event that simply means if.

b. Use Familiar Words

Use words that easily to be recognized and be understood by the reader. Such as: ambiguous (unclear), admonition (warning), approximately (about), exhibition (show) etc.

c. Be Concrete and Specific

Use concrete and specific words so the readers will be able to capture the writer’s mind in the text. For example, a word like “cold” is quite abstract; it could refer to many different things. Snow and ice are concrete and create a clearer picture in the mind of the readers.

d. Be Positive

Use statement in positive form can make the message more direct, more forceful, and more interesting.

e. Be Organized

In order to make writing plainly, so it need to be well organized. In brief, arrange the statement and paragraphs come in the right order. Then, create smooth transition to the next point.

5. The Purposes of Writing

Every communication has its purposes has writing. We need to think the main idea or the point that we will convey in our writing first otherwise the writing will be aimless and has no meaning. According to Cox, writing has four purposes. They are to inform, to amuse, to satirize, and to persuade.  

---

a. To inform

Writing to inform contains the information about something to the reader. Moreover, it should be accurate, clear, concise, and objective and based on vast factual information. There are many forms of writing to inform, such as essay examination in the college, report, repost, recipe books, etc.

b. To Amuse

Writing to amuse concerns on entertaining the reader through the writing itself. Choose the humor/joke which is still appropriate and acceptable or not in the society is needed by the writer.

c. To Satirize

Writing to satirize means writing to criticize and affect reform. The writer need to be sure it can make the reader aware of the fact which is conveyed in the writing. It is important to avoid misinterpretation for the reader.

d. To Persuade

Writing to persuade is writing to influence the reader’s thoughts or actions. In this case, the writer will use persuasion in order to accuse or to defend and to affect the reader’s mind.

6. Process of Writing

A good writing does not appear suddenly. To produce a good writing is like cooking food. It requires some processes/steps to make that readable and understandable. By following the process of writing will make the writing itself less complex and make the writer easier to produce a good writing.

To know how important the process of writing is, firstly we need to know what a process involves. A process has a beginning, middle, and an end.

According to Hammond, there are six steps in the writing process. They are collecting and selecting, waiting, ordering, drafting, revising, and publishing.\footnote{Eugene R. Hammond, \textit{Informative Writing} (USA: McGraw-Hill, Inc, 1985), p. 148.}
a. Collecting and Selecting

The writer needs to collect any facts to support his idea. In collecting facts, a writer should note down any ideas about those facts which come to mind. After note-taking, a writer should look over the chaos facts and ideas then select some raw materials that he can work with.

b. Incubation (Waiting)

In an incubation process, the writer needs to take time for while in order to see partly how new evidence that comes across fits with the idea.

c. Ordering

In ordering process, the writer creates rough sketches-outline in order to make the writing systematic and to keep the writer’s sense of proportion.

d. Drafting.

During this process, the writer makes some revision. Drafting is needed in order to create a good writing because one good sentence often produces better sentences after it. Then, one good paragraph often produces better paragraphs following.

e. Revising (Making the Work Readable)

In the revising process, the writer check his draft so that it says what he meant to say and sees whether he has made his meaning clear to the readers.

f. Publishing

In publishing stage, the writer is ready to check spelling, punctuation, grammar, and neatness based on the conventions and rules, so that the written pieces can be read by the reader without the distraction of faulty punctuation, poor spelling, or other errors.

7. Types of Writing Forms

Based on Wilshon and Burks, there are four types of writing forms. They are exposition, argumentation, description, and narration.16

---

a. Narration is the form of writing that contains the story of acts or events and tells what happened based on natural time sequences. For example, short stories, novels, and new stories.

b. Description is the form of writing which is used to describe and create visual imagination of particular place, person, or unit of times, such as time of season, etc.

c. Exposition is used to give information, make explanations, and interpret meaning. It includes editorials, essay, and informative and instructional material.

d. Argumentation is used to persuade and convince in order to make a case or to prove or disprove a statement or opinion.

Writing descriptive text is a part of the recent target in teaching English for Senior High School students. Based on the experience during joining the working experience in the Senior High School, the writer observed that many Senior High School students have difficulties in writing descriptive text. Harmer said that, “When teaching writing, therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse.”

Sometimes, students get confused to arrange their ideas when they write something, especially in descriptive writing. Based on the unstructured interview result from the teacher at SMK Tunas Grafika Informatika Jakarta Barat, there are some difficulties faced by students in writing activities such as: their difficulties in generating ideas into the English descriptive writing, they were found hard to concentrate on writing and develop their ideas, and students still have difficulties in organizing ideas into paragraph. Based from the observation, the writer observed and took notes about teaching-learning activity that happened in the classroom. After observing the teaching-learning activity, it could be concluded that most of students at the first year of SMK Tunas Grafika

Informatika Jakarta Barat had difficulty in writing skill. Students are confused to start the writing; they spent much time in writing and did not finish on the time.

For that reason the writer thinks it is necessary to give the some techniques, to help them solve their problems. Thus the writer decides to look at further information about teaching writing description especially descriptive writing by using pictures.

d. Descriptive of Text

According to Anderson and Anderson that descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions\textsuperscript{18}. Besides, the word *description* from two words: *Scriber*, meaning “to write” and *de*, meaning “down” or “about”. There is a hint in the describing you will follow the outline of an object visually and then write it down or “draw” it in word.\textsuperscript{19}

Related to Anderson statement about the definition of description, Karim and Rachmadie point out that a description is verbal picture of a person, place, or object. Thus, a description essay is the one describes a person, place, or object.\textsuperscript{20} Another expert, Plooger proposed that a descriptive is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses,\textsuperscript{21} such as sight, hearing, smell, taste, and touch. From some definition above, the experts have same concepts or similar concept about descriptive itself, they said that a descriptive is to describe something like a person, place, or object.

