THE EFFECT OF USING SLIDESHOW OF SERIAL OF SINGLE PICTURES
ON THE DESCRIPTIVE WRITING ACHIEVEMENT OF THE EIGHT
GRADE STUDENTS AT SMPN 1 MAYANG IN THE 2014/2015 ACADEMIC
YEAR.

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language & Arts Department,
the Faculty of Teacher Training and Education,
Jember University

By:

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JEMBER UNIVERSITY

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THE EFFECT OF USING SLIDESHOW OF SERIAL OF SINGLE PICTURES ON THE DESCRIPTIVE WRITING ACHIEVEMENT OF THE EIGHT GRADE STUDENTS AT SMPN 1 MAYANG IN THE 2014/2015 ACADEMIC YEAR.

THESIS

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DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents Bambang Hariyono and Tjitjik suciati, thank you so much for the loves and faith to me. This thesis is proudly dedicated to you for your everlasting love;*

2. *My beloved life time partner, Silvi Yuli Indrawati thank you for everything. You have been always be the light in my dark times.*

MOTTO

"If a picture is worth a thousand words, then the imagination is worth a thousand
pictures."
- J.E.B. Spredemann-
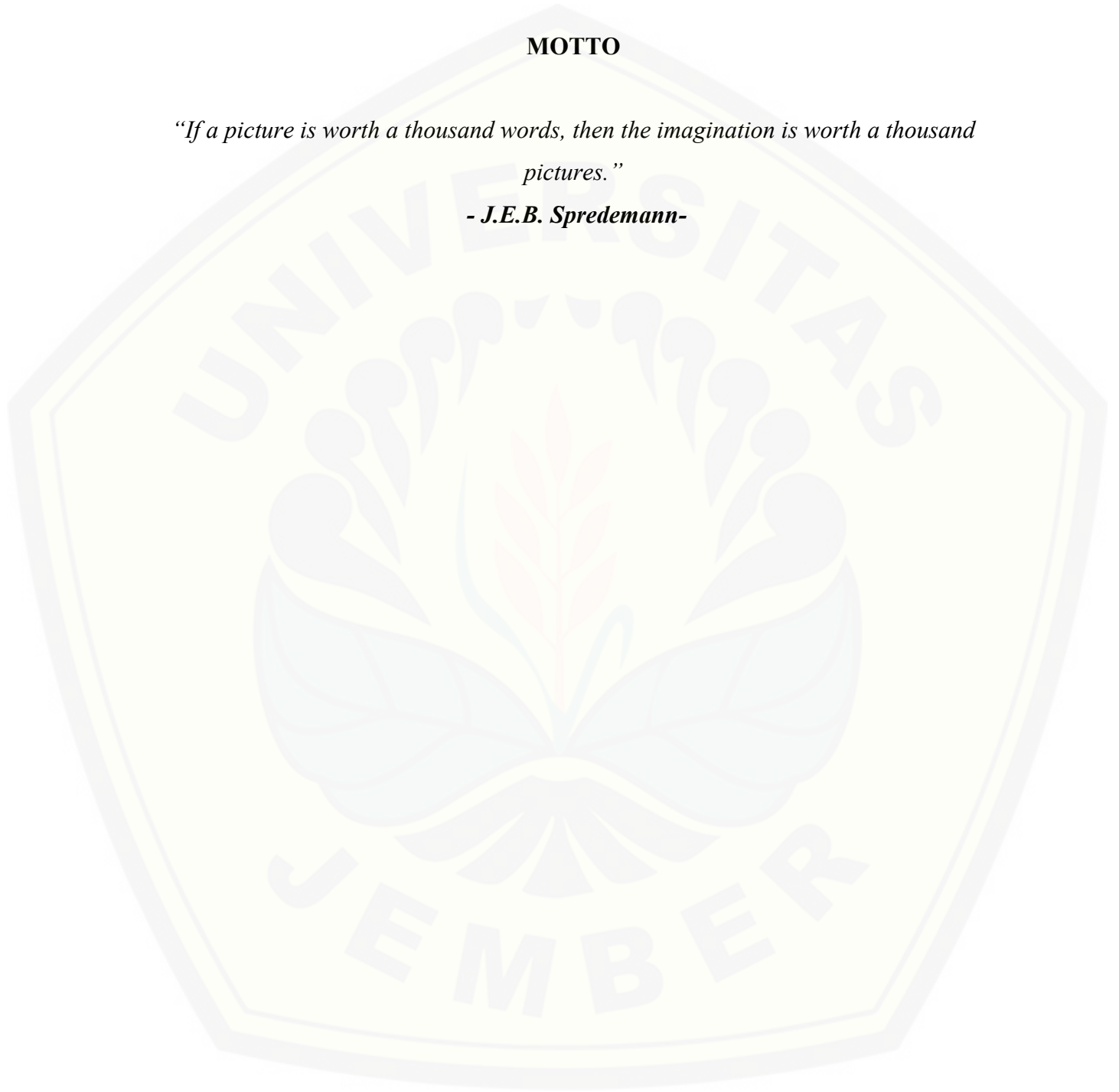
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First and foremost, I would like to express my greatest gratitude to Allah SWT, the most Gracious and the most Merciful. Because of His countless Blessing, Mercy and Grace, I can accomplish the writing of this thesis.

I also would like to express my great appreciation and sincerest gratitude to the following people:

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2. The Chairperson of the Language and Arts Education Department;

3. The Chairperson of the English Education Program;

4. My academic advisor and my first consultant, Dra. Made Adi Andayani T, M.Ed and Dr. Aan Erlyana Fardhani M.Pd for giving me guidance and valuable suggestion in writing this thesis;

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7. The Headmaster, the English teacher and the students of class VIII-A and VIII B of SMPN 1 Mayang Jember in the 2014/2015 Academic Year.

8. All of my friends, starting from kindergarten until this university level. I love you so much guys.

Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, March 2015

The writer

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SUMMARY

The Effect of Using Slideshow of Serial of Single Pictures on the Descriptive Writing Achievement of the Eight Grade Students at SMPN 1 Mayang 2014/2015 academic Year; Riantino Yudistira, 080210401039; 2015; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

In Indonesia, English as a foreign language has been taught as a compulsory subject at all schools up to universities. English language has four skills and three language components that the students have to master. The skills are listening, speaking, reading, and writing and the three language components are grammar, vocabulary and pronunciation. One of the skills that has been regarded as a very difficult to be mastered is writing. Writing is a form of written communication to express thought or feeling. When someone needs to communicate to another, which he can not speak to, writing can be used as another way to communicate with other people instead of speaking.

