USING PICTURE IN DESCRIPTIVE TEXT TOWARD WRITING SKILL AT THE SECOND YEAR STUDENTS OF SMPN 19 MONCONGLOE MAROS

SKRIPSI

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UNIVERSITAS BOSOWA
2017

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March 27th , 2017

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ABSTRACT

ABDUL MUADZDZINUL HAQ BAHAR, 2017. *Using Picture in Descriptive Text Toward Writing Skill at the Second Year Students of SMPN 19 Moncongloe Maros.* (Supervised by H. Herman Mustafa and A. Hamzah Fansury).

The purpose of this research is to find out whether or not the use of Picture Method can increase students' writing ability at the Second Year of SMPN 19 Moncongloe Maros.

The research used experiment design. The population of the research was class VIII which the total is 94 students and consist 0f 4 classes. The sample of the research was class VIII-1 consisted of 24 students. The Writer took this class as a sample because most of them still poor in writing.

After conducting the research and analyze all data, the writer found out that the value of t-test was 2.77 and t-table was 2.093. It Indicate that t-test higher than t-table (tt = 2.77 >tt = 2.093). The result show that in the end of the test the students writing ability increased.it supported by the different value between pre-test and post-test. From the result which described previously it show that the use of Picture Method can improve the students in Writing at SMPN 19 Moncongloe Maros.

Keyword: Picture Method, writing ability, descriptive text

ABSTRAK

ABDUL MUADZDZINUL HAQ BAHAR, 2017. *Using Picture in Descriptive Text Toward Writing Skill at the Second Year Students of SMPN 19 Moncongloe Maros* (Dibimbing oleh H. Herman Mustafa dan A. Hamzah Fansury).

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan Metode Gambar dapat meningkatkan kemampuan menulis siswa SMPN 19 Moncongloe Maros.

Penelitian ini menggunakan jenis penelitian experiment. Jumlah populasi penelitian ini adalah siswa kelas VIII yang berjumlah 94 siswa yang terbagi ke dalam 4 kelas. Peneliti memilih sampel kelas VIII-1 yang berjumlah 24 siswa. Tujuan peneliti memilih siswa kelas VIII-1 sebagai subjek penelitian karena rata-rata siswa pada kelas ini masih kurang mampu dalam menulis dengan baik.

Hasil analisis data pada pre-test dan post-test menunjukkan bahwa nilai t-test adalah 2.77 dan nilai t-table 2.093. Berarti nilai t-test lebih bagus dari pada t-table atau (tt = 2.77 >tt = 2.093). Hal itu menunjukkan bahwa kemampuan siswa dalam menulis pada akhir penelitian meningkat. Hal ini teridentifikasi dengan adanya hasil perbedaan yang significant antar nilai pre-test dan post test. Hasil penelitian ini menunjukkan bahwa penggunaan Metode Gambar yang di ujicobakan di SMPN 19 Moncongloe Maros ternyata cukup berhasil.

Kata kunci : Metode Gambar, Kemampuan Menulis, Teks Deskriptif.

ACKNOWLEDGEMENT

Alhamdulillahi robbil alamin, the writer expresses her sincere gratitude to the almighty God, Allah SWT, who has given guidance, mercy, and good health, salawat and salam are due to chosen messenger to prophet Muhammad SAW, so that the writer could finish writing skripsi and encouragement during the period of her study.

In writing this skripsi the writer found many difficulties, so the writer realized that the skripsi has a lot of mistakes. The writer needs corrections and suggestion in order become perfect. The writer would like to express the greatest gratitude and appreciation, especially to :

The Dean of Faculty of Teacher Training and Education Dr. Mas'ud Muhammadiah, M.Si.

Hj. Restu Januarti, S.Pd.I,.M.Pd as the Head of English Language Education Department, who has really kind and humble to take care the writer.

Dr. H. Herman Mustafa, M.Pd as the first supervisor and A. Hamzah Fansury, S.Pd.,M.Pd as the second supervisor for giving guidance,help,advice, suggest and correction and useful comment in finishing this skripsi.

All lecturers and staffs in Faculty of Teacher Training and Education University of Bosowa Makassar whose name could not be mention one by one for their knowledge, support, and help until the writer complete this skripsi.

Headmaster of SMPN 19 Moncongloe Maros, who has given permission to conduct the research. Mrs. Sitti Rahmah the English teacher who has allowed to conduct a research in his class. All students of SMPN 19 Moncongloe Maros especially of class VIII.1 who helped me to do this research.

Thanks from the deepest of my heart to my beloved parents Baharuddin, S.Pd.I and Erna who always give a pray, support, affection, advices and guidance, and for my beloved brother Muh. Syakiruddin Bahar, Mujaddid Bahar and for my beloved sister Mukhlishah Bahar, Mudzakkiroh Bahar and Muslimatul Khayrah Bahar, S.Pd and for all my family thanks for all of your help, support and suggestion.

Special thanks to the writer for my beloved friends Rafael R. Beribe, Herman Tulak, Osias Tesen, Helbin, Febriani Citra Dewi, fakhri husaini, Nurfadila hasani, Arum Hardiyanti, Astri utari, Ahyun, Dwi Ariyanti sirenden, Rusman darmawan and for all my friends who always help, give suggest, supports and motivates. They all have given me a cheerful, joyful world and beautiful togetherness.

My friends in English Education Department, especially of Class A PE 2012 academic year. Thanks for our togetherness and attention.

The last, the writer does realize that this skripsi is far from being perfect. Therefore, suggestion and criticsms will surely be appreciated.
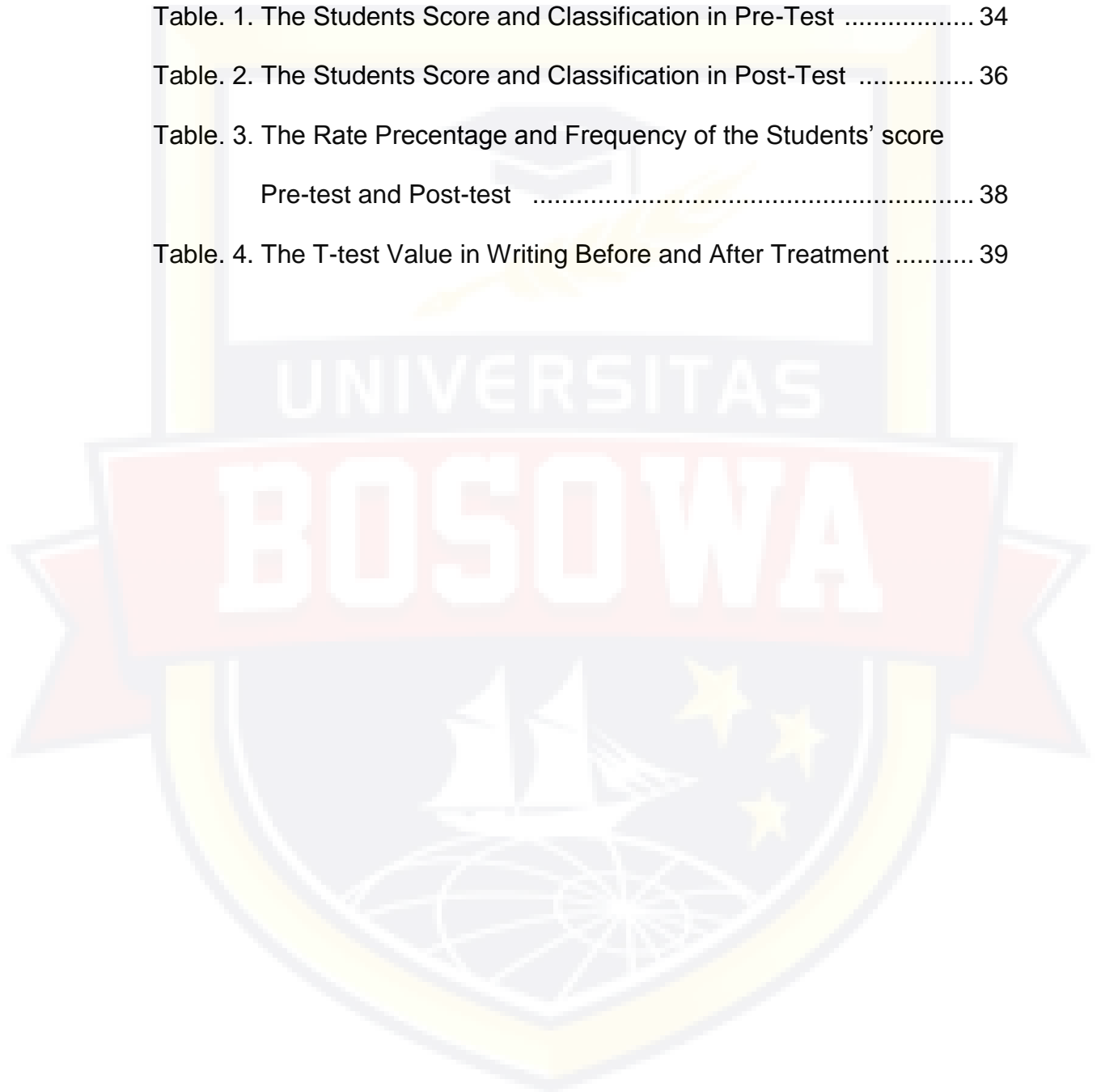
Makassar , March 2017