There are some features in a descriptive that we must give a serious attention, they are: the feature in construction a description. A typical description has an opening paragraph introduction the subject of the description, followed by

\textsuperscript{20} Mariana Karim and Sabrony Rachmadie, *Writing*,… p. 125.
\textsuperscript{21} Katherine Ploeger, *Simplified Paragraph Skills*, (USA: NTC Publishing Group, 2000), p. 239.
a series of paragraph each describing one feature of the subject. There can also be a final concluding section that signal the end or the description or in another hand there are an identification and description in a descriptive text. The identification of the descriptive text is usually as a main idea of the paragraph or called as a general statement, and the description of the descriptive text is about the explanation of the general statement or main idea or supporting details to the general statement.

Another feature is grammatical feature of a description. Factual descriptions usually include the following grammatical features: (a) verbs in the present tense, (b) adjective to describe the features of the subject, and (c) topic sentences to begin paragraph and organize the various aspect of the description.

1. Kinds of Descriptive Text

As we know that descriptive is to describe something, such as a person, place, or thing. Usually when the people want to describe something, for example in describing people, they often describe each of people in terms of age, nationality, clothes, hair, face, height, etc. therefore, based on that statement, it can be seen that descriptive has three types or kinds:

a. Description of a place

When we start to write anything in a description, it should be clear. As stated by Sandra McKay that the best way to describe a place is to show someone the actual place or to take a picture of it or just give the characteristics of the place. For example, if the place is a home or a room, so it is important to give clearly picture of the size and arrangement of the space involved. Therefore, in describing a place we should be taken considerations of (a) the location of the object of the place should be clear, (b) the details should be arranged logically and systematically so that it is easy for readers to imagine the objects in their minds, and (c) controlling idea, this is the most important in writing process, because if we have a strong controlling idea it can give the paragraph focus.

---

22 Anderson. *loc. cit.*
The grammatical is used in describing a place is subject-verb agreement and as a notice that since the selection describes an area that now exists, all the verbs are in the present tense.

b. **Description of a Person**

If you are writing a description of a person, you gather informative details about that person and then ask yourself what these details add up to. In describing of a person, there are many ways such as his/her face, color of hair, clothes, skin, body shape, etc. In describing a person, however, you are not obliged to give every single detail about a person’s appearance. You can focus on one or two striking features that convey something about the person’s character.

Details in descriptive paragraphs are organized spatially to give the reader a clear picture, clarifying the spatial relationship helps us to achieve coherence paragraph. These spatial expressions are called adverbs of place, and there is an expression that clarifies space relationship and its special sentence construction:

<table>
<thead>
<tr>
<th>Adverb of place</th>
<th>Verb phrase</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the desk</td>
<td>Is</td>
<td>A basket</td>
</tr>
</tbody>
</table>

The normal word order of this sentence is:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb phrase</th>
<th>Adverb of place</th>
</tr>
</thead>
<tbody>
<tr>
<td>A basket</td>
<td>Is</td>
<td>Under the desk</td>
</tr>
</tbody>
</table>

(Karim&Rachmadie.)

2. **Function and Purpose of Descriptive Writing**

Some definition of descriptive text have been proposed by some experts with the similar concepts between each other’s, after we knew about the concepts of descriptive and also we have to know the functions and purpose of descriptive, here are the writer would like to give some function and purposes of descriptive which are taken from some books, they are:

According to Hartono descriptive writing has a social function is to describe a particular person, place, or thing, for instance, description of a particular

---

building, specific animal, particular place, and specific person. Its function is almost the same with the concept of descriptive itself, whereas, the purpose of description as stated by Lila Fink is to present the reader with a picture of a person, subject, or setting. Therefore, as a reader of description, we should take a note of some elements of description as follows:

a) **Concrete details.** A concrete detail is a specific description that supports, reflects, or expands a writer’s attitude or purpose.
b) **Images.** An image is a concrete, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell).
c) **Similes.** A simile is a comparison, using like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect.

3. **The Characteristics of Descriptive Text**

A descriptive text serves only to describe an object. There are some characteristics about descriptive text. The following characteristics of descriptive text such as:

a. Using of figures of speech (see, hear, taste, smell, touch). In this way the description will appear alive and interesting.
b. Using vivid picture is to make the description clear and realistic.
c. Using variety of words. It means that use of variety of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feeling.
d. Using any details. If anyone want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship.
e. Using the simple present tense.
f. Using adjective to describe the feature of the subject.

---

4. The Linguistic Features of Descriptive

Descriptive paragraph usually include the following linguistic features:

a. Verb in the present tense

b. Adjectives to describe the features of the subject

c. Topic sentences to begin paragraph and organize the various aspects of the description.26

The linguistic features play significant role to sustain in producing a good description. For instance, through specific participants, it tells the reader exactly participant. Next, the use of adjective, it is relatively necessary to describe the characteristic and the phenomenon in order to get a vivid image. Hence, all of the linguistic features are convoyed to construct vividly description.

5. The Schematic Structures of Description

The schematic structure of descriptive paragraph consists of identification and description. Identification mention phenomenon to be described, while the description describes the parts, the qualities, and the characteristics of what has been described.27

Moreover, Anderson and Anderson stated that to construct a description usually uses an opening paragraph introducing a subject of the description, followed by a series of paragraph each describing one feature of the subject. There can also be a final concluding section that signals the end of the description.28

---

26 Anderson. *loc. cit.*

27 Pardiyono, *Teaching Genre-Based Writing, Metode Mengajar Writing Berbaris Genre Secara Efectif*, (Yogyakarta: CV AndiOffeset, 2007), p. 34.

C. PICTURE

1. The Understanding of Picture

As the writer discussed in the previous chapter, writing is the difficult competence that be mastered by students. To help them in this case, the teacher needs a helpful device which is called media. There are four kinds of media as the writer tells before namely; visual media, audio media, projected still media and projected motion media. The writer’s focus in this study is the using of visual media; one of them is a picture.

