

**THE IMPLEMENTATION OF PICTURES AS MEDIA TO IMPROVE
STUDENTS' DESCRIPTIVE WRITING ABILITY
AT SMP 1 PRINGSEWU**

(A Script)

By

Abia Brilliant Dinarguna
NPM 1813042016



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2022**

ABSTRACT

THE IMPLEMENTATION OF PICTURES AS MEDIA TO IMPROVE STUDENTS' DESCRIPTIVE WRITING ABILITY SMP 1 PRINGSEWU

By

ABIA BRILLIANT DINARGUNA

The objective of this research is to find out whether there is any significant improvement in students' descriptive writing ability after the implementation of pictures as media. This research is a quantitative research, which use a one-group pre-test and post-test design.

The population of this research is the seventh grade students of Junior High School 1 Pringsewu. The sample for this research is class 7.1 which consisted of 30 students. The writing test is administered as the instrument of the research.

The data is analyzed by using the Paired Sample T-test. It is used to prove the hypothesis in this research. The result of the T-test in this research shows that the value of the significant level is lower than the alpha level ($0.00 < 0.05$). It means that H1 is accepted that there is a difference in students' writing ability after the implementation of pictures as media. The difference indicates that there is an improvement after the implementation of pictures. Thus, it can be concluded that pictures can be applied to improve students' descriptive writing ability. Based on the result of the research, it is suggested to the teachers to practice the use of pictures as teaching media in writing descriptive text since it would develop students' writing skills.

Keywords: *pictures, writing ability, descriptive text*

**THE IMPLEMENTATION OF PICTURES AS MEDIA TO IMPROVE
STUDENTS' DESCRIPTIVE WRITING ABILITY
AT SMP 1 PRINGSEWU**

By

Abia Brilliant Dinarguna

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2022**

Research Title : **THE IMPLEMENTATION OF PICTURES AS MEDIA TO IMPROVE STUDENTS' DESCRIPTIVE WRITING ABILITY AT SMP 1 PRINGSEWU**

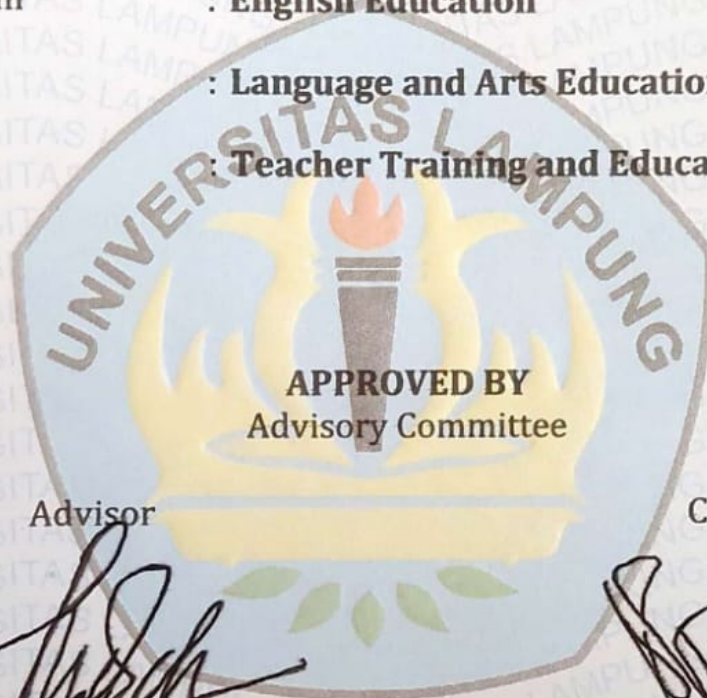
Student's Name : **Abia Brilliant Dinarguna**

Student's Number : **1813042016**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



APPROVED BY
Advisory Committee

Advisor

Prof. Dr. Cucu Sutarsyah, M.A.
NIP 19570406 198603 1 001

Co-Advisor

Drs. Burhanuddin, M.Pd.
NIP 19570406 198603 1 003

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko Rusminto, M.Pd.
NIP 19640106 198803 1 001


ADMITTED BY

1. Examination Committee

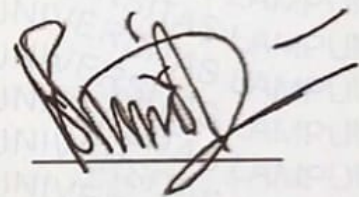
Chairperson : Prof. Dr. Cucu Sutarsyah, M.A.



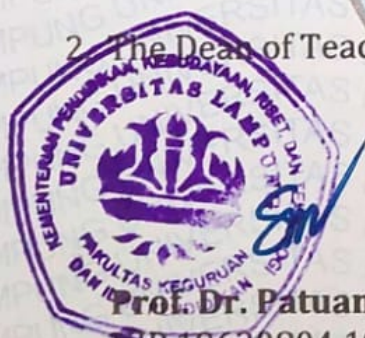
Examiner : Dr. Feni Munifatullah, M.Hum.



Secretary : Drs. Burhanuddin, M.Pd.