The Writer

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CHAPTER I

INTRODUCTION

In this chapter, the research will present the background, problem statement, objective of the research, significance of the research and the scope of the research.

A. Background

Writing means filling the gap that exists among the ability to express ideas, feelings, and opinions. It is widely admitted that writing is a crucial communication that could not be separated from human life. Writing is an instrument of both communication and self-expression (Pincas, 1986). Writing has an important role when a writer wants to deliver a message to a reader for a purpose. Through writing, the writer can explain things and as a result readers can get information by reading the written message.

Writing is as one of four language skills in English and it is one activity that the students do most in their study. Through writing assignments, the students can express their ideas, respond to the other ideas, tell stories, convey information, and they are expected to be able to compose well-organized writing. Writing ability also can be the ticket to better college grades and greater academic achievement.

On the other hand, there are many students find difficulty when they are asked to write because they do not know how to start and what topic

that they should choose. Besides, uninteresting topic and unsuitable teaching techniques can influence students' interest in writing English.

To break through the problem, English teachers have to be more creative in choosing the materials and techniques which can make the writing class more interesting, exciting and enjoyable. It can be done by choosing an appropriate material and technique that students like based on students' level and background of knowledge. Ali (2009) argues that to boost the students' writing ability, the students have to be creative, create the environment that will allow the creativeness of the students, know ourselves deeply, intimately or patiently with the process of writing, free ourselves from outcome and enjoy the process, have compassion, no doubt, no fear, do not say 'I cannot', learn all the time and do the experiment, and be unique. Some points that he proposed show that the students have to be interested and enjoy the writing process to improve the students writing ability.

Many teachers make efforts to make their class interesting with various methods, techniques, and materials in order to stimulate learning of language skills effectively. The teachers must be able to create situation that provides opportunities and stimulates the students especially to be interested in writing and it is not impossible if they use an authentic material to make the students more enjoy the writing process. The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching have discussed in recent years.

An authentic material means material which is not designed for language teaching purposes, but it is brought into the classroom such as real newspaper reports, magazine articles, advertisements, cooking recipes, songs, and also pictures story. Kilickaya (2004) realized that most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process.

In relation to the previous explanation, materials are divided into two points they are visual and non-visual material. A visual material offers an attractive and stimulating framework for writing practice and has great potential as an aid to develop writing skills since it provides both contexts and stimulation for a variety of activities. One of the visual materials is picture. While non-visual material also is used in stimulating students to comprehend the subject and one of the non-visual materials is sound or we can say as audio. In relation to the teaching writing process, the teacher can combine the two kinds of materials above. They can use audio-visual material as the authentic material in teaching writing to make the students more interested to write based on the given topic.

Teaching using telling picture is very suitable to be applied to the students as a media in writing and also is very helpful for the students in generating and organizing their ideas in writing through picture. Telling pictures speaks thousands of words, it can be very effective way of teaching and learning English language especially in teaching and writing, that telling pictures are very useful. It is not only used as the basic

materials for students composition but also it is effectively stimulates students' imaginative power. So that telling pictures can be very effective way of teaching and learning the English Language especially in writing.

English is an important subject for junior high school students because they will use it for their future. Therefore, writing ability is considered as a very important skill for the students to develop their mastery in English proficiency. It means that students do not have good ideas to start their writing. Consequently, clustering is one of the simple ways to help them in building their mind. It will guide them to make sentences until a good paragraph. Based on the explanation above, the researcher interested to conduct a research entitled **"Using Picture in Descriptive Text Toward Writing Skill at the Second Year Students of SMPN 19 Moncongloe Maros"**.

B. Problem Statement

Based on the background above the writer formulate the problem statement in a question: "Does the use of Picture method increase students' Writing ability at the Second Year of SMPN 19 Moncongloe Maros ?

C. Objective of The Research

Based on the problem statement above the objective of the research was to found out whether or not the using of Picture Method can increase

students' Writing ability at the Second Year of SMPN 19 Moncongloe Maros?

D. Significance of The Research

The results of this study hoped be useful for:

1. Teacher

   a. It can motivate student's in learning English

   b. Can enrich the knowledge of writing learning strategies to be applied and developed in the classroom .

2. Students

   a. It can improve student's ability in writing skill by used Pictures

   b. Students have insight that to know and write their mother would be easier if they write things that are interesting.

E. Scope of The Research

This research was focused on the used of picture in descriptive text toward students' writing skill. This research was conducted at the Second Year of SMPN 19 Moncongloe Maros.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with concept of writing and descriptive text.

A. Previous Related Studies

The study of writing has been discussed in some research, include approaches, methods, and techniques in learning and teaching writing. Those who had done the research are :

Sartika Tamimi (2013:37), "Improving Student Writing Ability in Using Preposition Through Pictures at SMP Negeri 19 Makassar". The result of the research shows that using preposition through pictures method can improve students' writing ability.

Nelli Karlina (2015:41), "Increasing the Students' Writing Ability in Descriptive Paragraph Through POWER (Plan, Organize, Write, Edit, and Revise) Strategy. The result of her research revealed that using paragraph through POWER strategy to increasing students' writing ability is success.

Suri Nisif Maria (2013:38), "Improving Students' Ability in Writing Descriptive Text By Using Rountable Technique at SMP Negeri 17 Makassar". The result of the research shows that the use descriptive text through roundtable technique can improve students' writing ability.

B. Concept of Writing

1. Definition of writing

Writing is one of the important skills in teaching English. It has always occupied place in most English Language course. Niystrand (1989:10) that writing could be systematical visible and permanent representation of the Audiotory and transiet of phenomeno of speech. Meyers (2005:2) stateswriting is a way to produce language, which you do naturally when you speak. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

According Harmer, (2004:86) stated that writing is a process that what we write is often heavily influenced by the constrains of genres, and then these elements have to be present in learning activities.Byrne (1980:24) defines that writing is a primary means of recording speech, even though it must be acknowledge as a secondary medium of communication.

From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought by using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen.