According to Arthur and William, picture helps people to comprehend and remember the text. When the texts were presented alone or with pictures the order in which the steps were describe in the text, subject tended to mentally represent the text. We argue that these results disconfirm motivational, repetition, and some dual code explanations of the facilitative effect of picture. The results are consistent with a version of mental models of what the text is about.29

2. Definition of Picture

To make the picture more understandable, the writer will explain it detail. Some experts give some definitions about picture. Picture is a visual representation (of an object or scene or person or abstraction) produced on a surface.30

Marianne and Sharon said that pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills. Pictures can also be used in various configurations to enhance learning and practice.31

---

30 http://www.thefreedictionary.com/pictures
Moreover, Heaton said that picture is an excellent device for providing both a purpose and content for writing. It’s not only provides the taste with the basic material for this composition but stimulates his imaginative power.

3. Types of Picture

To make the picture more specific, it must be classified according to its types. According to Grazyna Szyke, there are two kinds of pictures that useful for teaching aids: pictures of individual persons and object, and picture in which person and objects are *in action*.

a. **Pictures of Individuals**: it may be used, mainly at the elementary level, to introduce or test vocabulary items. Portraits, that is picture that show a person in close detail, are useful for intermediate and advanced learners, such as form of questions, For example: about the age and profession of the person, whether he/she is married, his/her interests and traits of character.

b. **Situational Pictures**: situational pictures that show or suggest relationship between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures from the simplest to the most complex:
   - The indicative structure: there is (a) and there are (some)
   - A range of prepositional phrase: beside, towards, just behind, etc
   - The use of tense: present Continuous, Future Simple, etc.

Moreover, Finocchiaro and Bonomo said that an up to date picture file reflecting authentic aspects of culture is also essential. It should contain three kinds of pictures.\(^{32}\)

a. Pictures of individual person and of individual object;

b. Pictures of situations in which persons are “doing something” with the objects and in which the relationship of object and/or people can be seen;

c. A series of pictures (six or ten) on one chart.

---
4. The advantages of Using Pictures

Using pictures as a media in teaching activities is very good for students because it has many advantages that can help teacher to make their students understanding easily. According to Andrew Wright, broad function of pictures used in teaching activities, especially for writing activities gives some advantages as follow;

a. To motivate the students.
b. To create a context within which his written text will have meaning.
c. To provide the students with information to refer to, including objects, actions, events, relationship.
d. To provide non-verbal cues for manipulation practice.
e. To provide non-verbal prompts to written composition.

Meanwhile, Finnoncchiaro\textsuperscript{33} said that there are many advantages of pictures are obvious;

a. They provide added incentive to learn and are popular and interesting for the students.
b. They give necessary variation and provide the classroom change of page so essential to maintain a high level of interest.
c. They are ready means of establishing a quick and a clear concept of what word or structure may mean.

5. The Criteria for the Good Pictures

In order to make the teaching learning activities optimal, the pictures which are used must has good criteria. Finocchiaro said that good pictures must have some criteria as follow;

a. Pictures should be large enough to be seen by all students.
b. The pictures of individual objects or people should be a simple as possible.

\textsuperscript{33}Ibid.
c. Some of them should contain no caption of any kind since you will thus be able to use them in later stages to have students recall the association of word and object.

6. Function of Pictures

As what discussed in previous the definition and kinds of picture above, as we knew that there are some definitions and some types of picture we also have to know about their functions whether the functions of picture are important or not. Here are the functions of picture which can be applied in teaching-learning activities.

1. Pictures are very useful for presenting new grammatical and vocabulary items. They help to provide the situations and context which light up the meaning of words or utterances, and help the teachers to avoid resorting to translation or to lengthy explanations of meaning.
2. Pictures can be used for revision from one lesson to another as well as for long-term revision of vocabulary and structures.
3. Picture can be used as the basis of written work, for instance, question writing.
4. Pictures increase student’s motivation and provide useful practice material as well as test material.
5. Pictures can be used to give students English an opportunity to practice the language in real context or in situations in which they can use it to communicate their ideas, it’s can be drawn in the following table:
Table 2.1: Proposed Functions of Prose Pictures

<table>
<thead>
<tr>
<th>Function</th>
<th>General operating principle</th>
<th>Anticipated contribution to improved prose learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decoration</td>
<td>Pictures increase a text’s attractiveness.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>2. Remuneration</td>
<td>Picture increase publishers’ sales.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>3. Motivation</td>
<td>Pictures increase children’s interest in the next.</td>
<td>Little or none</td>
</tr>
<tr>
<td>4. Reiteration</td>
<td>Pictures provide additional exposures of the text.</td>
<td>Little</td>
</tr>
<tr>
<td>5. Representation</td>
<td>Pictures make the text information more concrete.</td>
<td>Moderate.</td>
</tr>
<tr>
<td>6. Organization</td>
<td>Pictures make the text information more integrated</td>
<td>Moderate to substantial</td>
</tr>
<tr>
<td>7. Interpretation</td>
<td>Pictures make the text information more comprehensible</td>
<td>Moderate to substantial</td>
</tr>
<tr>
<td>8. Transformation</td>
<td>Pictures make the text information more memorable.</td>
<td>Substantial.</td>
</tr>
</tbody>
</table>

Based on the table above, the writer tries to conclude that the pictures are most important in teaching-learning activities to build students’ motivation and interest in learning English. The teachers always use pictures they can teach more
effectively and can motivate the students more serious in studying English. Good and clear pictures also can help students to understand them more easily than unclear pictures.

6. The Use of Pictures in Teaching and Learning Activities

One way, pictures can be used in drills and exercises are to cue students to make a question. The picture determines specifically what is asked. The answer, on the other hand, can be anything that is true. Used this way, pictures are valuable in any exercises, thus adding variety to classroom activities and they can force the student to verbalize what he sees a helpful skill and they can reduce the quantity of teachertalk, allowing the students more opportunities both to reflect and to speak.  