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Patuan Raja, M.Pd.

NIP 19620804 198905 1 001

Graduated on : July 25th, 2022

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Abia Brilliant Dinarguna
NPM : 1813042016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Implementation Of Pictures As Media To Improve Students' Descriptive Writing Ability

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

Bandar Lampung, 09 Agustus 2022
Yang membuat pernyataan,



Abia Brilliant Dinarguna
NPM 1813042016

CURRICULUM VITAE

Abia Brilliant Dinarguna was born in Sumber Agung , on August 3rd,2000. She is the first child from the greatest parents, Hadikul Anwar and Sri Rahayu. She has one brother, named Girhan Biru Langit.

She graduated her elementary school at SDN 1 Patoman in 2012. Then, she continued her study in SMPN 1 Pringsewu. She graduated from junior high school in 2015. Then, she studied in SMAN 1 Pringsewu and finished 2018.

She pursued her study to S-1 degree of English Education Study Program, Faculty of Teacher Training and Education (FKIP) of University of Lampung in 2018. She carried out a Teacher Training Program (PPL) at SMAN 16 Bandar Lampung. She passed her final examination on July 25th, 2022.

DEDICATION

This script is fully dedicated to my beloved parents who always supporting,
praying, and motivating me to finish the script.

MOTTO

“Stop Complaining, Start Moving”

ACKNOWLEDGEMENTS

Alhamdulillahirobilalamin, praise to Allah SWT, the almighty and merciful god, for his blessing and mercy the writer with faith, health and opportunity so that the writer is able to finish this script. The title of this script is The Implementation of Pictures as Media to Improve Students' Descriptive Text Writing Ability. This script is presented to English Education Study Program of Teacher Training and Education Faculty of Lampung University as compulsory fulfillment of the requirements for S1 degree.

This script could never come to existence without any support, encouragement and guidance from several dedicated people. In this occasion the writer would like to express her deepest gratitude to:

1. Prof. Dr. Cucu Sutarsyah, M.A. as the first advisor for his guidance, idea, kindness and patiently giving his encouragement and advice during the accomplishment of this script.
2. Drs. Burhanuddin, M.Pd. as the second advisor for his assistance, motivation and guidance until the completion of this script.
3. Dr. Feni Munifatullah, M.Hum as the examiner and as the head of English Education Study Program who has given constructive suggestions to complete this script.
4. Prof. Dr. A.G. Bambang Setiyadi, MA as the academic advisor and all English Department lecturers who have given great contribution in improving the writer's knowledge during this study.
5. Suprpto, M.Pd as the headmaster of SMP N 1 Pringsewu for allowing the writer to conduct the research.

6. Siti Nurhayati, S.Pd as the English teacher at SMP N 1 Pringsewu for her kindness and her guidance during the research, and the students of Class VII.1 for being so cooperative during the research.
7. Hadikul Anwar and Sri Rahayu as her greatest parents, for supporting, motivating, and praying for each step during finishing the script.
8. Girhan Biru Langit as her beloved brother for entertaining her when the writer gets tired during the accomplishment of this script.
9. Her classmates in English Department 2018, especially for Raudah Nursasmita, Nunik Febrianti, and Rizki Amalia Dinanti for always encouraging and helping her in doing the script.
10. Her lovely friends: Mila Aulia, Elma Aryani, Elmo, Asna, Hanifah and others for a pleasure time to pass everyday in all situations.

Finally, the writer expects this script will be meaningful for readers and will be beneficial as a reference for other researchers who want to conduct similar research. Therefore, the researcher is completely aware that this script is far from perfection.

Bandar Lampung, July 1st 2022

The Writer,

Abia Brilliant Dinarguna

TABLE OF CONTENTS

ABSTRACT	i
CURRICULUM VITAE.....	ii
DEDICATION.....	iii
MOTTO	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
LIST OF TABLE	x
LIST OF APPENDICES	xi
I. INTRODUCTION	1
1.1. Background	1
1.2. Research Questions	3
1.3. Objectives of the Research	4
1.4. Uses of the Research	4
1.5. Scope of the Research	4
1.6. Definition of Terms	4
II. LITERATURE REVIEW	6
2.1. Writing.....	6
2.2. Aspects of Writing.....	7
2.3. Teaching Writing.....	8
2.4. Descriptive Text	9
2.5. The Picture	10
2.6. The Procedures of Teaching Writing Descriptive Text by Using Pictures	11
2.7. Theoretical Assumption	13
2.8. Hypothesis	13
III. METHODS	14
3.1. Research Design	14

3.2. Population and Sample	15
3.3. Data collecting technique	15
3.4. Procedures of Data Collecting Technique	16
3.5. Instruments of the Research	17
3.6. Validity and Reliability	17
3.7. Data Analysis	20
3.8. Hypothesis Testing	22
IV. RESULTS AND DISCUSSION	24
4.1. RESULTS	24
4.2. DISCUSSION	29
V. CONCLUSION AND SUGGESTION	32
5.1. CONCLUSION	32
5.2. SUGGESTION	32
REFERENCES	34
APPENDICES	37