Many Junior High School students have difficulties in mastering the writing skill. One of the reasons is because the teacher fails to apply a teaching media which works efficiently with the learning environment. Under this circumstance an English teacher is required to be able to select an appropriate teaching media to optimize the efficiency of teaching and learning progress. One of the teaching media proven to be appropriate especially in descriptive writing skill is "Slideshow of Serial of Single Pictures." The design of this media aims to provide the students a mean to get more information about an object they should describe. This act shall lead into a better organized descriptive text.

In addition, this media apply the Microsoft Power Point v.2007 which is widely known. The future of this software is considerably easy to use and possibly sufficient in supporting the teacher to gain students attention during the class activity.

This research's purpose was to investigate whether or not there was a significant effect of using Slideshow of Serial of Single Pictures on the eight grade

student's descriptive writing achievement at SMPN 1 Mayang 2014/2015 academic year. The design of this research is quasi experimental research. The research conducted collaboratively with the English teacher in the form of planning the lesson plan, arranging the content of the test, and scoring the test. There were two kinds of data in this research, namely primary and secondary data. Primary data dealt with students writing scores taken from the post test. Meanwhile the secondary data dealt with the results of documentation and interview. The respondents were two classes that had the closest mean score, which later chosen as the control class and the experimental class. Based on the output of ANOVA, the two classes that had the closest mean score were VIII-A and VIII-B.

Based on the results of the data analysis in independent sample t-test by using SPSS it can be seen that the value of sig column in the first row was 0.000 and this value was less than 0.05. Consequently the null hypotheses which was formulated as: "There is no Significant Effect of Using Slideshow of Serial of Single Pictures on the Eighth Grade Students Descriptive Paragraph Writing Achievement at SMP Negeri 1 Mayang in the 2014/2015 Academic Year" was rejected and the alternative hypothesis which says :"There is a Significant Effect of Using slideshow of Serial of Single Pictures on the Eighth Grade Students Descriptive Paragraph Writing Achievement at SMP Negeri 1 Mayang in the 2014/2015 Academic Year" was accepted.

Considering on the result of the writing test, it was concluded that teaching descriptive writing using Slideshow of Serial of Single Pictures as a media, had a significant effect on the eight grade students' descriptive writing achievement at SMPN 1 Mayang in the 2014/2015 academic year. This experimental research proven that this media 25,98% more effective in teaching writing a descriptive paragraph.

I.   INTRODUCTION

This chapter discusses some issues related to the topics of the research namely the Background of the Research, the Problem of the Research, the Objective of the Research, Operational Definitions of the Terms, and the Significance of the Research

1.1   Background of the Research

In Indonesia, English as a foreign language has been taught as a compulsory subject at all schools up to universities. English language has four skills and three language components that the students have to master. The skills are listening, speaking, reading, and writing and the three language components are grammar, vocabulary and pronunciation. One of the skills that has been regarded as a very difficult skill to be mastered is writing.

Writing is a form of written communication to express thought or feeling. Hughes (1983:38) states that writing is essential in language use. When someone needs to communicate to another, which he cannot speak to, writing can be used as another way to communicate with other people instead of speaking. Chafee (1999: 10) states that every act of writing has a purpose. When someone needs to express what they have in their mind to another, instead of speaking, writing is one way to communicate with other people. Therefore, before the teacher gave the students writing exercises, the teacher should let the student understand clearly what they are about to write. In the case of assigning the students into writing a descriptive paragraph, providing the students with a media to gain information about the object they are going to write is a crucial thing for the teacher to get it covered, one of the easiest way to do this is by showing them pictures of the object.

For both native speaker learners and EFL learners, writing skill is a difficult skill to acquire (Hadfield & Hadfield 2008:116). It is supported by Hughes (1983:38) statement that writing is often found as the most difficult skill of all the English skills, both as the first and second language. According to Richards (1990:100) learning to

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write well is a difficult and lengthy process. From those statements it appears that many students may experience difficulties in writing. Besides, the students should consider some aspects of writing such as grammar, mechanics, content, vocabulary and organization (Hartfiel, 1985:89). Therefore writing skill is hard to master.

Writing is a process of discovery that involves a series of steps. Langan (2000:13). In prewriting phase, when we are generating ideas to write, we are trying to discover what we want to say. When we are drafting we are still trying to discover what we already know about the topic, what we have to find out and how to put it into the writing. The phase of prewriting often held uselessly by the teachers in learning writing skill activity. Though this phase of writing, is an important seconds for the students in generating ideas to discover what they want to write, what they have to find out, or even what they already know about the topic to write. In this case, to generate a more complex idea on the students, imagination shall become a helpful component. Certainly, this also affects on their speed in finishing the writing.

In addition, a preliminary study conducted at SMPN 1 Mayang on 25th August 2012. The study was done by interviewing the English teacher and observing the classroom activity. The lesson that the class had that time was learning writing a descriptive paragraph. From the observation it was revealed that the teaching and learning progress was in an uncomfortable atmosphere. The students can get bored of this situation. As Stated by Harmer (2004:5) one of the greatest enemies of successful teaching is the students' boredom. This often caused by the lack variation of teaching media applied by the teacher. The failure in attracting the students' interest in learning also occurred in the class since the teacher only used single picture as a media. As a result the teacher wouldn't be able to deliver the lesson material optimally to the students', nor showing the students details of the object in the single pictures, of course the students did not perform well on the writing assignment given.

Considering the explanations above, it can be simply concluded that an interesting and efficiently worked media in teaching descriptive paragraph writing is

definitely needed. As it is written in the current curriculum K13 (Kurikulum 2013), that one of the writing standard competence was the student also had to be able to create a descriptive paragraph. A media that appropriate for these issues is Slideshow of Serial of Single Pictures. This media designed to provide the students a better source of information about what they should describe, which lead into a better students' ability in creating better descriptive paragraph; more pictures show more variance of details about the same object

According to Wright (1989: 161), picture gives extra information which allows students to infer what is intended but not clearly stated in a text. Pictures can bring such fresh atmosphere into a lame classroom conditions. Wright (1989: 22) also states that pictures can be used to motivate learners and to remind them what to say, since pictures could be an attraction and amusing thing for students, under this circumstances obviously objects shown in the pictures will be more easily remembered. Thus, using slideshows of a serial of single pictures in prewriting phase, expected to help the students imagine better about the object they should describe. A serial of single pictures intended to show more details of an object compared to single picture. By using this kind of media, it is accurately predicted that the students will find out more details of an object. This will guide the students in getting more ideas to write and brings an interesting atmosphere in the learning environment.

In order to make the students understand better about the grammar applied in descriptive writing skill, the serial of single pictures also included with several examples of grammatically correct sentences. By showing examples and explanations from the teacher, it is expected that these treatments would guide the students to create grammatically correct sentences.