2. Components of writing

Jacobs (2003:45) argues that there are main five components of writing. They are content, organization, language use, vocabulary, and mechanics.

a. Content

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for rhe reader, so that they can get the good information from it. To have a good content of writing, the content should be unity and complete. Unity in writing means that each sentence must relate each other and support main idea, while completeness means that the main idea has been explained and develop fully by particular information.

b. Organization

Organization concern with the way of how the writer arranges and organizes their idea and their message in writing form which consist of some partial order. In writing, the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the reader.

c. Language Use

Language use in writing involves correct usage of the rules language or grammar. It focuses on verbs, noun, and agreement specific noun and strong verbs give a reader a mental image description this specific noun can be charaterized by using modifier can be phrase. There

are many opportunities for errors in use of verb and mistake in arragement are very common. Mistake in written work and however, are much serious, and science we have an opportunity. To re-read and to correct what we have written. We should avold errors in verbal forms, subject-verb agreement and pronoun antecedent agreement in a case of noun and pronoun.

d. Vocabulary

Vocabulary is one of the language aspect dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

e. Mechanic

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definetely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing.

These parts of Mechanic in writing :

1) Capitalization

The use of capitalization in the writing can clarify the ideas if the sentences are capitalized correctly, ambiguous meaning and misunderstanding, would be appeared. Besides, correct capitalization also helps the reader to differientate one sentences to others.

2) Punctuation

It can be used as a unit of meaning and suggest how the units of its relation to each other.

3) Spelling

There are three important roles followed in using spelling appropriately. They are suffix addition, plural addition, and handling error within the words.

Based on that explanation, in making a good writing we should follow those rules. The rules and component of writing is important to make the reader know our writing, so our writing has meaning.

c. Types of writing

1. Description

Oshima in Asniar (2015:20) explains that descriptive writing to the senses, so it tells how something looks, feels, smells, and/or sounds. A good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an

artist who paints a picture that can be "seen" clearly in the mind of the reader. In a description, writers often order is the arragement of items in order by space.

2. Narration

Narrative is a story about an event or experience that happened to you in past Ann Hogue and Alice Oshima(1997:24).Fonster also defines narration as a kind of writting that aims to give information to the reader through set of events or stories. Story in general, is everything told by people. People told something to you, it means that the people tell you a story. It may be an event or report of event.

3. Argument

Argumentative writing is a composition, which means supportin one side or the otherbof conversional topic. Argument is designed to convince that something is true. Its method is to make a general statement and support it, conclusion by aseries of facts. Argument depend for its effectiveness on logical reasoning and concrete support for stated facts. (http:// abba soft.com/types of writing. Html)

4. Comparison and Contrast

Comporison and contrast is a kind of essay developed by comparison emphasize and similarities on likeness between people, place, or abstraction.

d. The Characteristic of writing

The teaching of writing is directed to have a good result of writing. There are four characteristic of a good paragraph namely unity, completeness, order and coherence.

1. Unity

Unity means that all sentences in the paragraph focus on the topic. A paragraph does not have unity if it does not develop or support the main idea of a paragraph. In other words, unity means that all sentences in the directly support the topic sentence.

2. Completeness

A good paragraph is adequately developed. Thus, the writer must tell enough about the main ideas to make it clear to the reader. A complete paragraph provides information well enough and it develops the truth for the reader.

3. Order

Understand the writing passage without having a lot of vocabularies. Vocabulary is also one of the important component of writing should be taken into consideration by the English learner and English teachers because there is no doubt that learning a language always means firstly learning the word of the language itself.

e. Process of writing

When writing, students work through the stages of the writing process. The creation of writing occurs in basically five stages, Picked up from the california writing project on Quantum learning book by Deporter and Hernalky (1992 : 23):

1. Pre writing is the planning and idea-gathering stage. Research outlining diagramming, story boarding or clustering (for a technique similar to clustering, see mind mapping).

2. Drafting refers to the time spents composing a rough draft.

3. Revising is the process of improving the draft review, modification and organization. Students re-read their work and share it with a partner or small group they then make changes in the writing based on the feedback from their peers.

4. Editing is the process of correcting mechanical errors (preferably by another writer)

5. Rewriting

At this stage of the process you will need to work more carefully and input your new writing that you have repaired and change of revising.

6. Evaluation.

Check whether this task has finished or not and when you are satisfied that your writing is clear and correct write it out its final form. Write carefully, make your work as neat as possible.

From the explanations above, we can conclude that every step cannot be separated each other because it can give beneficial process for the students in producing their writing. In producing a good writing, the students also need a motivation from the teacher. The teacher should encourage the students to create the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

f. The Nature of Writing process

The classifies process of writing into four parts namely writing down or nation, writing practice, production or guided writing, and expressive writing. The writer will explain by one follows :

a. Writing down or notation

In this stage of writing down or notation, there are two kinds writing activities namely copying and reproduction. Copying, which is sometimes called transcription, requires the writer to write down as exactly the same as the original printed or graphic symbol. This aims at familiarizing the students will attempt to write without orginally what they have learned orally and what they have read in their text book.

b. Writing practice

In this stage, the students are required to reproduce practiced sentences with adaptions. This requires the ability to manipulate grammatical sentences to express meaning.

c. Produce : Guide Writing

In this stage, the students are given more freedom to delect the lexical item or structural patterns for their writing exercise.

d. Expressing Writing

This involves individual selection of vocabulary and the structure for the expression of personal meaning. Since the students (the foreign language learner) are still unfamiliar with and unable to use wide range of expression based on their command. There are four main stagein writing process : prewriting, planning, writing and revising drafs, and writing to final copy.

1) Pre-writing

Students will concentrate on prewriting techniques, which are activities to help students generate ideas for their writing assignment. When you are faced with a writing assigment, you may sometimes suffer from writer block; that is ideas is not easly come into your head, and you sit starting at your blank paper.

2) Planning (outlining)

In the planning stage, the writer organized the ideas, they generated ideas by brainstorming. The most efficient way to do this is to make an outline. Which, outline is a plan for a paragraph. The writer can write down the main points and subpoints in the order in which they plan to writenabout something.

e. Writing and Revesing drafs

The part of the process in which after outlining is to write and revise several drafs until writer have produced a final copy to hand in. Writing is a continous process of discovery, therefore the writer will think of new ideas that may not be on their brainstorming list or in tier outlining.

f. Writing to Final Copy

That part of the process in which the writer ready to write the final copy to hand in. The writer instructor will expect it to be written neatly and legibly in ink or typed. Besides that joyse s. Steward Stated about process of writing, like the process of growing up is one of accepting, testing and rejecting, of holding fast that which is good.

g. The Importance of writing

There are a lot of reason why writing is important stated by Heaton below :

a. Writing is a tool for discover, we stimulate our tough process by the act writing into information and image we have our unconscious mind.

b. Writing generaties new ideas by helping us to make connection and relationship.

c. Writing helps us to organize our ideas, we can arrange them in coherent form.

C. Concept of descriptive text

a. Definition of Descriptive text

Coke in Suri Nisif Maria (2013 : 17) states taht language us in writing description and other forms of writing involve correct usage and point of grammar.

Pardiano in Suri Nisif Maria (2013 : 17), say that a descriptive text is a text which lists the characteristic of something or someone and description is a mode of expository writing which is relied upon in other expository modes, we sometimes find difficuly in imagining a purely descriptive essay. In a narrative, for example, description can make the setting of characters more vivid; in a process paper it can insure that the audience understand the finished product. Regardiess of how we use description, it is easy to see that it strengthens an essay considerably.

Needi in Suri Nisif Maria (2013 : 18), stated that descriptive text is a text that describes about people, place, and object. But conclin in Yunus say that descriptive text is a text that describes about people, place, and things.