LIST OF TABLES

1.	Table 3.3 Result of reliability of the pre-test score	19
2.	Table 3.4 Result of reliability of the post test score.....	20
3.	Table 3.5 Result of normality test of pre-test and post-test	22
4.	Table 4.1 The Difference of Students' Writing Score in the Pre-Test and Post-Test.....	27
5.	Table 4.2 The Distribution of Students' Pre-test and Post-test Score.....	27
6.	Table 4.4 Paired Samples T-test	29

LIST OF APPENDICES

1. Junior High School Curriculum	38
2. Scoring Rubric for Writing Test	38
3. Lesson Plan	40
4. Pre-test and Post-test	49
5. Students Works on Pre-test and Post-test	51
6. Attendance List	64
7. T-Table	66
8. Permit Letters	69
9. Photographs	70
10. Result of Students' Pre-test and Post-test	71

I. INTRODUCTION

This chapter focuses on the problem of this research. Those are background, research questions, objectives of the research, uses of the research, scope of the research, and definition of term that are used in research.

1.1. Background

According to Crystal (2003), English is fast acquiring the position of a world language, and no other language has spread as widely over the globe. Its acquisition can guarantee the availability of opportunities to employment, traveling, higher education, and even better life (Crystal, 2017). Therefore, mastering English is a must since it is expected to be able to make people aware about the future.

Based on Government Regulation (PP, Number 28,1990), states that English is important and categorized as a compulsory subject in Junior High School level. In curriculum 2013, students are expected to use English in both spoken and written form, it can be seen from basic competence to be achieved by students as the goal of language teaching-learning process in Junior High School. In order to master it, the students must be proficient in four areas such as listening, speaking, reading, and writing.

Comparing to those three other language skills, writing is the most complicated skill to be learnt. As stated by Westwood (2008, p. 56), writing is certainly the most complex of all skill to master because it requires the proper coordination of many various cognitive, linguistic, and psychomotor processes.

Furthermore, Raimes (1983) states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand. Writing is also used by students to fulfill any academic requirements at length such as writing observation report, book, and thesis (Supriyadi, 2015). Moreover, students in Junior High School are required to compose several kinds of text, one of which is descriptive text (Depdiknas, 2006).

In the teaching learning process, it can still be found that students still have problems in writing. As claimed by Campbell (2002) that the most difficult part of writing for students is putting their ideas and facts into papers because they are scared that their ideas will not be written appropriately. This situation demonstrates that many students still struggle to express thoughts and develop their ideas into written forms, particularly in paragraph writing. In writing, students focus not only on how to write good sentences or paragraphs, but also on how to write good content. However, there are some aspects of writing that must be addressed before they begin writing. As stated by Jacobs et al (1981), that there are five aspects of writing that students need to consider in order to make a good writing, they are: content, organization, vocabulary, language use, and mechanic.

In fact, based on the pre-observation at Junior High School 1 Pringsewu by interviewing the English teacher, it is discovered that most of the students become confused when the teacher asks them to write. For example, when students are given a task to write descriptive text by the teacher, they have difficulties in exploring and expressing their ideas into words. Therefore, students quit writing and get worried as a result.

Based on the problems above, the researcher uses pictures as media to help students in resolving their writing difficulties, particularly in descriptive text. The picture is a two-dimensional visual representation of people and things (Brown et al, 1994). According to Wright (1989), picture has two advantages. First, since pictures can represent places, objects, and people, it is used to help students retell experiences or understand something. Second, picture helps students to understand general contexts. By seeing it, students are able to write sentences related to the picture they have seen, then students can compose the whole paragraph by combining the sentences.

Related to the previous research about pictures as media in teaching writing Kurotun (2015), states in his research with the title Improving Students' Ability In Writing Descriptive Text by Using Picture at the seventh grade students of SMP Plus Azzahro Pegadon in the academic year of 2014/2015 that pictures can be applied as one of the techniques to improve students' writing ability since the result of the study shows that there is improvement of the test and observation from the first cycle to third cycle.

Another similar previous research was done by Rambe (2019). The objective of the study is to describe whether pictures can improve the students' descriptive text writing. The result of the research can be concluded that pictures are significantly effective to be applied toward students' writing descriptive skill. By using pictures, it helps students to improve their writing skill in writing descriptive text in terms of content, organization, vocabulary, grammar and mechanics.

In line with the research above, a research entitled using pictures as teaching media in writing descriptive text at SMPN 3 Garut by Vanes & Setiawati (2021) states that the implementation of pictures is an appropriate media to develop students' ability in writing descriptive text because it helps the students to express their ideas and the teacher will be more easily to explain in order to create a descriptive text.

Furthermore, since previous studies show that the pictures is an effective media in improving students' writing skills, the researcher aims to conduct further research with the title "The Implementation Of Pictures as a Media To Improve Students' Descriptive Writing Ability."

1.2. Research Questions

In line with the background explained above, the researcher formulated a research question as the main problem:

Is there any improvement of students' descriptive writing ability after the implementation of pictures as media?