Teacher have always used pictures or graphic—which drawn, taken from books, newspapers and magazine, or photographs—to facilitate learning. Pictures can be in the form of flashcards, large wall picture, cue cards, or illustrations. Some teachers also use projected sliders, images form an overhead projector or projector computer images. Teachers also draw pictures on the board to help with explanation and language work. Pictures of all kinds can be used in a multiplicity of ways, as the follows:

1. Yes/No Question

Pictures can be effective for presentation and structured practice of yes/no question. It is a simple way but great for students, because in this way the students can build their confident to produce a sound simply. Teachers can use a larger wall picture, which pointing to a detail of a pictures such as is there some milk in the fridge? etc

In smaller though and more advanced classes, the teacher can pin small pictures of personalities on each student’s back. The students then have to ask their classmates yes/no question in an attempt to figure out who they are (i.e. who the teacher represent). This can be done with one student asking question of the

---

35 Celce, op. cit., p. 75.
whole class or a small group, or it can be done as a free activity in which everyone circulates around the room and talks to everyone else.\(^\text{36}\)

Sometimes teachers put students in pairs or group and give them some cue card so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests.

2. Communication Games

Pictures are extremely useful for a variety of communication activities, especially where they have a game like feel, such as describe and draw activities where one student describes a picture and a paired classmate has to draw the same picture without looking at the original.\(^\text{37}\)

Perhaps we should say a world say a word about group work as a technique, since in many of the activities we suggest for focused practice and communicative practice we have students working on groups or pairs.

Teachers sometimes use pictures for creative writing. They might tell students to invent a story using at least three of the images in front of them (on cue cards, for example). They can tell them to have a conversation, they have to pick a card and bring whatever card shows into the conversation.\(^\text{38}\)

3. Understanding

One of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way explaining the meaning of the word aero-plane, for example, is to have a picture of one.

In the same way it is easy to check students understanding of a piece of writing or listening by asking them to select the picture (out, of, say, four) which best corresponds to the reading text or the listening passage.

\(^{36}\text{Ibid.}\)


\(^{38}\text{Ibid}\)
4. Ornamentation

Pictures of various kinds are often used to make work more appealing. In many modern course-books, for example, a reading text will be adorned by a photograph which is not strictly necessary, in the same way as in newspaper and magazine articles. The rational for this is clearly that picture enhance the text, giving reader (or students) a view of the outside world.\(^{39}\)

Some teachers and materials designers object to this use of pictures because they consider it. But it should be remembered that if the pictures are interesting they will appeal to at least some members of the class strongly. They have the power (at least for the more visually oriented) to engage students.

5. Prediction

Pictures are useful for getting students to predict what is coming next in a lesson. Thus students might look at a picture and try to guess what it shows (are the people in it brother and sister, and husband or wife, and what are they arguing about—or they arguing? etc). They then listen to a tape or read a text to see if it matches what they expected on the basis of the picture.

6. Discussion

Pictures can stimulate question. Pictures can also be used for creative language use. Whether they are in a book or on cue card, flashcards, or wall-pictures. We might ask students to write a description of a picture, we might ask them to invent the conversation taking place between two people in a picture, or in a particular role-play activity, ask them to answer question as if they were the characters in a famous painting.

According to Ann Raimes, the use of pictures in the classroom might be useful:
a) Whole class discussion, which then leads to writing, can be generated by many types or pictures, such as posters, textbook pictures, magazine pictures pasted

\(^{39}\)Ibid.
into stiff cardboard and displayed at the front of the room, simple picture
drawn on the blackboard, or duplicated drawings.
b) To provide a students audience for student writers, give half the class one
picture, the other half another. A range of communicative tasks for small group
opens up now, with students conveying real information to others.
c) With students working in pairs or small group, give each student of the pair or
give each group a different to work with.
d) Real communication task can be developed by using in the classroom picture
that the students themselves provide.
e) Do not limit classroom work to what the students can actually see in the picture.
Remember that the students can make inferences, predictions, and suppositions
about the word beyond the frame of picture. Ask the students to use their
imagination to visualize what happened just before the moment in the picture and
what will happen next and what the result will be.40

Picture are not just an aspect of method but through their representation of
places, object and people they are an essential part of the overall experiences we
must help our students to cope it.

From the description above, it can be denied that there are many things that
will influence the result of teaching and learning process such as material to be
tought, the environment of teaching and learning process, the instruments used in
explaining material, method and technique of teaching and so on.

7. Strength and Weakness of Using Picture

In applying teaching prepositions using pictures, on the one hand, there are
always obstacles or problems that should be faced by a teacher. In this case, it is
usually called as weakness.

Pictures have several weaknesses as a medium in teaching learning process.
It can be caused by the size and distance. May be it is too small and the distance is
too far. So, it is so difficult to be seen clearly by the students. The lack of color in

p. 28.
some pictures will also restrict proper interpretation. Besides, students do not always know how to read pictures. Those reasons above that can cause misunderstanding as stated below;

a. Sizes and distance are often distorted.
b. Lack of color in some pictures limits proper interpretation, and
c. Students do not always know how to read the pictures.

On the first hand, there are some things that make teacher become easier to teach goal of teaching and learning process. Then, it is called the strength of pictures. The possibilities of using picture in teaching a foreign language are practically unlimited, and success comes to teacher with foreign, and imagination. Many of the advantages are obvious. Picture provide necessary variety, are popular.

Tang Li Shing said that teaching English through pictures is not only effective and interesting, but also practical and economical. Specifically, picture contribute to:
- Interest and motivation
- A sense the context of the language
- A specific refrence point or stimulus

There are also strength of using pictures in teaching learning English, are as follows:

a. Easy to prepare.
b. Easy to organize.
c. Interesting.
d. Meaningful and authentic.
e. Suffcient amount of language.

Picture can be used to provide students with either the general context or to illustrate particular points. Pictures also can be used by the students to show their understanding non – verbally for example by pointing no detail in a picture or adding information to a drawing. It helps the teacher in order to send themassages of the materials to their students as good as possible. The use of pictures is helpful when pupils have limited experience and when they are just beginning to develop
a stock of words. Therefore, some of the teachers use this approach to get the purpose of teaching-learning process and make the class alive.