Besides that it also describes about a sense of impression such as the feel, sound taste and smell. Emotion may be described like feeling happiness, fear, loneliness, gloom and joy. Description also helps the readers understand the next through their imagination and visualize a scene or a person or to understand a sensation or emotion.

In summary, a descriptive text is aims to give the reader a clearer understanding of an object. This can be achieved by giving the exact definition of the object, presenting examples, explaining its function as well as indicating different aspects of the referred object or descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

b. The principle of descriptive text

There are three characteristic of a purely descriptive essay which are worthy of remembering. They are :

a. A descriptive essay has one, clear dominant impression. If, for example you are describing a snowfall, it is important for you to decide and to have one dominant impression it cannot be both. The dominant impression guides the author's selection of detail and is theraby made clear to the reader in the thesis sentence.

b. A descriptive essay can be objective or subjective, giving the author a wide choice of tone, diction and attitude. For instance, an objective description of one's dog would mention such facts as height, weight, coloring, and so forth. A subjective description would include the above details, but would also stress the author's feeling toward the dog, as well as its personality and habits.

c. The purpose of a purely descriptive essay is to involve the reader enough so he or she can actually visualize the things being described. Therefore, it is important to use specific and concrete details.

c. **The convention of Descriptive text**

There are four conventions of descriptive text, they are :

a. The descriptive essay relies on concrete, sensory detail to comunnicate it is points. Remember, we have five senses, not one or two.

b. The author of descriptive essay must carefully select details to support the dominant impression. In other words, the author has the license to omit details which are incongruet with the dominant impression unless the dominant impression is one which points out the discrepancies.

c. Description very often relies on emotion to convey its points. Because of this, verbs, adverbs and adjective convey more the reader then do nouns.

d. Unless the description is objective, you must be sure that the dominant impression conveys an attitude.

d. **The strategies of writing Descriptive text**

In writing descriptive text, as the writer we have to know about the strategies in writing descriptive text. There are some strategies in writing descriptive text. They are :

a. Trying giving all the details first, the dominant impression then is built from these details.

b. Checking your details to be sure that they are consistent with the dominant impression. You make even when to write down the five

senses on a scratch piece of paper and check to see that you have convered them all.

c. Tying moving your reader through space and time choronologically. For instance. You might when to describe a train ride from star to destination or a stram from it is cource to the point at which it joins the river.

d. Using a then-and-now approach to show decay, change, or improvement. The house where you grew up might now bw a rambling shack. The variation on this strategy are endless.

e. Selecting an emotion and try to describe it. It might be more difficult to get started, but it can be worthwhile.

e. The generic Structure of descriptive text

In getting easy to write a descriptive text, so we have to know about the generic structure of descriptive text, so the reader can understand the object that we will describe.

a. Identification

1. Identifying the phenomenon to be described.

2. Statement that describe the object that we will describe generally.

3. The statement must be interesting, so it the readers will be interested to read completely.

4. Using the adjective or degree of comparison.

b. Description

1. Giving description about the object that we can be described.

2. Describing the phenomenon in parts, qualities, or/and characteristics.

3. Using good gramatical pattern, such as tense (present tense/ present perfect tense), verb (be, have, lingking verbs), and using the adjectives that is used for describing the condition of object.

According to Anderson in Suri Nisif Maria (2013 : 22-24), the generic structure of descriptive writing consists of identification and description. It can be describe below :

a. Identification

To creating a descriptive, the first thing to do is to make indetification. It introduces or indentifies the phenomenon to be described. It tells about the name, the address, or the location of the object. For clarification of descriptive text are exemplified as follow :

1) Identification in describing a person

All personal names are considered not unique. All indonesian people know that Ida, Joko, and Lisa are personal names. They need no definition. It is not necessary to be defined. In identification, the writer introduces everything sorting that person out of other such as nationaly, job, and relationship to other person, and address. The main purpose is to identify which person the writer meant.

2) Identification in describing an animal

In describing particular animal, the identification must tell about something that shorts that animal out of other the same kinds. In identification, the writer tells about the sense impressions of its uniqueness.

3) Identification in describing a place

Identification in describing a place needs to introduce that place. This can be done by telling everything about the place such as the name of the place, location, how we can get there, etc.

b. Description

Description is the second element of the generic structure of descriptive text. It tells about what the phenomenon, introduced in the identification, looks like. It is to say that identification is the opening of descriptive texr, while description is the body of it.

Description can be syb-divided in to several terms according to what it tells about the phenomenon. One that tells about physical appearance can be termed as description of features. One that tells about the use of something can be termed as description of use etc.

D. Teaching Writing Descriptive Text Using Pictures

A picture is general language which is able to be understood and can be enjoyed every where. Picture provides for most people critical contacts with the real word. According to Raimes (1983), pictures (drawing, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps) can be valuable resources for

teaching writing. She further states that the teacher can find valuable resources in pictures. Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities.

Finocchiaro (1981: 275) mentions that media can help the learning process simpler and make it perfect. The media will allow students to understand better the content of what being taught. Media can also help to shape the learning process as well as interest in the language program and thus provide motivational impulse.

Picture can be the basis for not just one task but many, such as sequencing of sentences to the writing of original dialogues, letters, reports, or essays. Everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention. A picture brings the outside world into the classroom in a vividly concrete way. and a focus of interest for students. Pictures give contributions to students' interest and motivation, sense of language in context, and stimulate students' ideas.

E. Practical Criteria Of Pictures

There are five practical criteria of pictures to be applied in the classroom Wright (1989):

1) easy to prepare,

2) easy to organize,

3) interesting,

4) meaningful and authentic,

5) sufficient amount of the language in order to justify its conclusion in the language lesson.

A picture is a valuable resources as it provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of task.

F. The Roles Of Picture

Heaton (1990:107) The roles of pictures in productive skills are picture can draw students' motivation and attention and make them participate in learning:

1. Pictures can create contextualized language learning activity;

2. pictures may raise interpretation objectively and subjectively;

3. pictures may refer to response of questions,

4. as controlled practices

5. pictures can stimulate and give information in dealing with conversation.

6. story telling and discussion

In everybody life, students may sometimes be required to describe people, objects, places, and even processes. There will also be times when they will have to write about sequences of events, incidents, etc. and give directions. Pictures provide students with ideas for such tasks, enabling them to give their full attention to using written language.

G. Conceptual Framework

The conceptual framework underlying this research is given the following diagram.

```
┌─────────────────────────┐
│    TEACHING ENGLISH     │
└─────────────────────────┘
             ⇩
    ┌──────────────────┐
    │  WRITING SKILL   │
    └──────────────────┘
             ⇩
   ┌────────────────────┐
   │  DESCRIPTIVE TEXT  │
   └────────────────────┘
             ⇩
    ┌──────────────────┐
    │  USING PICTURE   │
    └──────────────────┘
             ⇩
      ┌──────────────┐
      │   ANALYZE    │
      └──────────────┘
             ⇩
      ┌──────────────┐
      │   FINDING    │
      └──────────────┘
```
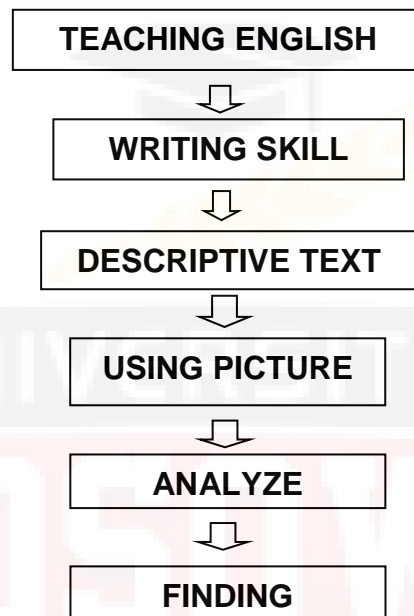
Figure 2.1 Conceptual Framework

The conceptual framework above shows us that the writer will give the pre-test before giving the treatment to the students. The researcher will give treatment to apply the method by use pictures in descriptive text on writing skill in and the give the post-test at the last meeting. After that, the researcher analyze the data according to the result of pre-test and post-test that has been finished by the students before finding the result of the research in using the new method.