1.3. Objectives of the Research

The objective of the study is to find out whether there is any improvement of the students' descriptive writing ability after the implementation of pictures as media.

1.4. Uses of the Research

In relation to the research question and objective, the finding of this research may be beneficial for theoretically and practically. The uses of the research are as follows:

1. Theoretically, the findings of this study can be used as the reference in teaching writing to improve students' abilities, particularly in writing descriptive text.
2. Practically, the findings of this study can be used for English teachers as a technique in teaching writing, particularly in writing descriptive text.

1.5. Scope of the Research

This study is quantitative research, which deals with the implementation of pictures to improve students' writing skill in descriptive text. Therefore, the researcher focuses on descriptive text especially describing people as the material. The subject of this research is one class in the seventh grade of Junior High School 1 Pringsewu.

1.6. Definition of Terms

There are some terms that the researcher uses to provide the basic understanding of the concept. The researcher defines these terms as follows:

1. Writing
Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand (Raimes,1983).
2. Picture

Picture series is one of the media that helps the process of brainstorming during the writing process as visual aids which motivate to bring inspiration to build the concepts and raise the ideas to write their paragraphs (Muna, 2016).

3. Descriptive Text

Descriptive text is a kind of a text that describe a particular person or thing or place specifically. It is like painting pictures with words, in which when the readers read the description it presents information about something specifically so that it is just like they see the picture (Tompkins, 2004).

This chapter has discussed about background of the problem, research questions, objectives of the research, uses of the research, scope of the research and the definition of terms used in the research.

II. LITERATURE REVIEW

This chapter is concerned with the discussion on the definition of writing, descriptive text, pictures as media, theoretical assumption, and hypothesis.

2.1. Writing

Writing is a skill in which people express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand (Raimes, 1983). Furthermore, according to Phelps 2001, as cited in Pratiwi (2016), explains writing as an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-responded arrangement. Therefore, in producing writing, a writer may hold a thinking activity to express the writer's ideas and thoughts through the use of structure and vocabulary to combine the writer's ideas as a means of communication. Thus, it makes writing as a difficult skill to master since it requires some stage in the process of composing it. As Elbow (1973) states that writing is a two-step process. The first step is to figure out what the meaning is, and the second step is to put that meaning into language.

From some explanations by experts above, the researcher concludes that writing is a complex activity of generating our ideas, feelings, and thoughts in written forms using eyes, brain, and hand logically, coherently, and well-arranged which requires some stage in order to get a good composed writing that can be understood by the readers easily.

2.2. Aspects of Writing

According to Jacobs et al (1981) that there are five aspects of writing that students need to consider in the process of making composition in order to make a good writing, they are:

1. Content

The term "content" refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. The purpose of a content paragraph is to convey ideas rather than to perform the special functions of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of the content (coherence). It has sentences that are logically organized and flow smoothly within the paragraph. It's not only an attempt to piece together a jumble of facts and ideas. Even in early drafts, it may still be looking for order, trying to distinguish patterns in its material, and trying to bring the specific details of the subject.

3. Vocabulary

Vocabulary refers to the selection of words that are appropriate for the content. It starts with the assumption that the writer wishes to express his ideas as clearly and directly as possible by selecting words that precisely express his meaning.

4. Language use

Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic

Mechanic refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentence, spelling, punctuation, and capitalization within the paragraph.

Based on the statements above, it is possible to conclude that in order to produce good writing, students must consider five aspects of writing: content, organization, vocabulary, language use, and mechanics.

2.3. Teaching Writing

Brown (1994) defines teaching as "showing or assisting someone in learning how to do something, providing knowledge, causing to know or understand." In other words, teaching can be a process of giving instruction or guidance to the students. It means that in teaching, the teacher is the person who gives guidance to students in order for them to learn new skills or knowledge.

According to Richards and Renandya (2002), The four language skills taught in schools (listening, speaking, reading, and writing), writing is the most difficult subject for the students. The difficulties are in generating and organizing idea as well as translating the ideas into readable text. It is necessary for the teacher to produce the technique which are suitable to the students' interest and need. The technique has to be capable of help the students in generating and organizing their ideas into a text.

In addition, Richards and Renandya (2002) states that the teacher's correction may lead to the students' improvement on writing work and may make writing interesting, challenging, and enjoyable. Responding and giving feedback to the students' writing can be both oral and written form.

Moreover, according to Nunan (2003), teaching writing is the process of delivering ideas and thoughts into sentences and paragraphs. Thus, teacher is hoped to enable students to organize the ideas, sentences and paragraphs correctly. A writer selects the topic to write, organize the ideas, write a draft, read, and revise it. So, the process of writing needs long time. It means a teacher should let the students to use the time longer in writing a task.

From the explanations above, it can be said that teaching writing is a process in which the teacher gives a guidance to the students not only to write sentence but also to organize their ideas into written form properly.

2.4. Descriptive Text

According to Tompkins (2004) descriptive text is a painting pictures with word. The meaning is the students describe about something, such as picture, person, thing, animal, and place. The objective of descriptive text is the reader can feel that they see an image while they are reading a descriptive text. Therefore, the writer must describe what it looks like the object details in order the readers get information about object or picture clearly.