This media applies Microsoft Power Point 2007. The futures of slideshows might also be useful in achieving the goals of the study. Slideshows were not only easy to operate in classroom activities, but they also provided efficiency in time management. This media allowed the teacher to prepare lesson material before the

class begins. The teacher did not have to rewrite the material on the board which this act should save time. Using Power Point Slideshows also helps in gaining students attention, i.e. showing the students an example of a text genre, including animations futures provided in the Microsoft Power Point, that the teacher may create to help the student understands and imagine better.

The previous studies about using pictures in teaching writing were done by Yuana (2004) and Mochtar (2011). Mochtar (2011) in the study of using single pictures in teaching descriptive paragraph writing found out that using single picture was 33,49% more effective than teaching using without a media in the seventh grade student's achievement in descriptive text writing at SMPN 2 Pandaan, Malang. Besides, Yuana (2004) found that single pictures was effective media in teaching the first year students' writing achievement at SMUN 1 Gambiran, Banyuwangi in the 2003/2004 academic year.

Considering the descriptions above, the research entitled " The Effect of Using Slideshows of a Serial of Single Pictures on the Descriptive Paragraph Writing Achievement of the VIII Grade Students at SMPN 1 Mayang 2014/2015 Academic Year." was conducted.

1.2 The Research Problems

Based on the background of the research, the problem of the research is:
"Is there any significant effect of using Slideshows of a Serial of Single Pictures to the descriptive paragraph writing achievement of the VIII grade students at SMPN 1 Mayang 2014/2015 academic year ?"

1.3 The Research Objectives

The objectives of the research is to investigate whether or not there is a significant effect of teaching writing a descriptive paragraph using Slideshows of a

serial of single pictures on VIII grade students at SMPN 1 Mayang 2014/2015 academic year.

1.4 The significance of the research

The results of this research are fully expected to provide useful information to the following people.

1.4.1 For English Teacher

The result of this research is expected to provide the beneficial use of slideshow of serial of single pictures in teaching descriptive paragraph writing. This media proven to be an attractive teaching media that would resulted in accelerating the students' motivation in learning writing in English language. The design of this media allowed teaching descriptive paragraph writing efficiently, since this media featured Microsoft Power Point 2007 which provides more details of an object. The future of this media also expected to inspire the teachers to innovate on their teaching ability.

1.4.2 For Students

The results of the treatment hopefully turned to be a useful experience in overcoming students' writing difficulties especially in writing descriptive paragraph. This experience allowed the students expanding their imagination about details of an object they will describe. It was useful, because in that treatment more than one picture are showed. It has given the students more ideas, since this media allowed the students to attain better source of information about the object they would describe.

1.4.3 For Other Researchers

The result of this research might be used as information and reference for other researchers who are going to conduct other research especially for research with

similar theme. Another possible similar titles, might be the use of slideshows of a serial of single pictures in teaching narrative paragraph or the use of slideshows of a serial of single pictures to improve the students descriptive paragraph writing achievement

II. REVIEW OF RELATED LITERATURE

This chapter consists of sub-topics relating to the research. They are: 1) Media in Teaching and Learning, 2) Microsoft Power Point 2007 Slideshow. 3) the use of Picture in Language Teaching and Learning, 4) Kinds of Pictures, 5)Writing Skill, 6) Writing Process, 7) Teaching Writing at Eight Grade Students at SMPN 1 Mayang, 8) Descriptive Paragraph, 9) The Implementation of Slideshow of Serial of Single Pictures in Teaching Descriptive Paragraph Writing, 10) Assessing Students' Writing Skill and 11) Hypothesis of The Research. The details are described as below.

2.1 Media in Teaching and Learning

Teaching English language is not only about approach, technique and method. It is also about how to create and apply a media which makes the lesson material easily to be understood. Teacher's creativity will help the teacher to pick or modify on one of the most appropriate teaching media to suit the conditions of learning environments, and efficiency in reaching the goals of the study. Van Els et al. (1984) say that media are all aids which may be used by teachers and learners to attain certain educational objectives. Teachers have to be able to decide the most suitable approach technique and method, and not only that, teachers are also required to be able to choose and use an efficient media to support the teaching and learning activity. These are intended as the class activity attains objectives of the learning. In addition, Schramm (in Arsyad, 2006:42) states that the media of instruction are the extension of the teacher. That statement explains that the role of a media is not to replace the function of the teacher, but media roles as a part of the teacher that helps the students to understand the lesson given.

Arsyad (1997: 89) states that visual media have an important role in teaching learning process. It explains that an attractive visual media in teaching will be such a

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help for the teacher, whether in gaining students participation, easiness in delivering the lesson material, or gaining students curiosity.

2.1.1 Functions and Roles of Media in Teaching and Learning

Many researchers suggest that people learn abstract, news, and novel concepts more easily when they are presented in both verbal and visual forms (Salomon, 1979). Other researches show that visual media make concepts more accessible to a person than text media and it help with later recall (Cowen, 1984).

In other words, the use of visual media makes the lesson materials are easier to be understood and remembered. Wingersky (1999) states a simple question to make his point on the essential use of visual media, "Why do students remember everything that's on television and forget what we lecture?" Because visual media help students retain concepts and ideas. That statement explains that visual media works much better in helping the students to understand concepts and ideas. Bransford, et al. (1999:194) also note the crucial role that technology plays for creating learning environments that extend the possibilities of one-way communication media, such as movies, documentaries, television shows and music into new areas that require interactive learning like visualizations and student-created content. The statement above explains that in using visual media, besides innovative and creativity, teacher must also has the skill in modifying media to make it suitable for the class activity and also skillful in operating the media to maintain the efficiency.

The use of media in teaching has long considered as a way to ease the students' effort in understanding the teaching material. Callahan (in Syaifullah, 2008) states that the effectiveness of involving media in teaching middle school students is as follows:

> "Audio-visual materials and devices can add interest and variety to your classes. Skillful use of audio visual material can be great motivator and can add life and color to the classroom. Furthermore, the use of audio-visual aids puts your points across. Well-used audio-visual aids add to the impact of the presentation. The cliché that one picture is worth a thousand words is true. The

more important truth is that the skillfully used audio-visual aids reinforce the presentation so that you have both the picture and the thousand words work for you."

Using media in teaching helps the teacher in achieving the goals of the study. Better skill the teacher have in using visual media, will result in better presentation the class will had. This of course will lead into better students' learning achievement.

Furthermore the use of media in teaching has proven to make the progress runs more effectively. It allows the teacher to create the lesson material and give some modifications to encourage and gain the students' interests. These can be done before the class begins and show it to the students later in classroom activity which this act could save time. As it is stated by Brown (2010) that the functions of media are saving the time, stimulating interest, encouraging students' participation, providing a review, helping students learn to communicate ideas visually, providing medium for individual or group reports, and making a classroom dynamic, relevant, and attractive. Providing a review here refers to another advantageous use of media in teaching which may act as a review for teacher to put an attention on how the class activity runs. Another use of media in teaching is providing a help for the students to learn stimulating ideas which will result in better learning atmosphere.