B. MEDIA

Media is kinds of media that can be seen and can be touched by the teacher also the students related to the subject of the study. In this case, the writer discuss about media in teaching learning process, since it can accelerate the comprehension and can support the memory, besides that, media can build the students interest in study English and it can give an interaction between the content of material with the real world.

Flashcard are cards printed with words and pictures that can be handled easy words and pictures that can be handled easy by the teacher. They are separated pictures about 20x23 cm in size. Flashcard are easy to handle and store they are kinds of media that usually used by the teacher.

Media does not mean to change the function of the teachers, but these media just help the teacher to teach the lesson and help students to understand the lesson easily. From media students will be more interesting so they can learn about the lesson with fun. According to Levie and Lentz there are four functions of using media,

1. Attention function is media for interest and help the students for concrete with the lesson that have a visual meeting, especially pictures can help the students to understand easily the lesson because this media is more interesting so the students can accept the lesson bigger.

2. Effective function is media can make students like read or write with a picture text. Picture can increase their imitation and attitude of the students.

3. Cognitive function is media or picture that can help to reach purpose for understand and remember information or message in the pictures.

---

4. Compensatory function is media that gives context for understand to help students a low in read to organize information in the text and remember again. In another word media can help low students to accept the lesson easily.

Using of visual media has some function for teaching and learning in descriptive writing. Media are beneficial in classroom for many reason. One example is for crowded classroom during a special demonstration in areas. Teacher is able to use media in their classroom to enlarge dissection and experiment in crowded classroom. Used media is useful in day to day activities and lessons within the classroom. Next is interesting, because it is possible for media give a variation pictures with an interesting color and media also can give more message with limited time.

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching learning process is needed to attract students’ attention and to make teaching learning activities more interesting and also effective. The use of media in teaching learning process is not a new thing. Many teachers know that media will be helpful. Media give students something new. Media are the means for transferring or delivering messages. Li-Ling Kuo states that a medium is called the educational medium when the medium transfers message for teaching. He adds that use of media is important and it is impossible to coordinate teaching with learning without using media.42

Media are flexible because they can be used for all level of students. Teaching media also can encourage students to take more responsibility for and control over their own learning, engage in joint planning in syllabus, and take longer term perspective on their own learning. Since media give many advantages, a teacher should consider a medium to be used in teaching learning process.

1. Introduce Media.
   a. Before learning the lesson: showing media before the discussion gives an image to which they can compare the topics under discussion.
   b. After learning the lesson: showing media after describing a theory or lesson allows the instruction to use the scenes as a case study. This approach helps students develop their analytical skills in applying what they are learning.
   c. Before and after: repeating the media is especially helpful when trying to develop student understanding of complex topics. Utilize the media before the discussion to give students an anchor. Guide students through a description or discussion of the topic. Rerun the media as a case study and ask students to analyze what they see using the theorist and concept just discussed. Also punctuate the rerun with an active discussion by asking students to call out the concept they see in the scenes. This can help to reinforce what they have just learned.

C. Thinking Framework

A description text is a text that describes the features of someone, something, or a certain place. Descriptive text is introduced at the first year of junior high school then continued until senior high school. But the student found some difficulties in learning descriptive text. For instance, in writing descriptive text the student need to broaden their ideas and imagination in order to make a vivid and clear descriptive writing. Meanwhile, stimulating their brain to produce the ideas and imagination cannot use merely a whiteboard and marker as the teaching aid.

To overcome this problem, the teacher needs to use another teaching aid to arouse the students’ imagination. In this case, the writer proposes pictures in teaching descriptive writing. By using pictures in teaching description writing, the student will have fun and easier to learn it. Picture can increase the understanding of the student about the material. Moreover, picture can be used as ornament to make the material more appealing. Then foremost, pictures can stimulate the
students to enhance their ideas and imagination so that it will help them in writing a good and vivid descriptive text.
CHAPTER III
RESEARCH METHODOLOGY

This chapter is present and consists of place and time of the study, Participant of the study, population and sample, instrument of the research, data collecting technique, and data analysis.

A. Place and Time of This Study

The research of this study was held at the tenth grade student of Senior High School SMK Tunas Grafika Informatika Jakarta Selatan.

B. Method Of The Study

The method in this study was a descriptive text method. The writer used the descriptive text as the method to analyze the effectiveness using picture in teaching and to take the data.

C. Population and Sample

The population of this research in the eighth grade student which consists of seven classes all together, namely class X.1 up to X.7. The writer took out two classes from the population as sample of this research which consists of 80 students, which are divided into 2 classes, namely class X.1 and class X.3. For the experiment class appointed X.1 as the sample that get the treatment, while the other class (X.3) get the controlled class in the study.

D. Instrument of the Research

In the research used two instruments which are used for gathered the data that she needs, they are; pre-test and post-test as the research instruments to collect the data. Test is used in order to know the difference achievement between experiment class and controlled class after the treatment was given. Test meant here was to ask students and the students were ask to write.
E. The Technique of Data Collecting

In this research, data were collected. Test is used in order to know the effectiveness of using pictures in teaching descriptive text using picture media at seven grade student of senior high school SMK Tunas Grafika Informatika. The test technique is the main technique in collecting the data. The pre-test and post-test were given both in experimental class and controlled class to find out their understanding in learning descriptive writing, and it is categorized as comparative test between experimental and controlled class. It was conducted five times in which four times as teaching and learning process in both classes and the last meeting was used to give the test to the both classes.

The students were asked to write three short paragraph of descriptive text in which every paragraph consist of 5 sentences.