In descriptive text, there are generic structure and language features. The students cannot write a descriptive paragraph correctly unless they have generic structure and language features. According to Wardiman (2008) the generic structure of descriptive text into two parts, they are:

1. Introduction: the part of the paragraph that introduces the character (general information)
2. Description: the part of the paragraph that describes the character (specific information)

Besides generic structure, descriptive text also has language features. According to Kistono (2007) the language features of a descriptive text are follows:

1. Proper Nouns (to name a person, animal, thing, place), e.g. father, my dog, school,etc.
2. Simple Present Tense (to tell the fact of the object described), e.g. she is very smart, he has a big nose,etc.
3. Adjectives (to clarify the noun), e.g. beautiful,smart, handsome,etc.
4. Thinking and Feeling Verbs (to express the emotions or thoughts of the subject), e.g. think, believe , decide,etc.
5. Action verbs (to express the action of the subject),e.g. run,dance,cry,eat,etc.

From those explanation, it can be concluded that descriptive text means a text that describes about what it looks like the object details in order the readers get information about object clearly. The object can be a picture, person, thing, animal, or place. In writing descriptive text, the writer should consider the generic

structure of the descriptive text as well as the language features that built the text when creating descriptive text.

Here is an example of descriptive text.

My Father

My father's name is David. He is a hardworking man. He works as a government employee.

His body is tall, like my youngest brother. His hair is black and straight, same as mine. He has brown complexion because he likes working under the Sun.

I love talking to my father. He is a wise man who always gives me great advices. We learn about being a hard-worker from him. We love him very much. He is a great father for us.

(Taken from: <https://writerriver.com/examples-of-descriptive-essays-about-a-person/>)

2.5. The Picture

The pictures is used as the media for teaching writing in this research, therefore the researcher given the definition and the role of the pictures before implementing the pictures in teaching writing.

1. Definition of Picture

Picture is a visual representation of a person or a thing which can illustrate what teachers wish to teach, so that the students can imagine it. According to Wright (1989), pictures are not just an aspect of method, they are an essential part of the overall experience due to their representation of places, objects, and people. It means that pictures can help students to retell experiences or understand something since they can represent place, object, people, etc.

Moreover, Marianne and Sharon (1998:93) stated that pictures are sort of visual instructional materials that can be utilized more effectively to develop

and enhance motivation, as well as to teach or improve english skills. Pictures can also be used in a variety of ways to improve learning and practice.

Based on those definitions, the researcher concludes that picture is a visual representation of a person or a thing which can help students to illustrate something.

2. The Role of Picture in Teaching Writing

As one of media which can be used by the teacher in teaching learning process, picture has several roles. Wright (1989) also states that pictures can be used for teachers and students in whatever syllabus they are following.

There are several roles of pictures in teaching writing as stated by Wright (1989). The roles are as follows:

- a. Pictures can motivate students and encourage them to pay attention and participate in the learning process.
- b. Pictures can provide an overview of the context in which the language is used.
- c. Through controlled practice, pictures can bring responses to questions.
- d. Pictures provide information that can be used in conversation, discussion, describing and storytelling.

Based on the explanation above, it can be concluded that pictures is a media which has several roles in teaching learning process such as it can be used by the teacher to encourage students to pay attention and participate in the learning process.

2.6. The Procedures of Teaching Writing Descriptive Text by Using Pictures

Here are the steps that introduce the topic of describing people using pictures by using steps from Blanchard and Root (2003), which will be described as follows:

1) Pre-writing

It is a preparation step before writing process. This step includes brainstorming, which includes warming up the brain in order to generate ideas for writing.

For example:

- a. The teacher asks to the student such as *‘‘Do you know Cinta Laura? Who is she? what does she look like?’’*
- b. The teacher starts the lesson by giving an an explanation about descriptive text (social function, generic structure and language features).
- c. Then,the teacher gives an example of picture of famous person, and the picture will be explained by the teacher.
- d. The students are asked to describe by identifying the information they can find based on the pictures such as *‘‘She is an artist. She is very beautiful’’*.
- e. To help the students, the teacher also gives some guided questions such as *‘‘How about her hobby? What is her hobby based on the picture?’’*

2) Writing/Drafting

In this step, students need to translate their thought in mind into paragraphs as the rough draft. For example: The teacher asks students to begin writing descriptive text (by considering the generic structure and the language features explained by the teacher) about famous person based on the pictures given by the teacher.

3) Revising

The last step is revising, it is the most important step after students have produced a draft. They need to analyze the draft, which may be unclear, or ungrammatical. For example: after doing peer correction, they will get some comments and suggestions as feedback. They can check their mistakes and revise it. Then they have to submit their final work to the teacher.

2.7. Theoretical Assumption

The researcher assumes that implementation of picture as media gives an improvement of students' writing ability. Concerning some issues, the researcher discovered through observation that most students still struggle to express their thoughts and develop their ideas into written forms, particularly in paragraph writing. According to a theoretical review, the pictures can help students improve their writing achievement, by implementing pictures as media, students will be able to stimulate their creativity and have guidance in developing their ideas and constructing paragraphs effectively.