CHAPTER III

RESEARCH METHOD

This chapter consists of the research design, place of the research, population and sample, research variable, research instrument, procedure of collecting data and technique of collecting data.

A. Research Design

The writer was applied pre-experimental design. The test of this research was done in three steps. The first test namely pre-test and then treatment and then last test namely post-test, the design of this research was mention as follow :

$$01 \qquad X \qquad 02$$

01   : Pre-test

x   : Treatment

02   : Post-test

(Gay L, 2006:26)

B. Location and Time

In this study, the writer took the second year students of SMPN 19 Moncongloe Maros in academic year 2016-2017.

C. Research Variable and Operational Definition

The variable of the research consist of independent and dependent variable. The independent variable in this research was used Pictures Method in Descriptive text. The dependent variable of this research was writing students ability.

D. Population and Sample

1. Population

The population of this research was the second year students of SMPN 19 Moncongloe Maros consist of 8 classes. Each class consist of 30 students. So, the total of population were 240 students.

2. Sample

The sample of this research was the second year students. This research used cluster sampling technique, in which the sample taken from 30 students at class VIII 1.

E. Research Instrument

In this research, the writer was used writing test.The first test was given at the first meeting to know how far the students achievement about writing especially in Descriptive text. The researcher applied the picture in descriptive text, to know students ability in writing.

F. Procedure of Collecting Data

The procedure of collecting data was given in three steps, namely :

1. Pre-test

   Before given treatment, the researcher was gave pre-test to students. The researcher was constribute the writing test which consist of the topic.

2. Treatment

   The writer choose only one class of two classes at second grade of SMPN 19 Moncongloe Maros. The researcher was explained about descriptive text, make a descriptive text used Telling Pictures method. The writer was took one meeting.

   1. The writer prepared the teaching material.
   2. The writer prepare students' attendance list.
   3. The writer explained about descriptive text
   4. The writer asked students whether the students have any question.
   5. The writer practice descriptive text used telling Pictures method. Example, describe about animal.
   6. The writer asked students to practice how to wrote a descriptive text example describe about animal.
   7. And asked the students wrote down about descriptive text.
   8. The writer asked the students whether the students have any question.

3. Post-test

   After given the treatment to the students, the writer was gave the post-test.

G. Technique of Data Analysis

1. Scoring the students answer

$$Score = \frac{the\ total\ answer}{total\ number\ of\ the\ test\ items} \times 10$$

2. Scoring and classifying the students' ability into following criteria :

Aspects	Score	Classification	Criteria
(1)	**(2)**	**(3)**	**(4)**
Content	27 – 30	Excellent to very good	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	22 – 26	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	17 – 21	Fair to poor	Limited knowledge of the subject, little substance, inadequate development of topic
	13 – 16	Very poor	Does not show knowledge of subject, non-substantive, not enough to evaluate

(1)	(2)	(3)	(4)
Organization	18 – 20	Excellent to very good	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
	14 – 17	Good to average	Loosely organized, limited support, logical but incomplete sequencing
	10 – 13	Fair to poor	Non- fluent, ideas confused or disconnected, lacks logical development and sequencing
	7 – 9	Very poor	Does not communicate, no organization, not enough to evaluate
Language use	22 – 25	Excellent to very good	Effective construction, few errors of agreement, tense, number, word order, article, pronouns, preposition
	18 – 21	Good to average	Effective but simple constructions, minor problem in complex construction, several errors of agreement, tense, number, word order, article, pronouns, preposition
	11 – 17	Fair to poor	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	5 – 10	Very poor	No mastery of sentence construction rules,

			continuation dominated by errors, does not communicate or not enough to evaluate
Vocabulary	18 – 20	Excellent to very good	Sophisticated range, effective word usage, word from mastery
	14-17	Good to average	Adequate range, occasional errors of word usage but meaning not obscured
	10 – 13	Fair to poor	Limited range, frequent errors of word usage, meaning confused
	7 – 9	Very poor	Essentially translation, little knowledge of English
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

3. Classifying the score of the students into the following scale :

No	Classification	Score
1	Very poor	<50
2	Poor	50 – 60
3	Fair	61 – 75
4	Good	76 – 90
5	Excellent	91 – 100

4. Calculating the mean score of the students' score in pre-test and post-test by using this formula :

$$X = \frac{\sum X}{N}$$

Which:

X : mean score

∑x : the total gain of students

N : number of sample

(Gay, 2006 : 320)

5. Finding the significant different between pre-test and post-test by calculating the value of the best. The formula as follows:

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Notation :

  t   : Test of the significance

  D   : the mean of the score

  $\sum D^2$: the square of sum of total score of difference

  $\sum D$: the sum of total of difference

  N   : the total of number of sample

<div align="right">(Gay, 2006 : 322)</div>

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, namely research finding and discussion. Each part is described as follows:

A. FINDING

The result data collected through writing test, the pre-test as the first test and post test as the second test. Both of the pre-test and post-test were in the same items. After result of the score to obtain the finding of the students' writing. Then it observed from the five components, namely content, organization, language use, vocabulary and mechanic.

The findings of the research used the answer of problem statement which it aimed to found out whether or not the use of picture method can increase students' writing ability.The result of the data analysis found that teaching writing skill through using Picture is effective to increased students' writing ability in content, organization, language use, vocabulary and mechanic aspects at the second years students of SMPN 19 Moncongloe Maros.

The result of this research showed that the use of picture method can convey the positive change toward students' writing ability at the second years students of SMPN 19 Moncongloe Maros. The result of the

data could be seen based on the students' score, rate percentage, and students' mean score in pre-test and post-test at the next page.

Table 4.1. The students' score and classification in pre-test

No	Initial Name	Pre-test (X)					Total	Classification
		cont	organ	Lang. Use	Voc	Mech		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	ADS	13	7	6	7	2	35	Very Poor
2	AMA	14	8	10	10	2	44	Very Poor
3	BHR	19	7	10	9	2	47	Very Poor
4	BHL	13	8	8	10	2	41	Very Poor
5	FTR	17	8	17	8	2	52	Poor
6	HSR	20	11	11	15	4	61	Fair
7	IA	17	8	17	8	2	52	Poor
8	M.A	13	7	5	7	2	34	Very Poor
9	M.NQF	20	10	10	15	3	58	Poor
10	RDW	13	7	5	7	2	34	Very Poor
11	M.R	14	8	10	10	2	44	Very Poor
12	NR	17	7	17	7	2	50	Poor
13	NA	17	8	17	8	3	53	Poor
14	PTR	17	8	17	8	2	52	Poor
15	RSD	13	7	5	7	2	34	Very Poor

To be continued

16	RDY	17	8	17	8	3	53	Poor
17	SDH	17	8	17	8	2	52	Poor
18	S.ATA	17	8	17	8	2	52	Poor
19	SYM	17	8	17	8	2	52	Poor
20	RA	17	8	17	8	3	53	Poor
Total							953	Very Poor
Means Score							47,65	

Source: The second years students of SMPN 19 Moncongloe Maros

Table 4.1 above shows that the students' score and classification in pre-test. Out of 20 students' there were 8 students got very poor classification because most of them weak in mechanic aspect, the way they write dominated by errors of paragraphing criteria. There were 11 students' got poor classification because most of them were good in mechanic aspect but they commonly weak in organization and vocabulary aspect. There was 1 student got fair classification because he almost good in all of the aspects. There were no students' got good and excellent classification.