In analyzing the students test, the writer used the formula in Table 3.1 below that is adapted from scoring profile by Jacob et al.43

Table 3.1
Scale for Assessing the Students’ Writing Descriptive Test

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Right content, true grammatical, accurate punctuation</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Right content, true grammatical, inaccurate punctuation</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Right content, false grammatical, accurate punctuation</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Right content, false grammatical, inaccurate punctuation</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Wrong content, false grammatical, inaccurate punctuation</td>
<td>1</td>
</tr>
</tbody>
</table>

F. The Technique of Data Analysis.

Text was used by the researcher in collecting the data. The data from test was gained to find out the result of students in learning descriptive writing by using picture which was applied in the experimental class, then without pictures in controlled class. It was obtained from X.1 as controlled class and X.2 as an experimental class of Senior High School SMK Tunas Grafika Informatika Jakarta Selatan.

After getting the data, the researcher used Pre-Test, which was adepted by teacher of English, to find out the effectiveness of pictures in teaching descriptive writing. There are several steps that the writer had to do before applying the Pre-test.

1. Determining means of variable X and variable Y by using this formula

\[
x_1 = \frac{\sum X_1}{N}
\]

\[\bar{x}_1 = \text{Mean of pretest score of variable X}\]

\[X_1^2 = \text{Mean of posttest of variable X}\]

\[N = \text{Number of sampling}\]

2. Determining means of variable X and variable Y by using this formula

\[S_1^2 = \text{Standard Deviation of variable X}\]

\[S_2^2 = \text{Standard Deviation of variable Y.}\]

3. Determining the significance by using t-test formula as follow:

\[t = \frac{x_1 - x_2}{s_{x_1 - x_2}}\]
CHAPTER IV
RESEARCH FINDINGS AND INTERPRETATION

This chapter consists of the description of data description, data analysis, hypothesis testing, and data interpretation

A. Research Finding
   1. Data Description

   To know the result of the test, the writer calculate the result of the pretest and posttest of both experiment and control class; where variable X is the experiment class, and the variable Y is control class. The table is as follow:

   Table 4.1
   Students’ Pretest and Posttest Scores on Experimental Class

<table>
<thead>
<tr>
<th>No</th>
<th>Pretest score</th>
<th>Posttest Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>-1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
### Experiment Class (X)

<table>
<thead>
<tr>
<th>No</th>
<th>Pretest Score</th>
<th>Posttest Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>4</td>
<td>3</td>
<td>-1</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

\[ \sum X_1 = 87 \]
\[ X_1 = 3.9 \]
\[ \sum X_{1.2} = 138 \]
\[ X_{1.2}^2 = 6.2 \]
\[ \sum X = 51 \]
\[ MX = 2.3 \]

### Control Class (Y)

<table>
<thead>
<tr>
<th>No</th>
<th>Pretest Score</th>
<th>Posttest Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>1</td>
<td>-1</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.1

Students’ Pretest and Posttest Scores on Controled Class
<table>
<thead>
<tr>
<th>No</th>
<th>Pretest Score</th>
<th>Posttest Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

\[ \begin{align*}
\sum Y_1 &= 85 \\
\sum Y_1 &= 109.5 \\
\sum Y &= 24.5 \\
\bar{x}_2 &= 3.8 \\
X_2^2 &= 4.9 \\
MY &= 1.1
\end{align*} \]

The table shows that the pretest scores of both classes are on same level, means that the students’ writing descriptive is generally average. Though there is a difference in posttest score of each class. The table shows that the experiment class has higher gained score than the control class. As shown in the chart above:
Chart 4.2

Students’ Scores of Each Class

The chart 4.2 shows about that student in experiment class got higher growth score than students in control class. The writer interprets that using pictures is more effective in improving students’ ability in the learning of writing descriptive text teaching. But, the writer does not want to stop analyze here, she continues to analyze the data by using t-test to know the significance of differences between experiment class and control class.
2. Data Analysis

After writing the comparison between the scores of experiment class and control class, the writer calculates them to the t-test formula as follow:

4. Determining means of variable X and variable Y by using this formula:

\[ \bar{x}_1 = \frac{\sum X_1}{N} = \frac{87}{22} = 3.95 \]

\[ \bar{x}_1^2 = \left( \frac{\sum X_1^2}{N} \right) = \frac{138}{22} = 6.27 \]

\[ \bar{x}_2 = \frac{\sum X_2}{N} = \frac{85}{22} = 3.88 \]

\[ \bar{x}_2^2 = \left( \frac{\sum X_2^2}{N} \right) = \frac{109.5}{22} = 4.97 \]

Where \( \bar{x}_1 \) is mean of pretest score of variable X; \( \bar{x}_2 \) is mean of pretest score of variable Y; \( \bar{x}_1^2 \) is mean of posttest of variable X; and \( \bar{x}_2^2 \) is mean of posttest of variable Y.

5. Finding the Standard Deviation of each sample, the formula which used is:

\[ S_1^2 = \frac{\sum X_1^2}{N} - \bar{x}_1^2 \]

\[ = \frac{138}{22} - (3.95)^2 \]

\[ = 6.27 - 15.60 \]

\[ = -9.33 \]

\[ S_2^2 = \frac{\sum X_2^2}{N} - \bar{x}_2^2 \]

\[ = \frac{109.5}{22} - (3.88)^2 \]

\[ = 4.97 - 15.05 \]

\[ = -10.08 \]

Where \( S_1^2 \) is Standard Deviation of variable X, and \( S_2^2 \) is Standard Deviation of variable Y.
6. Determining the Standard Error, the formula used is:

\[
\hat{\sigma}_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{\hat{\sigma}_1^2}{N_1} + \frac{\hat{\sigma}_2^2}{N_2}} \times \sqrt{\frac{N_1 + N_2}{N_1 N_2}}
\]

\[
= \sqrt{\frac{22.(-9.33) + 22.(-10.08)}{22+22-2} \times \frac{22+22}{22.22}}
\]

\[
= \sqrt{\frac{(-205.26) + (-221.76)}{42} \times \frac{44}{484}}
\]

\[
= \sqrt{0.39.0.09}
\]

\[
= 0.03
\]