Meanwhile, in descriptive text the students have to describe and analyze something specifically. By using pictures in creating descriptive text, students will collect information about the things that they will describe as much as they can. Therefore, pictures as media can be effectively used in teaching writing, especially descriptive text.

2.8. Hypothesis

Based on the explanation in basic assumption above, the hypothesis of this research is explained as follows:

Ho There is no difference of students' descriptive writing ability after the implementation of pictures as media

H1 There is difference of students' writing descriptive ability after the implementation of pictures as media

This chapter has discussed about definition of writing, aspects of writing, teaching writing, descriptive text, picture, teaching writing descriptive text using pictures, advantages and disadvantages of pictures for writing, procedure teaching writing descriptive text through pictures, theoretical assumption and hypothesis.

III. METHODS

This chapter discusses about the research design, population and sample, data collecting technique, procedures of data collecting technique, scoring criteria, instrument of the research, validity, reliability, data analysis, and hypothesis testing.

3.1. Research Design

This research was quantitative research. The aim of this research was to find out the improvement of students' descriptive writing ability after the implementation of pictures as media in the seventh grade of Junior High School 1 Pringsewu. The researcher used one group pre-test post-test. The design was to compare the students' scores in pre-test and post-test after the treatment (Hatch and Farhady, 1982). The research design is presented as follows:

T1 X T2

T1 : Pre-test

T2 : Post-test

X :Treatment

3.2. Population and Sample

The population of this research was the seventh grade students at Junior High School 1 Pringsewu. There were six classes of the seventh grade and each class consists of 30-32 students. The researcher used one class as the experimental class by using random sampling. The name of each class was written on a small piece of paper. Then the paper rolled up and put in a box for shaking. It was used to make sure that all the classes get the same chance to be selected. Then, the class 7.1 was selected as the experimental class.

3.3. Data collecting technique

1. Test

The aim of this research was to find out whether there was an improvement of students' descriptive writing ability by seeing the difference between pre-test (before the treatment) and post-test (after the treatment). The data would be gained from:

- a. Pre-test. Pre-test was conducted in order to find students' ability in writing descriptive text before the treatment. The pre-test was a writing test and it was conducted within 60 minutes. The researcher asked the students to make descriptive text about describing people (the students were free to choose their favourite idol).
- b. Post-test. After conducting the treatment, the post-test was administered. It would be done in order to know the difference of students' ability in writing descriptive text after the treatment. The researcher asked the students to make descriptive text by using the same direction in the pre-test, and asked them to have any consideration in aspects of writing; content, organization, grammar, vocabulary, and language use.

3.4. Procedures of Data Collecting Technique

In collecting the data, this study used the following steps:

1. Selecting materials for treatment

The researcher selected some materials about descriptive text from books and the internet for treatment.

2. Identifying the population and choosing sample

The population of this research was the seventh grade of Junior High School 1 Pringsewu. The researcher chose one class as the experimental one by using random sampling.

3. Conducting a pre-test

The pre-test was conducted to measure students' writing ability before treatment. Here, the students in experimental class were assigned to write a descriptive text about describing people. The students were free to choose their favourite idol. The time allocation was 60 minutes. The instruction to make descriptive text in the pre-test was same as the instruction in the post-test.

4. Giving treatment

After giving the pre-test to the students, the students in the experimental class are given treatment by using pictures as media in writing descriptive text. The topic was about describing people. The treatment was conducted in three meetings with the duration 90 minutes per meeting.

5. Conducting a post-test

In order to see the difference of students' writing skill after the implementation of pictures as media, the post-test was given in the experimental class after they are given the treatment. The students were free to choose their favourite idol to make descriptive text. The time allocation was 60 minutes.

6. Analyzing the test result

After scoring pre-test and post-test, the data was analyzed by using Paired Sample T-test. The aim was to find out whether there was an improvement after the implementation of pictures as media.

3.5. Instruments of the Research

To answer the research questions, the instrument of this research was writing test, it was writing descriptive text. The researcher administered writing test twice at pre-test and post-test to find out the difference of students' writing descriptive text ability after the implementation of pictures. The students made descriptive text for their favourite idol. The students are given a chance to make writing composition for about 60 minutes in each pre-test and post-test.

3.6. Validity and Reliability

Validity and reliability are concepts used to indicate how good a method or the test measures something. In other words, by considering validity and reliability, it will evaluate the quality of a research.