It is clearly understood that using media in teaching may present some great benefits. The benefits are not only in the efficiency of the progress, but also to the student's effort in cognitive and affective aspect. There are three phases of teaching, they are pre-teaching, whilst teaching, and post teaching. Based on the consideration into efficiency and the objectives of this research, the medium was applied in while teaching phase.

2.1.2 Selecting Appropriate Media

The attempt to select the best combination of media for education is an on going process, in all parts of the world. Classroom teachers decide what media are

best to be applied in delivering the information in teaching their students. In general, there are three kinds of instructional media: audio, visual, and audio visual media. Audio media are media that can be listened to, while visual media are media that can be seen. The instructional media that involve the senses of sight and hearing are named as audio visual media (Kasbolah, 1993: 57). The decisions will have comparatively little impact on the educational system as a whole although they may make a great difference in an individual class.

In relation to the selection of the instructional media, Romiszowski (1997) says that the main categories of factors that may influence the choice of media are:

1 Task factors- the type of objectives, and hence the type of learning activities which should be provided for the learner.

2 Learner factors- some learners may learn better from certain media than from others

3 Economics/availability factors- this may limit the choice in practice.

In addition, Miarso in Sukarto (2010) also notes some other reasons in selecting an appropriate teaching media.

1. There is no best medium for reaching a goal of learning. Therefore, the use of a combination of two or more media will be better able to assist the achievement of learning objectives

2. The use of media should be based on learning objectives to be achieved. Thus the use of media should be an integral part of the presentation of the lesson.

3. The use of media should consider the suitability of media with the characteristic features of the subject matter presented.

4. The use of media must be adapted to the shape of the learning activities to ba implemented.

5. the use of media must be accompanied by adequate preparation, such as previewing media will be used and preparing a variety of necessary equipments.

6. Learning needs to be prepared before the media are used so that they can direct attention to things that are important.

7. The use of media should strive to always involve the active participation of participants.

Taking a consideration from theories above, the researcher decided that the most appropriate medium for the conditions at SMPN 1 Mayang was LCD Projector and a laptop. Those equipments would operate Microsoft Power Point 2007 to play slideshows of serial of single pictures. The benefits of those media were that they were able to be equipped easily, low cost and empirically proven to be working efficiently in a big class.

2.2 Microsoft Power Point 2007 Slideshow

Slideshow in this research would be operated by using Microsoft Power Point 2007. A slideshow is a presentation of a series of still images on a projection screen or electronic display device, typically in a prearranged sequence. Each image is usually displayed for at least a few seconds, and sometimes for several minutes, before it is replaced by the next image. (http://en.wikipedia. org/ wiki/ Slide_show). A skillfully organized slideshow allows a teacher to fit visual images to an oral teaching activity. The old adage "A picture is worth a thousand words" holds true, a single image can save a teacher from speaking a paragraph of descriptive details. In a classroom activity, a certain amount of talent, experience, and rehearsal is required to make a successful teaching progress using a slide show as a media.

The software chosen to run the slideshow was Microsoft Power Point v.2007. It was one of the most available software in schools and it was easy to be operated for instructional purposes, with the intention of creating a dynamic, visual teaching activity. The relevant points to the entire teaching materials were arranged on slides, and accompanied a spoken monologue by the teacher. Microsoft PowerPoint is a

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slide-based presentation program developed by Microsoft. It was officially launched on May 22, 1990. (http://en.wikipedia.org /wiki/Microsoft_PowerPoint). That statement confirms that the performance and features of this software has already much developed and pretty much reliable since this research applied the 2007 version of Microsoft Power Point software.

2.2.1 The Advantages of Teaching Using Microsoft Power Point Slide Show

Power Point is the most popular presentation software. It is regarded by many teachers as the most useful and accessible way to create and present visual aids to the students. The advantages of using Microsoft Power Points slide show in teaching writing are as follows.

a. Quick and Easy: The basic features are easy to master and can make teachers appear to be organized.

b. Simple bullet points: It can reduce complicated messages to simple bullet points. Bullet points are a good basis for the presentation and remind the speaker of main points and the organization of the message.

c. Easy to create a colorful, attractive design: Using the standard templates and themes, even if the teacher do not have much knowledge of basic graphic design principles .

d. Easy to modify: When compared to other visual aids such as charts, posters, or objects, it is easy to modify.

e. Easily re-order presentation: With a simple drag and drop or using key strokes, you can move slides to re-order the presentation.

Retrieved from: (https://www.boundless.com/using-powerpoint)

PowerPoint and similar slideshow presentation programs provide an effective approach to both student work and classroom instruction. Power Point and slide presentations have proven to be able to hold students' attention through the features

of the software. Because students today are so technologically advanced, tools that involve technology such as slide shows can increase student's involvement and interaction. Those two factors can help students' to learn better.

2.2.2 The Disadvantages of Using Microsoft Power Point Slide Show.

Although the use of Power Point slideshow considerably efficient in presentation activity. The weaknesses of using Microsoft Power Point 2007 Slideshow, They are as follows:

1. speakers create slides so they have something to present rather than outlining, organizing, and focusing on their message.
2. the linear nature of PowerPoint slides forces the presenter to reduce complex subjects to a set of bullet items which are too weak to support decision-making or show the complexity of an issue.
3. basic equipment required to present. You will need to have a computer and projection equipment in place to display the slides to the audience.

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From the first and second points above, it can be concluded that by using this media, the problems of delivering the teaching material completely to the students will be a matter. The mechanism of this media allows the teacher to show the main points only rather than explaining the whole complexity of the learning material. The third point explains that another disadvantage associated with Power Point slide show presentations deals with the system requirements involved. A computer, projector, screen and electricity will all be required. It also will be necessary to dim the lights in the room to allow for proper viewing. The other disadvantage is the risk of technical difficulties. The success of the presentation depends entirely on the proper functioning of technology and the skill of the teacher in using this media.

2.3 The Use of Pictures in Language Teaching and Learning

.   In order to maintain efficiency in achieving goals of the study, the use of media in teaching is necessarily needed. Picture has turned out to be a kind of media being used in teaching and learning progress. Arsyad (1997: 89) states that visual media have important role in teaching learning process. Further, he also says that media can be in the form of picture, map, and graphic. In addition, Gerlach (1980: 273) states that through picture, learners can be shown people, place, and things from areas outside their own experiences. Picture is a useful teaching aid to express the facts or actions, and provides a near real type of experiences.