Based on the result of a test above, the students' were not yet able to reveal the contents, the idea that was stated, make paragraph in a manner that outstanding achievement low.

Table 4.2. The students' score and classification in post-test

No	Initial Name	Post-test (X)					Total	Classification
		cont	Organ	Lang. use	voc	Mech		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	ADS	17	8	11	12	3	51	Poor
2	AMA	16	12	14	15	2	59	Poor
3	BHR	18	14	14	11	3	60	Poor
4	BHL	16	14	15	15	3	63	Fair
5	FTR	20	16	21	17	3	77	Good
6	HSR	20	16	18	17	3	74	Fair
7	IA	18	14	20	13	3	68	Fair
8	M.A	14	14	10	12	2	52	Poor
9	M.NQF	18	16	16	18	4	72	Fair
10	RDW	17	13	10	13	2	55	Poor
11	M.R	16	13	12	12	3	57	Poor
12	NR	20	16	18	15	3	72	Fair
13	NA	19	17	18	17	3	74	Fair
14	PTR	25	18	21	18	4	86	Good
15	RSD	20	15	19	14	4	72	Fair
16	RDY	22	16	20	18	3	79	Good

17	SDH	22	16	20	17	4	79	Good
18	S.ATA	27	18	21	19	4	89	Good
19	SYM	20	16	19	14	3	72	Fair
20	RA	18	15	16	14	4	67	Fair
	Total						1.378	Fair
	Mean Score						68.9	

Source: The second years students of SMPN 19 Moncongloe Maros

Table 4.2 above shows that the students' score and classification in post-test. Out of 20 students' there were no student got very poor classification because there was improvement by the students' in all of the aspects especially in mechanic aspect, there were no dominated by errors of paragraphing criteria. There were 6 students' got poor classification because most of them were almost fulfill the criteria in mechanic, organization and vocabulary aspect. There were 9 students' got fair classification because they were almost good in all of the aspects. There were 5 students' got good classification because they were good in all of the aspects. And there were no students got excellent classification because there were no students' fulfill the excellent classification.

Table 4.1 and 4.2 above shows that there was a significant different of students' score in pre-test and post-test. It indicated that the use of

picture method effective increase students' writing at the second years of SMPN 19 Moncongloe Maros.

Table 4.3. The Rate Precentage and Frequency of the Students' score in pre-test and post-test

No	Category	Pre-test		Post-test	
		F	%	F	%
1	Excellent	-	-	-	-
2	Very good	-	-	-	-
3	Good	-	-	5	25
4	Fairly good	-	-	-	-
5	Fair	1	5	9	45
6	Poor	11	55	6	30
5	Very poor	8	40	-	-
	Total	20	100	20	100

Note: F stand for frequency.

Table 4.3 above shows that in the pre-test, out of 20 students there were 1 students (5%) classified into fair category, 11 students (55%) classified into poor category, 8 students (40%) classified into very poor category and none of them classified into good, very good and excellent category.

The table 4.3 above also shows that in the post-test. Out of 20 students there were 5 students (25%) classified into good category, 9 students (45%) classified into fair category, 6 students (30%) classified

into poor category and none of them classified into excellent, very good, and very poor.

Table 4.4 : The T-test value in writing before and after treatment

t-test	t-table	Comprehension	Different
2.77	2.093	t-test>t-table	Significant

The result of statistical analysis in the level of significant (df) = 0.05 and the test value = 2.77, while the value of t-table = 2.093. Therefore, it means that t-test value was greater than t-table. It indicates that the use of Picture method can improve the students writing skill at SMPN 19 Moncongloe Maros.

B. DISCUSSION

After presented the findings of the research, thus the writer presented the discussion deals with the interpretation of the findings from the statistical analysis.

In teaching English writing a teacher has to choose Picture as a method because that method can influence the students learning result. Teaching is always looking for ways to substitute rule repetition with more effective method to make writing easiest and more pleasant. It is very important to develop students motivation in writing.

At this time, the writer offers a Picture method in learning English especially in writing. Peer Picture method can help students to identify the

main idea in writing. The method in teaching writing has a very important role because it has good strategy provide the good result.

Based on the findings the obtained from the study, it can be said that using picture in descriptive text toward students' writing skill was effective. Because the result of the obtained the students' increased a significant. This induced by the use of a method of writing using the picture. Picture also it was the cartoon so familiar with the students' raising their self-interest in described cartoon character it to in writing.

Picture method in learning english can improved students' writing skill in descriptive text because simplify students' in ordered words into text. Initially students had difficulty in writing descriptive text. But when the researcher explained matter by applying the picture method, students' seen. And students' can be writing a wreath of description text. This increase can be seen in the results of post-test. Writing skill students' increased accompanied by an increase in average for most people indicators that is in learning. Along with the capability of students in write the description text because existence of attitude enthusiastic, pay attention to the explanation of the material as well as working on the pst-test in earnest, to make students' better understand the material that has been studied.

Based on the result of the data analysis, it is proven that the use of picture method in teaching writing can give the students a lot of benefit, like as they can be focus to think, can be easy to speak,easy to share and

express their ideas Picture is quite effective. Another reason based on the students' found that Picture is enjoyable.

The result of this research showed that the students' writing ability through Picture method has successfully improved students' writing at the second years students of SMPN 19 Moncongloe Maros. It is supported by the mean score of the students on pre-test was 47.65 which classified as very poor category and the mean score of students on post-test was 68.9 which was classified into fair category. In other word, there is an improvement of students' writing ability. There was also improved students' writing ability from five components of writing: grammar, content, language use, vocabulary and mechanic after giving treatment.

Based of the result of the data analyze it concluded that after giving treatment by using Picture method the result show that students' score increased in post-test. It means that by using Picture method can stimulate the students writing ability at SMPN 19 Moncongloe Maros.

On the other hand, the result of the post-test shows that the students have significant progress.Most of the students got good classification. In other words, students writing production increased by using Picture method. Therefore, by using Picture method in this research has a big influence in students writing skill because all of the aspects of writing improved.

The result of research indicated that the Picture has positive effect to students' writing skill. In this case, thet writer concluded that there was a

significance effect of picture method to students' writing skill. Picture method is one of the most fundamental factors which contributes to students' writing skill. This proved by the facts that students' score after applying Picture method (Post-test) was higher than before applying Picture method one (pre-test).

The value of t-test was grater than t-table (2.77>2,093). Based on the t-test the writer concluded that there was a significant difference between the result of pre-test and post-test. In other words, the students' writing ability is improved after giving treatment material through Picture method.

From the discussion above, it can be concluded that the Second year Students of SMPN 19 Moncongloe Maros good ability after learning writing by using Picture method. Students' ability in writing descriptive using Picture method are :

a. Students' have more time to think respond.

b. Students' compose their text easily, because picture help the students in catching and expressing their ideas.

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

d. Pictures presented to the students' were suiteble for their own needs.

e. Giving picture for the students' will interest them, since at their age they are curious at anything.

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

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

b. By showing picture, teachers can explain more accurately. Picture may be worth thousand words.

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

Picture make the students' compose their text easily, because picture help the students' in catching and expressing their ideas.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, namely conclusion and suggestion. Each part is described as follows:

A. CONCLUSION

Based on the result of the data analysis in the previous chapter, the writer made conclusion that:

1. Picture Method is effective in increasing students' writing ability of the second years students of SMPN 19 Moncongloe Maros.

2. From the result of data analysis, it is proven that the students' score in simple paragraph through Picture is better for students to improve their ability.

B. SUGGESTION

Based on the conclusion, the writer would like to give some suggestions as follows:

1. The English Teacher should be selective in choosing teaching media/aids to help his/her job in explaining the material.