7. Determining the significance by using t-test formula as follow:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{\hat{\sigma}_{\bar{x}_1 - \bar{x}_2}}
\]

\[
= \frac{3.95-3.88}{0.03}
\]

\[
= \frac{0.07}{0.03}
\]

\[
= 2.33
\]
8. Finding the Degree of Freedom, the formula used is:
\[ df = N_1 + N_2 - 2 \]
\[ = 22 + 22 - 2 \]
\[ = 42 \]

9. Determining t-table\(^{44}\) in significance level 5% and 1% with df.
\[ df = 42 \]
Significance level 5% of df 42 (see appendix) is 2.01
Significance level 1% of df 42 (see appendix) is 2.69

10. Comparing the t-score with t-table:
The writer compares \( t_0 (t_{observation}) \) with \( t_\alpha (t_{table}) \) that if \( t_0 > t_\alpha \) it means that \( H_0 \) (Null hypothesis) is rejected and \( H_a \) (Research Hypothesis) is accepted, but when \( t_0 < t_\alpha \) it means that \( H_a \) is accepted and \( H_0 \) is rejected.
\[ t_0: t_\alpha = 2.33 > 2.01 \]
\[ t_0: t_\alpha = 2.33 < 2.69 \]

3. Hypothesis Testing
The statistic hypothesis states that if \( t_0 \) is higher than \( t_\alpha \) it means that there is significance difference and Research Hypothesis \( (H_a) \) is accepted.

From the result of statistic calculation above, it indicates that the value of the \( t_0 \) is 2.33 with the degree of freedom (df) is 42. In this research, the writer uses the degree of significance in the level of 5% and 1% which in the table of significance shows that level 5% of df 42 is 2.01 and level 1% of df 42 is 2.69. Comparing the \( t_0 \) with each value of the degree of significance, the result is 2.01 < 2.33 > 2.69. Since \( t_0 \) score in the table is higher than \( t_\alpha \) score in the level of 5% obtained from the result of calculating, the Research Hypothesis \( (H_a) \) is accepted and the Null Hypothesis \( (H_o) \) is rejected.

\(^{44}\)Taken from internet on http://davidmlane.com/hyperstat/t_table.html
It means that using pictures has a significant difference to the learning of plural nouns as seen from the result of statistic calculation both experiment class and control class.

B. Interpretation

As stated above that $t_o$ is higher than $t_t$ so the Research Hypothesis ($H_a$) is accepted and the Null Hypothesis ($H_o$) is rejected. Thus, it means that the learning of writing descriptive text by using pictures is successful. It can be seen on the table above that the students of experiment class who received pictures in learning descriptive text got higher scores than students in control class who received conventional teaching. It can be concluded that pictures are effective in improving students’ ability in the learning of plural nouns for first grade students at SMK Tunas Grafika Informatika Jakarta Selatan.

Based on the writer observation, the students of experiment class have higher motivation in the teaching-learning process than students of control class. The experimental class atmosphere is also more active and lively. So that, they enjoy the teaching-learning process and learned the materials easily. In control class, the students seem bored and less motivation.

However, the writer could not deny that there are weaknesses in using pictures in teaching writing descriptive text at SMK Tunas Grafika Informatika Jakarta Selatan. The weaknesses are come from teaching preparation. In teaching preparation, the teacher has to prepare not only the materials to be taught, but also the media and tools which will be used in teaching activity. In preparing the media, pictures, the teacher have to look them for in internet and printed them out. It took much time and money than control class which did not use any media or tools in the teaching activity.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The previous data described that the value of $t_o$ is higher than $t_e$ so the Research Hypothesis ($H_a$) is accepted and the Null Hypothesis ($H_0$) is rejected. Thus, it means that the learning writing descriptive using pictures is successful in improving students’ ability in learning plural nouns.

Based on the previous data can be concluded that using pictures is more effective in improving students’ ability in learning writing descriptive using picture teaching; and it also has good influences to the students. Based on the writer observation, the students of experiment class have higher motivation in the teaching-learning process than students of control class. The experiment class atmosphere is also more active and lively. So that, they enjoy the teaching-learning process and learned the materials easily. In control class, the students seem bored and less motivation. And these all can be seen from the result of the research which is held by the writer.

B. Suggestion

There are some suggestions that can be given in relation to the writer’s conclusion. Based on conclusion we can be delivered some suggestion about to:

1. The English teacher should be creative and innovative in developing the teaching-learning activities in classroom. It hopes to make students have more motivation and interesting in learning English.

2. The English teacher should make the classroom atmosphere lively by using appropriate method and teaching aids.

3. The school should support all the teachers activities to be more creative and innovative in teaching.

4. The school in the classroom such as; media, and any tools that are needed by the teacher.
5. The students should enrich their vocabularies in order they can produce a good sentence when the method applied.

6. Supporting teachers-students interaction. The presence of the picture as interesting realita in this study also facilitated the interaction between the students and the teacher. The observation data show that more than half the class participated in asking question and giving ideas. Most of them were actively involved in the learning process, making comment or asking question about the instruction as well as about the picture, whether to the teacher or to their classmates.
BIBLIOGRAPHY


Hartono, Rudi. *Genre of Texts*. Unpublished. Semarang State University: English Departement Faculty of Language and Art, 2005


Hidayati. *Kurikulum KTSP 2006*. Standar Isi SD, SMP, dan SMA.


Taken from internet on [Http://davidmlane.com/hyperstat/t_table.html](http://davidmlane.com/hyperstat/t_table.html).


Appendix 4

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main island of the archipelago: Wangi Wangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukang Besi Island.

The archipelago, that is located in the diverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world’s marine tourism object is now preparing it self and ready to welcome you and your family with hospitality and its particular culture, The Wakatobi is also home to Operation Wallacea, a UK based, non profit conservation group looking at sustainable development of fisheries and coral reef research. An independent non commercial website has been set up about a marine park. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people.