In this research, pictures were helpful for the students to compose a descriptive paragraph. With pictures, the students could imagine better, and they were provided with the details of an object they should describe. By using slideshow of serial of single pictures, the students were asked to describe the object shown in the serial of single pictures.

2.3.1 The Advantages of Using Pictures

Using picture in classroom is one of the various techniques that can be applied to help the student learning in an interesting atmosphere. Wright (1989: 17-18) believes that pictures can motivate the students and make them want to pay attention and to take a part in the lesson. In addition he also states that pictures contribute to the context in which the language is used. Pictures also provide motivation and give non verbal stimulus for what is said or written. Those statements above clarify that the act of teaching using pictures will surely brings advantages which will help achieving the goals of the study.

Furthermore, Gerlach et al. (1980: 277) say that pictures, as aid in teaching learning process, has advantages. They are as follows.

1. Picture is inexpensive and widely available;
2. It provides common experiences for an entire group;

3. The visual detail makes it possible to study subject which would otherwise be impossible;

4. Picture can help to prevent and correct misconceptions;

5. Picture offer a stimulus for further study, reading, and research. Visual evidence is a powerful tool;

6. It helps to focus attention and to develop critical judgment;

7. It is easily manipulated;

The advantages of picture in teaching and learning, enable teacher's ability to create such simple teaching media without any difficulty to find teaching instruments needed. While, the teaching method can be easily manipulated to suit the learning environment demand, such as, gaining the students' attention and developing their understanding, and ability on the lesson materials

In this research, a serial of single picture referred to; a group of four single pictures which all of them showed one same main object. Each of the single pictures showed the object from different angles and different conditions. The serial of single pictures were presented in the form of slideshow. They were used as teaching media to found any effect of the students' achievement in writing descriptive paragraph. The advantages of this media expected to guide the students to get more ideas, since this media allowed the teacher showing more details of one object in comparison to a single picture.

2.4 Kinds of Pictures

According to Wright (1989), There are three types of pictures: individual pictures, pictures in series, and composite pictures. Each of them has different characteristics based on what drawn in the picture, size and functions.

2.4.1 Individual Pictures

According to Wright (1989: 193), individual pictures are pictures of single objects, or in other words, a single picture contains only one single picture of objects, persons, or activities.

The examples of ind

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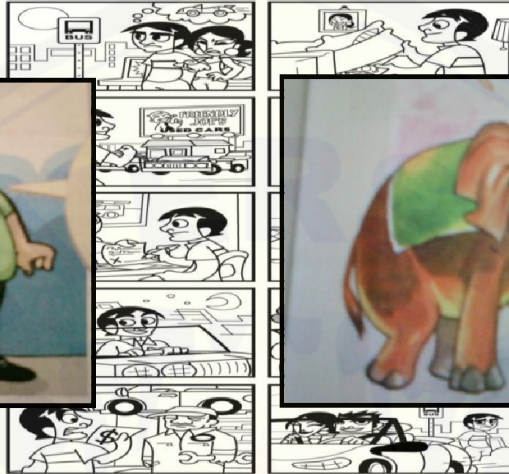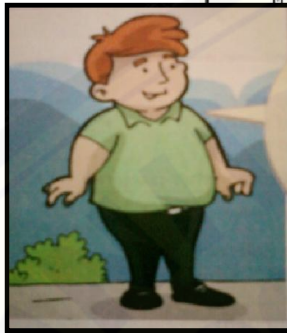
ved from: Rita, 2002: 5)

2.4.2 Pictures in Series

Pictures in series deal with several numbers of pictures which show the activities related to one another, as Wright (1989: 201) states that pictures in series show sequences of pictures. This media has been widely used to tell a story or sequences of events. The following is the example of picture in series:

(Retrieved from http:// englishbanana.com/2011/06/07series-of-pictures/)

2.4.3 Composite Pictures

According to Wright (1989: 98), composite picture is a picture which gives detailed information. This picture can give different activities because it shows a number of people doing different activities. The example of composite picture is as follows:

(Retrieved from: Rita, 2006: 15)

2.4.4 Serial of Single Pictures

As already explained before, many students experience difficulties in learning writing skill. Farbain and Winch (1996: 228) state that writing is not an easy task: we often face many difficulties in expressing our ideas in a written form because it needs not only practice but also talent. Yunus (1981: 51) states that the difficulties of writing a descriptive paragraph can be solved by using pictures as the media in writing. From statements above it is accurately predicted that teaching descriptive paragraph writing using pictures will result in solving problems such as expressing students' ideas in a written form.

A serial of single pictures here refers to, a group of single pictures which all of them are showing one same main object. The object can be a person or a place or something else. Each of the single pictures are showing the object from different

angles, and conditions. This mechanism may result in more details of the object will be shown in comparison to using single picture only. This mechanism will also lead the students to have a better source of information to get more ideas about what should they write in describing the object in the picture. The examples are as follows :

(Retrieved from http://dahliaamareta.blogspot.com/2013/12/11/alun-alun-jember)

Those pictures can help the process of meaning assimilation of the students because it can direct the students to think about the object in the pictures which has more details provided in comparison to a single picture. In other words, the students might see more things that the teacher cannot show them in one picture only, such as shape of the fence, how it looks like from the north or west side, or how does it looks like when night comes, and then apply it in the writing descriptive paragraph activity. The serial of single pictures showing one main object but it is not arranged in sequence like the picture series. By using pictures as a medium, hopefully students' attention will be attracted directly to think about the information that is represented on the pictures. This statement supported by Wright (1989: 17-18) who states that pictures can motivate the students and make them want to pay attention and to take a part in the lesson. He adds that pictures contribute to the context in which the language is being used.

2.5 Writing Skills

For most students, writing skill has long considered as a hard skill to master. Nunan (1999:81) states learning to write in either a first or second language is one of the most difficult tasks a learners encounters and one that few people can be said to fully master. He also adds that learning to write well is a difficult and lengthy process.

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have

symbols for such things as punctuation and numerals. (http://Omniglot.com/2013/06/07what-is-writing/). While Wong (2003: 9) states that writing is the work of writer, anything expressed in letters of alphabet. It means that writing is a medium of communication that represents language through the inscription of signs and symbols.

Orman (2013) writes that writing is hard work, not magic. That statement explains that producing a good writing is not an easy task, cannot be magically done, it requires a hard work. He also says that in writing, begins with deciding why you are writing and whom you are writing for; What is your intent?; What do you want the reader to get out of it?; What do *you* want to get out of it. It's also about making a serious time commitment and getting the project done.". From the statement, it is important for a writer to communicate with readers, which has expectation about the text produced when a writer writes a text. Obviously it is important for a writer to consider several points of skills like creating an organized sentence by paying attention on the appropriate use of subject, predicate, object and complementary words. Other skills are also needed in writing to create clear, fluent, and effective writing result, namely; grammar, vocabulary, content, mechanic, and organization (Faye, 1985: 105-109).