1. Validity

According to (Hatch and Farhady, 1982), a test could be considered valid if the test measures the objectives to be measured and suitable with the criteria. There are several types of validity, but the content validity and construct validity are used in this research.

a. Content Validity

According to (Hatch and Farhady, 1982) the content validity is the extent to which the test measures a representative sample of the subject matter content. In line with the statement above, (Setiyadi, 2018) states that the content validity is concerned with whether it is appropriately representative and comprehensive for the test. In other words, the material provided is

appropriate for the curriculum. The descriptive writing test is used in this study which relate to the educational goals in the 2013 English curriculum and the syllabus for junior high school students. As a result, the test is considered valid in terms of content validity because the writing test represents a representative sample of language skill and structure. (See the appendix 1)

2. Construct Validity

According to Hatch and Farhady (1982), construct validity is concerned with the instrument form, which examines the research instrument's appropriateness to the research object. It means that the test design is already matched with the learning objective. Furthermore, Setiyadi (2018) states that construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured. Therefore, the instrument should examine the students' writing ability and the test items should involve the five aspects of writing; content, organization, language use, vocabulary, and mechanics that is adapted from Heaton (1991). (See the appendix 2)

2. Reliability

A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982). In other words, reliability refers to the consistency of the measure. To verify the consistency of the pre-test and post-test scores and to avoid writer subjectivity, inter-rater reliability is implemented. It is judged or rated by two or more people. In this research, the first rater is the English teacher at the school. Her name is Siti Nurhayati, S.Pd.

She is an English teacher in SMA 1 Pringsewu and also SMP 1 Pringsewu, and she has a lot of experiences in teaching students. The second rater is the researcher. The correlation coefficient between two raters (Intra-class Correlation Coefficient) will be used by the researcher to determine inter-rater reliability. In this case, the correlation coefficients will be analyzed using the standard of reliability coefficient as follows:

- 0.80000 - 1.0000 : very high reliability
- 0.60000 - 0.7999 : high reliability
- 0.40000 - 0.5999 : medium reliability
- 0.20000 - 0.3999 : low reliability
- 0.00000 - 0.1999 : very low reliability

(Hatch and Farhady, 1982: 206)

Based on the standard of reliability above, it can be concluded that the writing tests will be considered reliable if the tests reach at least 0.60 (high reliability).

The reliability of the pre-test and post-test can be seen on the table below:

Table 3.3 Result of Reliability of the Pre-test Score
Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.742 ^b	.525	.868	6.742	29	29	.000
Average Measures	.852 ^c	.688	.929	6.742	29	29	.000

Based on the result of inter-rater test was 0.742, it indicated that the test was reliable. It was in the level of high reliability.

Table 3.4 Result of reliability of the post test score
Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.750 ^b	.467	.848	5.779	29	29	.000
Average Measures	.827 ^c	.636	.918	5.779	29	29	.000

Based on the result of inter-rater test was 0.750, it indicated that the test was reliable. It was in the level of high reliability.

3.7. Data Analysis

In analyzing the data gained from pre-test and post-test, the researcher analyzed the data by using following steps adopted by (Hatch and Farhady,2006).

1. Scoring the pre-test and post-test. After scoring pre-test and post-test from all students, then the average scores between two raters is taken to be the final score.
2. Tabulating the result of the test and calculate the mean.
3. Drawing conclusion by comparing the means of pre-test and post-test.

To prove the hypothesis proposed in this research, the data was analyzed by using Paired Sample T-test. According to Setiyadi (2018), using Paired Sample T-test for hypothesis testing has three basic assumptions that can be described as follows:

1. The data is an interval.
2. The data is taken from random sample in population, because every student has the same capability.
3. The data is distributed normally.

Before analyzing the data, the normality of the data should be analyzed in order to know whether the data are normally distributed or not. The data is tested by *One-sample Kolmogrov-Smirnov*. The significant level of 0.05 is used to determine the normality of the data. The hypothesis is accepted if the result of the normality test is higher than 0.05 ($\text{sign} > \alpha$).

The hypothesis of normal distribution will be described as follows:

H0: the distribution of the data is normal

H1: the distribution of the data is not normal

The hypothesis is accepted if the result of the normality test is higher than 0.05 ($\text{sign} > \alpha$). To find out whether the data is distributed normally or not, the test of normally was used as follows:

Table 3.5 Result of Normality Test of Pre-Test and Post-Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRE-TEST	.116	30	.200*	.972	30	.587
POST-TEST	.105	30	.200*	.957	30	.254

From table 3.5, the value of Kolmogorov-Smirnov significance in pre-test (0.200) and the value of normality test in post-test (0.200) was higher than 0.05. It could be inferred that H₀ was accepted and H₁ was rejected. It could be said that the data was normally distributed.

3.8. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis in this research is accepted or not. The hypothesis testing is stated as follows:

Ho There is no difference of students' descriptive writing ability after the implementation of pictures

H1 There is difference of students' descriptive writing ability after the implementation of pictures

H₀ will be accepted if the significant value is higher than 0.05 (Sign. >0.05)

H₁ will be accepted if the significant value is lower than 0.05 (Sign. <0.05)

This chapter had discussed about research design, population and sample, data collecting technique, procedure of data collecting technique, instrument of the research, validity and reliability, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use pictures as a media in teaching writing and for those who want to conduct similar research.