Wakatobi is also situated geographically at the world’s coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world’s collection comparing to the two world’s famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.
1. What is the text about?
A. Wakatobi as a tourist spot.
B. Wakatobi as a research spot.
C. Wakatobi as a fishing center.
D. Wakatobi as a conservation center.
E. Wakatobi as regency.

2. Wakatobi is located in a larger group of island called . . .
A. Wangiwangi.
B. Kaledupa.
C. Tomea.
D. Binongko.
E. Tukangbesi.

3. What is the operation of Wallacea?
A. Non-profit conservation group looking at sustainable development of fisheries and coral reef research.
B. The additional sources about the biodiversity, conservation and local people.
C. Tourist and travel information about the Wakatobi.
D. It is part of the Wakatobi National Park.
E. The world’s marine tourism objects.

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion
range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

4. What did Victoria do before being a solo singer?
A. Married to David Beckham
B. Worked as fashion designer
C. Joined The Spice Girl
D. Created fashion style
E. Wrote many books

5. We found in the text that....
A. Victoria named her fragrance by dVb style
B. Beckham is Victoria's autobiography
C. Beckham is Victoria's brand for her fragrance
D. Posh Spice is the title of her new album
E. Spice Girls is Victoria's label for her wardrobe

6. Based on the text, what do we know about Victoria?
A. She is an ordinary woman
B. She is a multi-talented woman
C. She designed The Spice Girls
D. She married to an ordinary person
E. She arranged many songs for The Spice Girls
I have a “super” mother. My mother is now in her late fifties. She comes from a family of traditional Cantonese middle class people. She has some knowledge of traditional…. (7) For fever, loss of appetite and minor cough. She is quite tall and medium built. She looks much younger than her age. She…. (8) Mandarin fluently and English quite well. She is an excellent cook, and her grandson once said that her cooking skills could match those of a chef in a restaurant. She is very friendly and…. (9). She never fails to help anyone to who needs her help. She likes to travel and, like any other woman, she likes to shop.

7. ……………
A. food
B. menu
C. pastry
D. beverage
E. remedies

8. ……………
A. asks
B. learns
C. cleans
D. speaks
E. exercises

9. ……………
A. rude
B. smart
C. quick
D. pretty
E. helpful

Have you ever seen how some people run a business office? There are some professions that have very important roles in business activities. These professions are related to each other in an
organization. The professions discussed here are banker, accountant, and secretary.

A banker is a person who conducts banking. He may be the owner of a bank or he can be the member of the board of directors who operated the bank. Bankers give loans to business offices, firms, factories, to operate or expand their business.

An accountant is a person who has charge of the accounts of a company. He is the one who records, keeps financial accounts and makes financial statements. He plays an important role to make the firms remain in good financial condition.

A secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. The assistant or private secretary of an executive always deals with the business letter writing of that person. The secretary is, therefore, concerned with any business that the firm undertakes. The secretary must be qualified and able to speak English, fluently. There are certain types of duties that a secretary is responsible of, such as making appointments, receiving orders, making reservations for the manager, sending letters of congratulations or condolence, sending invitations etc. She also makes an agenda for the manager. An office usually has more than one secretary who are always busy doing their duties.

10. What is the topic of the second paragraph?
A. How a banker gives credits
B. The financial system of a bank
C. The job description of a banker
D. A banking business as a company
E. The board of directors

11. An accountant who works unprofessionally will …
A. bring big profit for the company
B. improve the book keeping of the business
C. harm the financial management of the firm
D. help the manager plan his expenditure
E. complete his work properly

12. The main idea of the fourth paragraph is ...
A. the office can hire two secretaries
B. a secretary should prepare the manager's agenda
C. the manager should help the secretary complete her job
D. English is not so important for a private secretary
E. a secretary often makes appointments with the manager

13. Which of the following statements are not true?
A. A manager should follow whatever his secretary says
B. An accountant must deal with the finance of the firm
C. Most banks deal with receipt and transmission of money
D. A professional banker is needed to run money business
E. A good secretary should master English

14. He plays an important role to make the firms remain in good financial condition, (paragraph 3). The underlined word means ...
A. administrative details of a firm
B. any credits taken from banks
C. loan procedures in a bank
D. line of jobs in an office
E. monetary position

15. The secretary is, therefore, concerned with any business that the firm undertakes. (paragraph 4). The synonym of the underlined word is ...
A. inspects
B. observes
C. performs
D. holds
E. tries
Appendix 6

KEY ANSWER

1. A
2. E
3. A
4. C
5. C
6. B
7. E
8. D
9. E
10. C
11. C
12. A
13. A
14. E
15. D
Appendix

My family has four members: these are I, my sister, and parents of course.

My mother is 47 years old. Her name’s Anisa. She’s thin-faced and she’s got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he’s still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He’s very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers’.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.
<table>
<thead>
<tr>
<th>No</th>
<th>REFERENCES</th>
<th>SIGNATURE OF ADVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>17</td>
<td>Newsom Doug and Wollert James A.</td>
<td><em>Media Writing News for the Mass Media</em></td>
</tr>
<tr>
<td>19</td>
<td>Nunn David</td>
<td><em>Language Teaching Methodology</em></td>
</tr>
<tr>
<td>20</td>
<td>Pardiyono</td>
<td><em>Teaching Genre-Based Writing</em></td>
</tr>
<tr>
<td>21</td>
<td>Ploeger Katherine</td>
<td><em>Simplified Paragraph Skills</em></td>
</tr>
<tr>
<td>22</td>
<td>Raimes Ann</td>
<td><em>Technique in teaching Writing</em></td>
</tr>
<tr>
<td>23</td>
<td>Raymond, James C.</td>
<td><em>Writing is an Unnatural Act</em></td>
</tr>
<tr>
<td>24</td>
<td>Taken from internet on</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Weigle Cushing Sarah</td>
<td><em>Assessing Writing</em></td>
</tr>
</tbody>
</table>