In order to get a perfect grammar and improvement on the writing style, selected grammatical structures and organization will also be given to the students, along with learning writing process including intensified vocabulary learning. Organization in writing has a function as organizing ideas quickly and makes the learners be able to write by using sophisticated words in academic writing courses. This is supported by Oshima and Hogue (1991: 1) who say that good writing in English requires both good grammar and good organization. A good organization means logical and effective, the order of ideas and the way a writer moves from one idea to the next which will help readers to understand the text better by arranging the information captured from one sentence after another in an ordered sequence.

2.6 The Process of Writing

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas. (http://writing/mit/edu/.com,2013), while Brammer et al. (1981: 10) states that in general, the writing process covers three stages, namely prewriting, writing, and revising. Prewriting is used to discover and organize the ideas. Writing is used to develop a topic into a good paragraph. The last stage is revising which is used to revise the draft and to proofreading. Using those steps will make the writer feel as if he is developing and focusing his ideas, shaping them into words, and making a point that will hold and interest the reader. In addition, White and Arndt (1986: 4) confirm that writing is a form of problem solving involving such processes as generating ideas, planning, goal setting, monitoring, and evaluating whether what is going to be written or what has been written, and searching for language with which to express exact meaning. Thus it can be concluded that a good writer should follow the process of writing in order to produce a well organized writing result. Writing process covers the following steps:

2.6.1 Prewriting

Considering the efficient use of the media in this research, the treatment in this research was administered in the prewriting phase.

The prewriting phase is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started (www.Times4writing.com/2013/the/writing/process/). According to White and Arndt (1999: 99), generating and structuring ideas are classified as prewriting activities.

From those statements, it can be concluded that prewriting entails two activities, namely generating and organizing ideas.

a. Generating Ideas

First step to do in the process of writing is generating ideas. According to White and Arndt (1997: 17), generating ideas is the stage in which the writer attempts to discover a topic and identify a purpose. This step of generating ideas is a phase where a writer discovers ideas to write and considers the purposes of the writing for the readers. Before writing starts, a writer must pay attention into what he is going to write about, what ideas he intended to inform to the readers, and aims readers understanding when reading the writing.

b. Organizing Ideas

Before using the ideas, the writer shall need to decide how to organize the words in to a good text. This step involves sorting ideas in a logical manner to prepare to write a draft (Wingersky, 1999: 4). It makes the writing understandable for the reader. Furthermore, he adds that logic and a sense for putting together similar ideas can help the students perform this step quickly and easily which involves putting ideas into groups.

More theories of writing a good text in order to make the writing understandable easily, explains that a text needs to be coherence and cohesive. Cohesion concerns the ways in which the components of the surface text are connected within a sequence. (http://Wikipedia.org/wiki/Text_linguistics). Cohesion here concerns on the ways in which the components of the surface text, i.e. the actual words we hear or see, are mutually connected within a sequence. The site also explains that, Coherence concerns the ways in which concepts and relations, which underlie the surface text, are linked, relevant and used, to achieve efficient communication. In other words, Coherence concerns the ways in which the components of the textual world, i.e. the

configuration of concepts and relations which underlie the surface text, are mutually accessible and relevant". Coherence is the outcome of cognitive processes among text users. Cohesion and coherence are related notions, but they are clearly distinct. Cohesion is necessary, though not sufficient in the creation of coherent texts. In other words, cohesion is a crucial though not exclusive factor contributing to coherence, since it facilitates the comprehension of underlying semantic relations.

2.6.2 Writing A First Draft

After a writer finished with ideas, the next step is drafting. This is the phase where students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Drafting is an act which the ideas that the writer had generated and organized and patiently wrote an essay in which he consciously starts with the main ideas and supporting ideas that flow smoothly. During the stage, the writer writes ideas without worrying about mechanical errors. McWhorter (2001: 30) confirms that in writing the first draft, the writer should work from the list of ideas, and is not concerned with grammar, spelling, or punctuation. Instead, the writer should focus on expressing and developing each idea fully. In other words, the step of writing a first draft is a step in which the writer should focus on developing an organized idea about what is he going to write, instead of concerning on the grammatical issues.

2.6.3 Revising

Revising is the last step of writing process. Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft. (http:// Times for writing.com, 2013). Revising involves smoothing out the words, adding more details, and making changes to clarify wording and organization (Wingersky, 1999: 4). Oshima and Hogue (1988:

12) state that there are two activities involved at this point of revising, namely revising the content and organization, and proofreading grammar and mechanics.

a.   Revising the Content and Organization

Oshima and Hogue (1988: 2) suggest that for the first revision, the writer should check the content and the organization, including unity, coherence, and logic of his ideas whether they are presented smoothly or not. If they do not yet run smoothly, he can change, rearrange, add, or delete in order that his thought can be presented more clearly, effectively, and interestingly.

b.   Proofreading Grammar and Mechanics

Proofreading is focusing on the grammatical and mechanical errors. McWhorter (2001: 33) defines proofreading as a final polishing the writer's work to check for errors in grammar, sentences, spelling, and punctuation. From this, the writer should pay attention on the use of grammar structure of the text. For spelling and punctuation, the writer should make sure that he does not miss spell the words and he uses the correct punctuation.

2.7 Teaching Writing at Eight Year Students of SMPN 1 Mayang

SMPN 1 Mayang Jember is applying *K13*. This curriculum is used to guide the English teacher in conducting the teaching process. Obviously a set of teaching writing activities for the eight grade students has been listed in the curriculum. Based on the *K13 (Kurikulum 2013)*, the writing activities for eight grade student in second semester covers learning writing in simple present tense, present progressive tense, simple past tense. The activities also include writing short functional texts and short simple essays in the form of recount, descriptive and narrative. Since this research

concerned in teaching descriptive writing, the teaching activity would use only the simple present tense as the learning features. The curriculum also explains that, the basic competence of writing activities is expressing the meaning of short simple essay. The students have to be able to express it in the form of descriptive in the context of daily life. The indicator is the students are able to write a short simple essay in the form of descriptive paragraph. Considering the previous statement, in this experiment, the test aimed to measure students' ability in writing a short simple essay in the form of descriptive paragraph. The object that the students should describe would be shown in slideshows of serial of single pictures. The students' writing should contain at least 100 words and time allocation of the test was 2 x 40 minutes.

To gain the purpose in teaching writing, the English teachers usually use the following techniques in teaching writing for the second year students. They arranged jumbled words/sentences to make coherent sentences/paragraph, completing simple and short dialogues, writing a short and simple essay by using pictures, and so on. The teachers should be able to consider the appropriate techniques in teaching writing for their students, in order to improve the students' writing achievement. This had to be done since that the students' scores were often rated below the school standard score, which was applying 75 as the minimum score.