2. The English Teacher should up date themselves by seing more opened to learn new technology that could be applied in teaching learning activity.

3. The English Teacher should give motivation to the students in teaching learning English.

4. Picture is one of way among other teaching techniques to improve students writing ability so that the teacher have to applying this strategy in teaching English writing and students will enjoyable during the learning process.

5. The students should pay attention to the teacher when he or she gives the English lesson.

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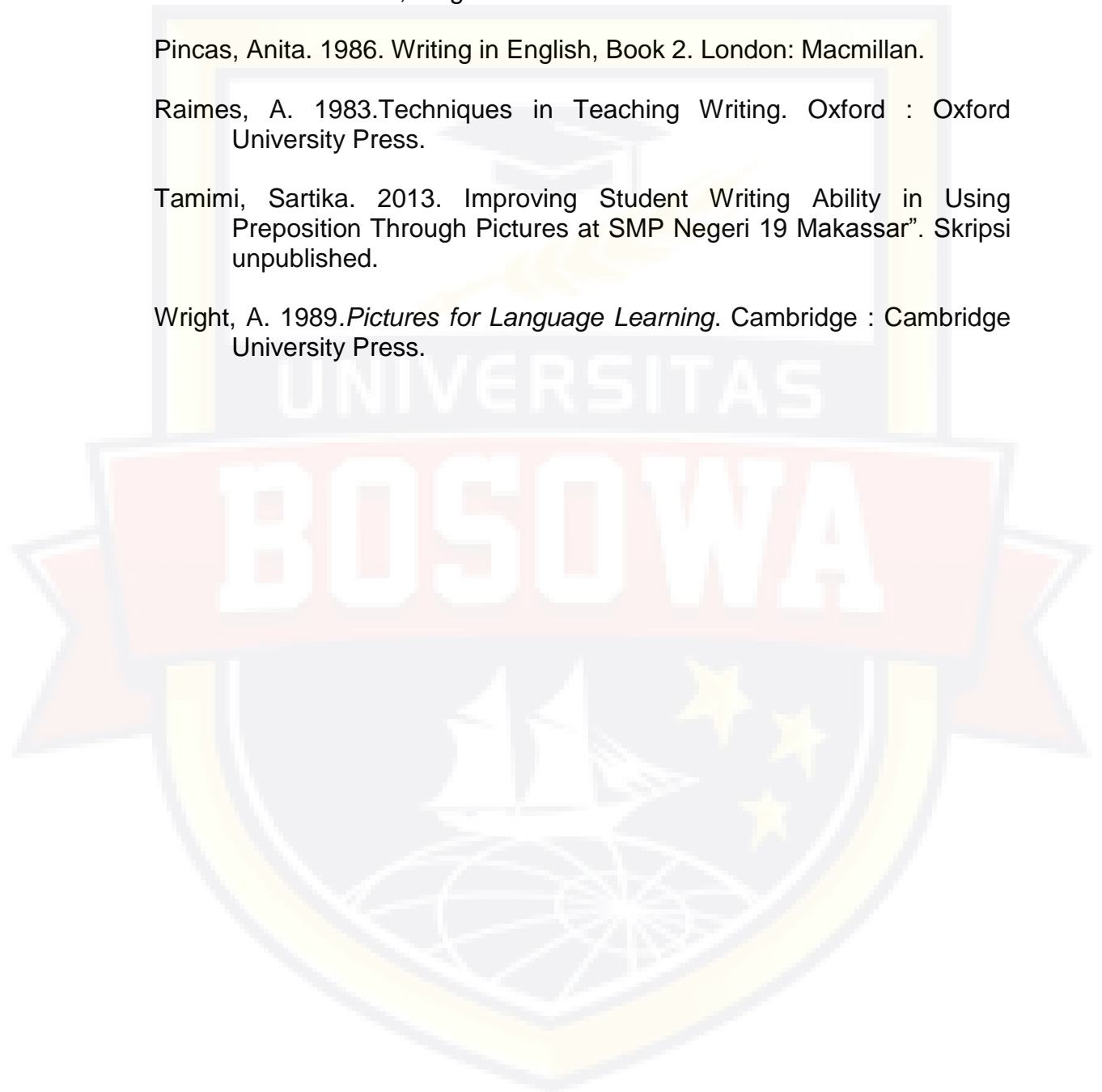
APPENDICES

APPENDIX 1. INSTRUMENT OF THE RESEARCH

INSTRUMEN PENELITIAN

**USING PICTURE IN DESCRIPTIVE TEXT TOWARD STUDENTS'
WRITING SKILL AT THE SECOND YEAR OF SMPN 19
MONCONGLOE MAROS**

PETUNJUK

1. Tes ini bertujuan untuk mengukur kemampuan siswa dalam menulis.

2. Hasil penelitian ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggis Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

3. Peneliti mengharapkan agar siswa dapat mengerjakan tugas dengan baik.

4. Atas kerja sama dari siswa peneliti ucapkan terima kasih.

APPENDIX.2

RESEARCH INSTRUMENT (PRE-TEST AND POST-TEST)

Nama : _____

Nis   : _____

Class : _____

Describe this picture !

APPENDIX 3. Mean Score Analysis of Pre-Test and Post-test

a. Pre test : $\bar{X}=\frac{\sum x}{N}$

$$\bar{X}=\frac{953}{20}$$

$$\bar{X}=47{,}65$$

b. Post-test: $\bar{X}=\frac{\sum x}{N}$

$$\bar{X}=\frac{1.379}{20}$$

$$\bar{X}=68{,}9$$

APPENDIX 4. Significant Different Between Pre-Test and Post-Test

$$t=\frac{\check{D}}{\sqrt{\frac{\sum D^2-\frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t=\frac{21.25}{\sqrt{\frac{10.209-\frac{(425)^2}{20}}{20(20-1)}}}$$

$$t=\frac{21.25}{\sqrt{\frac{10.209-\frac{(180625)}{20}}{20(19)}}}$$

$$t=\frac{21.25}{\sqrt{\frac{10.209-9031}{380}}}$$

$$t=\frac{21.25}{\sqrt{58.9}}$$

$$t=\frac{21.25}{7{,}67}$$

$$t=2.77$$

APPENDIX 5. Students Work Sheet In Pre-Test and Post-Test

RESEARCH INSTRUMENT (PRE-TEST)

Name : Syamsuri

Nis : 151178

Class : VIII-1

Describe this picture !

- Cloor :
    - Blue
    - Yallow
    - Red
    - White
    - Black

Content : 17
organization : 8
language ure : 17
Vocabulary : 8
Mechanic : 2

52

- Doraamon from Japang
- Doraamon to have Pockat curious
- Doraamon to have friend : Nobita, Zizuka, Zunao, Jayan.
- Doraamon to have Sistar : Dorami
- Doraamon to have baling-baling bambu
- Doraamon faar mouse
- Doraamon lika hallP

RESEARCH INSTRUMENT (POST-TEST)

Name : Syamsuri

Nis :

Class : VIII -1

Describe this picture !

. Doraamon is Film cartoon tha Spring from Japan.
Doraamon Possass Pouch miraculous and baling bamboo. Doraamon
have friand to so callad. Nobita, zizuka, zunoo, clan Dorami. Doraamon
have color body tha colored Saa colour full.
. Doraamon often saarch togathar friand. Doraamon vary
axtramaly Couragaous Parson it like food as banana and
loat. and it too happinass halp. Doraamon vary axtramaly
dastard with mousa.

Content : 20
organization : 16
language use : 19
vocabulary : 14
Mechanic : 4

72

RESEARCH INSTRUMENT (PRE-TEST)

Name : St. Arabiyah Tul Arawiyah Taba

Nis : 151174

Class : VIII-I

Describe this picture !