5.1. CONCLUSION

The researcher concludes that there is improvement of students' descriptive writing ability after the implementation of pictures as media. To see whether there is improvement or not, it can be seen from the difference score between pre-test and post-test, because the comparison of pre-test and post-test score is an indicator that there is an improvement. In this research, the mean of pre-test is 61,06 and post-test is 70,70 with the increase 9,64. Moreover, the hypothesis proposed in this research is proven by statically result of Paired Sample T-test that significant value is lower than alpha ($0.00 < 0.05$).

5.2. SUGGESTION

In reference with the conclusions above, the writer gives some suggestions as follow:

1. Suggestions for English Teachers

There are some limitations of this research such as the lack of property to support the teaching learning activity in the class, the teacher should make sure

that there is a projector to show the pictures to the students. So that the English teacher can apply pictures as media to improve students' descriptive writing ability easily and effectively since it will help the students to produce concept through their thoughts by seeing the pictures.

2. Suggestion for further researchers

Because of the students' condition is different each other, the researcher must be smart to control the class in order to make the students to pay attention for every researcher's explanation. Not only that, before conducting the research, the researcher should improve their English skills.

REFERENCES

- Blanchard, Karen and Christine Root. (2003). *Ready to Write*. New York: Pearson Education, Inc.
- Brown, H. D. (1994). *Principles of language learning and teaching*. USA; Prentice Hall, Inc.
- Crystal, D. (2003). *English as a global language*. New York: Cambridge University Press.9
- Crystal, D. (2017). *English as a global language*. Cambridge University Press.9
- Departemen Pendidikan Nasional. (2006). Kurikulum tingkat satuan pendidikan.
- Elbow, P. (1973). *Writing without teachers*. New York: Oxford University Press.
- Hatch, Evelyn and Farhady, H. (1982). *Research design and statistics for applied linguistics*. Rowley: Newbury House Publisher, Inc.
- Heaton, J.B. 1991. *Writing English Language Tests*. England: Longman Group UK Limited.
- Jacobs, H. D., S. A. Zingrat., D. Rwormuth., V. F. Hatfield. & J. B. Hughey. (1981). *Testing ESL composition: A practical approach*. Tokyo: Newbury House Publisher, Inc.9 Jakarta: Depdiknas.
- Kartika, Arif, Joko Nurkamto, A. Handoko Pudjobroto. (2013). Improving The Students' Writing Skill by Using Picture.
- Kistono, et all. (2007). The bridge English competence. Yudistira: Jakarta.
- Kurotun, S. (2015). Improving Students' Ability in Writing Descriptive Text By Using Picture.
- Marianne, C., & Sharon, H. (1998). Technique and Recourse in Teaching Grammar. (New York: Oxford University Press.), p. 73.

- Muna, Devika Khairara (2016) Using picture series in teaching descriptive text writing (a study at the eighth grade of SMP Negeri 23 Semarang in the academic year of 2016/2017). Undergraduate (S1) thesis, UIN Walisongo.
- Nunan, D. (2003) . *Language Teaching Methodology*. New York: Prentice Hall
- Nurfainul. (2019). Using Photographs To Improve Students' Writing Ability On Descriptive Paragraphs. *A Pre-Experimental Research at the 8th grade of SMPN 1 Tinggimoncong, Gowa*.
- Peraturan Pemerintah. (1990). *Peraturan pemerintah Republik Indonesia nomor 20 tahun 1990 tentang pendidikan dasar*. Lembaran RI Tahun 1990, No. 20. Jakarta.
- Pratiwi, Y. E. (2016). *The use of raft strategy in teaching writing procedure text at the second grade of SMA 3 Bandar Lampung*. (Unpublished script.) Lampung University, Lampung.
- Rambe, H. (2019). Improving The Students' Skills In Writing Descriptive Text Through Picture At Eight Grade Of MTS Hifzil Qurán Medan in Academic Year 2018/2019.
- Raimes, A. (1983). *Techniques in teaching writing*. New York: Oxford University Press.
- Richards, J. C, & Renandya, W. A. (2002). *Methodology in language teaching*. New York: Cambridge University Press.
- Setiyadi, Ag. Bambang. (2018). *Metode penelitian untuk pengajaran bahasa asing*. Yogyakarta: Graha Ilmu.
- Supriyadi. (2015). Pengembangan model pembelajaran menulis karya ilmiah berpendekatan konstruktivisme. *LITERA*, Volume 14, Number 2, 361-375. doi: <https://doi.org/10.21831/ltr.v14i2.7210>
- Tompkins, G.E. (2004). *Teaching writing: Balancing process and product*. New York: Mac millan.
- University of Lynchburg. (n.d.). Freewriting techniques. Retrieved October 09, 2021, from <https://www.lynchburg.edu/academics/writing-center/wilmer->

writing-center-online-writing-lab/drafting-a-document/freewriting-techniques/ University Press.

Vanes, A. P., & Setiawati, P. (2021). Using Pictures as Teaching Media in Writing Descriptive Text

Wardiman, A. (2008). *English in focus*. Jakarta: Pusat Perbukuan Pendidikan Nasional.

Westwood, P. (2008). What teachers need to know about teaching methods? Camberwell: Victoria

Wright, Andrew. (1989). *Pictures for Language Learning*. Cambridge: Cambridge.