Concerning on the situation, a new teaching mechanism was critically needed. The main characteristic of the new mechanism should be efficient in cost, time, easy to use and also able to gain the students' interests in learning activity. In this case, the writer tried to optimize the use of the media by showing serial of single pictures through slideshows used Microsoft Power Point 2007 and applied writing short simple essay in the form of descriptive.

2.8 Descriptive Paragraph

Descriptive paragraph is a paragraph which describes what a person or a thing is like. Syaifullah (2008:139) states that descriptive paragraph is a paragraph telling

about the characteristics of a particular thing, such as person's characteristic or description.. In line with Syaifullah, based on Depdiknas (2004:2004) descriptive paragraph is a kind of functional paragraph functioning to describe a particular person, place, or a thing. In other words, the purpose of descriptive paragraph is to describe and reveal a particular person, place, or thing. The following is an example of descriptive paragraph:

My Cat Gregory

Gregory is my adorable gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and soon he is growing so fat and looked spoiled in his fluffy. Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers.

(Retrieved from http://englishdirection.com/2013/06/02/descriptive-text.)

There are two components of generic structures in descriptive paragraph: They are topic sentences and supporting sentences. The topic sentences should be the controlling idea of the overall impression of the object being described. (Oshima & Hogue, 2007) In the model paragraph above the topic is the writer's cat. The controlling idea is that it is an adorable grey Persian cat. The other component of descriptive paragraph is supporting sentences. Supporting sentences provides details of information about the object being described (Oshima & Hogue, 2007).

In accordance with the school syllabus, teaching descriptive writing in this research used two themes which were based on currently used student's hand book LET's Talk Grade VIII by Pakar Raya. They were: interesting places and animals.

2.9 The Implementation of Slideshow of Serial Single Pictures in Teaching

Descriptive Paragraph Writing

The application of slideshow of Serial single Pictures as a media in teaching writing a descriptive paragraph, intends to provide the students a better source of information needed to write a well organized description about an object. Therefore, this media should be presented in the phase of prewriting. The pictures shown in the slideshow, shall stimulates the students' imagination about the object they should describe. This mechanism is expected to make the students able to generate more ideas. This teaching media also intends to give the teacher an optional teaching media which is easy to prepare and efficient to use.

In this research, the procedures of using Slideshow of serial single pictures in teaching writing descriptive paragraph were as follows.

1. The teacher shows slideshow of serial of single pictures using Microsoft Power Point 2007 to the students;
2. The teacher asks some questions to the students related to the pictures shown, if it is picture of a place, the questions can be about it's shape, color, unique markings, and related history, but if it is about a animal, the questions can be about what is it, where does it live and etc;
3. The teacher leads the class to discuss some important points and vocabulary relating to the pictures;
4. The teacher assign the students to make a descriptive paragraph based on the serial of single pictures given;
5. The teacher makes revision on the students' work.

The application of serial of single picture in teaching writing descriptive paragraph in this research, hopefully can give the students en experience in overcoming problems in writing a descriptive text. In short, the application of serial of single picture in teaching descriptive writing did not only encourage the students'

participation in class. This also helped the students to increase their writing achievement

2.10 Assessing Students' Writing Skill

Achievement test would be applied to assess students' writing achievement in this research. Hughes (2013:12) says a test done to discover how successfully students have been in achieving the objective of course or study.

Furthermore, Hughes (2003:13) divides test into two types. First is final achievement test, it is a test conducted at the end of a study. And the other one is the progress achievement test, which is conducted to measure the students' progress during the study. Since this research aimed to found the effect of teaching descriptive paragraph writing using slideshow of serial of single pictures, final achievement test or post-test would be applied.

Final achievement tests are those administered at the end of a course of study. They may be written and administered by ministries of education, official examining boards, or by members of teaching institutions. The content of these tests must be related to the courses with which they are concerned, and should be based directly on a detailed course syllabus or on the books and other materials used.(Goatly,2000).

An achievement test evaluates students' understanding of a specific course or study. In order to maintain suitability of the test, the test would be based on the current curriculum applied by the school and be consulted to the English teacher before the test given to the students. Hughes (2000: 50) notes that a good test must be valid and reliable. Fraenkel and Wallen (2005:93), say validity refers to meaningfulness, correctness, usefulness of the inferences a researcher makes. A test considered to be valid if it measures accurately what it was intended to measure.

Furthermore Hughes (2003:27) also says that the greater a test's content validity, the mere likely it is to be an accurate measurement of what it is supposed to measure. The content validity was included in this research, because the content of the

materials were constructed based on competence listed in the *K13* for junior high school in second semester. Based on *K13*, the basic competence of writing activities is expressing the meaning of short simple essay in the form of descriptive in the context of daily life and the indicator is students are able to write a short simple essay in the form of descriptive paragraph. In line with that, the test required the students to write a short simple essay in the form of descriptive paragraph by using slideshows of serial of single pictures.

According to Hughes (1996: 29), reliability refers to the test results consistency. The test scoring would use the inter-rater agreement, which would score the students' work in five skills of writing refered to: grammar, vocabulary, content, mechanic & organization. According to Graham *et al.* (2011), inter-rater agreement is the degree in which two or more evaluators give the same rating to an identical observable situation (e.g., a lesson, a video, or a set of documents) using the same rating scale, while inter cater reliability concerns the similarity in the ordering of ratings made by two or more evaluators. The researcher involved the English teacher in scoring the test by giving the copy of students' writing test. The scorer, both the researcher and the English teacher, discussed about the way to use the scoring criteria in scoring students' work. If there was a gap in scoring between the researcher and the English teacher, both of them discuss together to decide the score. There were five writing ability scored in this research, they were the accuracy use of grammar, proper use of vocabulary, details and content of the writing, mechanical issues such as correct punctuation and spelling, and the last was the organization of the writing.

2.11 Hypothesis of the Research
Based on the results of the research, the hypothesis of the research can be formulated as follows;

"There is a significance effect in teaching writing descriptive paragraph using slideshows of serial of single pictures on eighth grade students at SMPN 1 Mayang 2014/2015 academic year."

III. RESEARCH METHOD

This chapter deals with the research method applied in this research. It consists of; Research Design, Area Determination Method, Respondent Determination Method, Data Collection Method, and Data Analysis Method. The details are explained in the following sub-topics.