Cloor : ○ Blue
○ Yellow
○ Red
○ white
○ Black

○ Doraemon From Jepang
○ Doraemon to have packet curious
○ Doraemon to have friend : ○ Nobita
○ Zizuka
○ Zuneo
○ giaent

○ Doraemon to have sister : Dorami
○ Doraemon Fear mouse
○ Doraemon like hellp

Content = 17
organization = 8
language use = 17
vocabulary = 8
Mechanic = 2

52

RESEARCH INSTRUMENT (POST-TEST)

Name : St. Arabiyau Tui Alawiyan Tabu

Nis :

Class : VIII-I

Content = 27
Organization = 18
Language use = 21
Vocabulary = 19
Mechanic = 4

89

Describe this picture !

Doraemon

Doraemon is a cartoon character. It is a robot which looks alike cat. Its colour is blue. Doraemon has a magical pocket on his stomach which we can take out many magkal and amazing tools. Doraemon likes Oorayaki very much. That is his favourite food. He eats Dorayaki everday. Doraemon is very kind and helpful. He always helps Hobita, his friend, to solve the problem in his life. Doraemon also often advies Hobita about is acts in his life. Doraemon wants to make Nobita's life become better. The story of Doraemon is loved by millions of children in the world.

In december 1969, doraemon published continuously in six monthly chidren magazine. The magzines are yoiko, magazines, yochen magazines, shogaku ichinensei magazine, shogaku yonnensei magazine, shogaku gogensi magazine and shogaku rokunensei magazine. The stories contained in those magazines are different. It meant that the author of his story must write more than six stories every month.

RESEARCH INSTRUMENT (PRE-TEST)

Name : Hasrullah

Nis : 151159

Class : VIII-1

Describe this picture !

COLOR : Blue, Red, White, and Yellow

Doraemon is animation cartoon. Live in Tokyo, Japan.
my friend's is Nobita, Sureo, Giant, Shizuka. Doraemon is Robot cat.
Doraemon is food like dorayaki. Doraemon is My sister
Dorami. Doraemon Like help nobita.

Content : 20
organization : 11
Language use : 11
Vocabulary : 15
Mechanic : 4

(61)

RESEARCH INSTRUMENT (POST-TEST)

Name : Hasrullah

Nis : 15159

Class : VIII-1

Describe this picture !

Doraemon is robot cat coming from the 22nd centuri.
Doraemon have bags wander that cat get out equipment megical
for example a propeller bamboo and the door around anyway.
Doraemon from is Tokyo, Japan. faborit foods doraemon is dorayaki
Doraemon fear in mouse. Body height doraeman is 129,3 cm.
Doraemon friend to so called, nobita, Shisuka, Suneo, Giant,
and Dorami. Mumber Luck Doraemon is 1293.

Content   : 20
Organization : 16
Language use : 18   (74)
Vocabulary   : 17
Mechanic   : 3

Appendix 6. Students Score In Pre-Test and Post-Test

	SAMPLE	Pre-test		Post-test		D	D^2
		X_1	X_1^2	X_2	X_2^2	$(X_2 - X_1)$	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	ADS	35	1.225	51	2601	16	256
2	AMA	44	1.936	59	3481	15	225
3	BHR	47	2.209	60	3600	13	169
4	BHL	41	1.681	63	3969	22	484
5	FTR	52	2.704	77	5929	25	625
6	HSR	61	3.721	74	5476	13	169
7	IA	52	2.704	68	4624	16	256
8	M.A	34	1.156	52	2704	18	324
9	M.NQF	58	3.364	72	5184	14	196
10	RDW	34	1.156	55	3025	21	441
11	M.R	44	1.936	57	3249	13	169
12	NR	50	2.500	72	5184	22	484
13	NA	53	2.809	74	5476	21	441
14	PTR	52	2.704	86	7396	34	1.156
15	RSD	34	1.156	72	5184	38	1.444
16	RDY	53	2.809	79	6241	26	676
17	SDH	52	2.704	79	6241	27	729
18	S.ATA	52	2.704	89	7921	37	1369
19	SYM	52	2.704	72	5184	20	400
20	RA	53	2.809	67	4489	14	196
Total		953	46.694	1378	97.158	425	10.209
Means Score		47,65	2.334	68.9	4857	21.25	510.45

Appendix 7. The Distribution of Critical Values-T

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	**2.093**	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745

25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31	1.309	1.695	2.039	2.455	2.746	3.640
32	1.308	1.693	2.036	2.450	2.740	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.030	2.447	2.730	3.630
35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.440	2.720	3.599
37	1.303	1.656	2.027	2.439	2.718	3.588
38	1.302	1.655	2.025	2.435	2.714	3.576
39	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

http:/www/westga.edu/ distributioncriticalvalue-t/tsid001.htm).

Appendix 8. Documentation

Picture 1. Students' were doing pre-test

Picture 2.Teacher was giving the treatment

Picture 3.Students were doing the treatment

Picture 4. Students were doing the post-test

Appendix 9. Surat Keterangan Penelitian

UNIVERSITAS BOSOWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568
http://www.universitasbosowa.ac.id

Nomor   : A. 864/FKIP/UNIBOS/XI/2016   Makassar, 2 November 2016
Lampiran : -
Perihal   : Permohonan Izin Penelitian

Kepada
Yth.   : Kepala Sekolah SMPN 19 Moncongloe Maros
               di –
                    Tempat

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama   : Abdul Muadzdzinul Haq Bahar
NIM   : 4512101027
Program Studi   : Pendidikan Bahasa Inggris
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
                            Universitas Bosowa
Judul Penelitian :

**USING PICTURE IN DESCRIPTIVE TEXT TOWARD STUDENTS' WRITING SKILL AT
THE SECOND YEAR OF SMPN 19 MONCONGLOE MAROS**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih

Dekan,

Dr. Mas'ud Muhammadiah, M.Si.
NIDN. 0910106304

Tembusan:
1. Rektor Universitas Bosowa
2. Arsip.

S U R A T   K E T E R A N G A N
Nomor:506/106.1/SMP.19/LL/2016

Yang bertanda tangan di bawah ini,

Nama   : **BAHARUDDIN, S. Pd. I**

Nip   : 19640402 198803 1 018

Pangkat/Golongan : Pembina Tk. I/IV b.

Jabatan   : Kepala SMP Negeri 19 Moncongloe

Alamat   : Jl.Borong Raya Baru Lr.1 No.2 Makassar

Menerangkan Bahwa :

Nama   : Abdul Muadzdzinul Haq Bahar

NIM   : 4512101027

Jurusan   : Bahasa Inggris

Program Studi   : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di kelas VIII SMP Negeri 19 Moncongloe pada bulan Desember dengan judul penelitian yaitu " **Using Picture In Descriptive Text Toward Students' Writing Skill At The Second Year Of SMPN 19 Moncongloe Maros** "

Demikian Surat Keterangan ini, diuat untuk dipergunakan sebagaimana mestinya.

Moncongloe, 12 Januari 2017

Kepala Sekolah,

BAHARUDDIN, S.Pd.I

NIP.196404021988031018

BIOGRAPHY

Abdul Muadzdzinul Haq Bahar was born on 07 desember 1992 in Bulukumba, South sulawesi. He has two brothers and three sisters. He is the third child from the marriage of Mr. Baharuddin and Mrs. Erna. He started his first education in SD Inpres Borong,Makassar and graduated in 2004 then, He continued his study to SMPN 4 Mandai Maros and graduated in 2007. After that he continued his study to SMA Negeri 10 Makassar and graduated in 2010. In the same year he continued his study to Bosowa university at Faculty of Teacher Training and Education Bosowa University and graduted in 2017.