3.1 Research Design

This research conducted to find any effect of using slideshow of serial of single pictures in teaching descriptive paragraph writing on the eight grade students at SMPN 1 Mayang. The research design applied in this research was pre experimental design: intact group comparison as pictured below:

Group	Treatment	Posttest
A	X	O
B		O
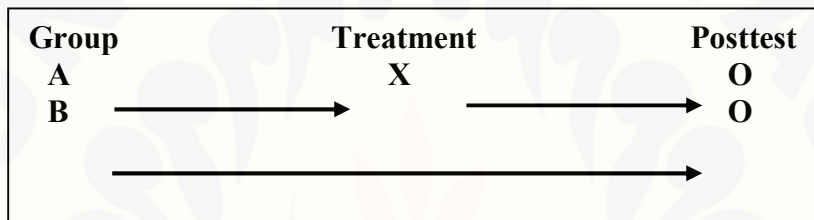
Notes:

    A   : Experimental Group
    B   : Control Group
    X   : Treatment
    O   : Posttest

(McMilan,1992:175)

In an experimental research, a researcher manipulates the independent variable. He decides the nature of the treatment, to whom it will be applied, and to what extent (Fraenkel and Wallen, 2006:268). Experimental group receives the treatment which are being experimented into, it could be teaching method or another teaching material; whereas the control group or comparison group receives no treatment or different treatment. This control group shall be a check point for the researcher to determine whether the treatment expound any effect in achieving objectives of the study. Wang & Morgan (http://SageResearchmethods.com/2014/research/experiment/). In this experimental research the experimental group taught by using a media. This experimental treatment was intended to invent an efficient teaching media especially in teaching writing a descriptive paragraph to the eight grade students of junior high school.

In pre-experimental designs, either a single group of participants or multiple groups are observed after some intervention or treatment presumed to cause change. In addition, Cohen (2007:283) states that the failure to provide the intended equation will ensure the occurrence of unwanted regression effects. So it is

predictable that the two groups will be different in their post-test scores by any effects of X as the given treatment.

The experimental group in this research was treated with activity of learning descriptive paragraph writing by using slideshow which presented serial of single pictures; while the control group maintained the learning conditions based on the instructional method applied in the school. That means, the students of the control group would be taught by using single picture only. Based on the previous diagram, the research design can be pictured as follows:

	Treatment	Post test
Experimental Group	X	0
	X (Taught by using slide show of single pictures)	
Control Group		**Post test** 0

According on the explanation above, the researcher conducted a homogeneity test on descriptive writing achievement to found two classes that were equivalent.
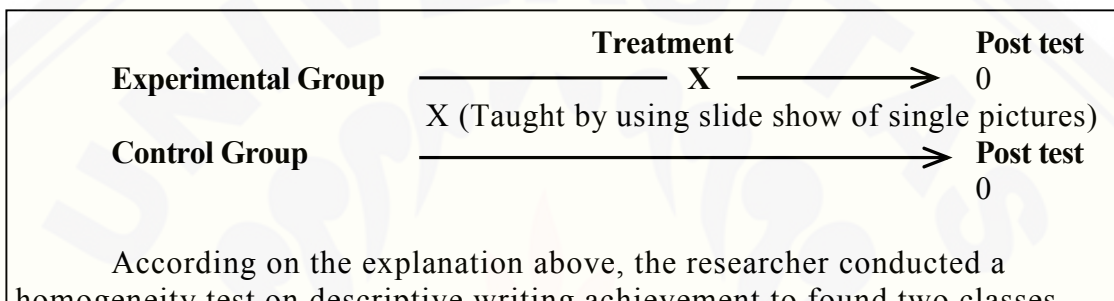
The procedures of this research were as follows:

1. Doing the interview with the eight grade English teacher to gain data on details of the teachers' current learning activity with the class, teaching problems and the students ability in receiving the learning materials.

2. Administering a homogeneity test on descriptive writing achievement to the population consisting five classes at the eight grade at SMPN 1 Mayang in the 2013/2014 academic year to found the homogeneity of the population.

3. Analyzing the scores by using ANOVA on SPSS (Statistical Package for Social Science) to calculate significance difference among the six classes, and to found out whether the scores were heterogeneous (the result of ANOVA is less than 0,05) or not.

4. Taking two of the six classes which had same or closest mean score, then determined which class belonged to experimental and control groups by lottery.

5. Executing the treatment to the experimental class included teaching theories of descriptive text, grammar, and giving students leading questions about the pictures in the slideshow. While the control group was taught by using ordinary method that the English teacher usually had, that was using single picture shown on viewer.

6. The teaching and learning process conducted in two meetings due to the number of topics discussed in the teacher's syllabus i.e., person and interesting place. Each of the meeting lasted for 80 minutes.

7. Conducting final achievement test in both experimental and control groups to measure the descriptive text writing achievements after giving the treatment to the control group.

8. Scoring the student's test including five writing aspects, they are: content, organization, grammar, vocabulary, & mechanics. The scoring technique will use inter-rater agreement method

9. Analyzing the students' final achievement test scores by applying Lavene's test on SPSS

10. Measuring quantitatively the degree of relative effectiveness to find out which hypothesis accepted by using the following formula:

$$DRE = \frac{Ma - Mb}{Mb} \times 100\%$$

Notes:
DRE   : Degree of Relative effectiveness
Ma   : Mean of the experimental group
Mb   : Mean of the control group

(Masyhud, 2006:61)

11. Drawing conclusion based on the result of the data analysis to answer the research problems.

3.2 Area Determination Method

Purposive method applied here to determined the research area. In this research, SMPN 1 Mayang was chosen as the area to conduct the research because of some reasons. The reasons were (1) the school possessed sufficient facilities to support the experiment, (2) the English teachers have never applied slideshow of serial of single picture in teaching descriptive writing. (3) the English teacher and the headmaster of SMPN 1 Mayang had granted the permission for the researcher to conduct the research at that school.

3.3 Respondent Determination Method

Respondent is the person giving some responses or answers to researcher's questions either orally or written. (Arikunto, 2006:145). According to Morgan in Cohen (2007:377), it is important to take extreme care with the sampling, so that the group has homogeneity of background in the required area, otherwise the discussion would loose focus or become unrepresentative. The population in this research was the eight grade students of SMPN 1 Mayang 2014/2015 academic year. There were five classes consisting 42 students each. Overall there were 208 students. Cluster Random Sampling chosen to be applied in this research. According to Arikunto (2006:134), random sampling method can be used if the number of the respondents is more than 100 persons, and we can take 10% - 15% or 20% - 25% or more of the population as the samples. In addition, Harmer (2006:145) state that the important thing is that cluster random sampling selection is a procedure where entire groups, not individuals, are randomly selected. Cluster Random Sampling is a sampling technique where the entire population is divided into groups, or clusters, and a random sample of these clusters are selected. Two of the five classes chosen based on the result of homogeneity test to find the homogeneity of the population. If the result of the homogeneity test was not significant, it means that the population was heterogeneous. For that reason, the experimental and the control class should be chosen from the two classes which had closest mean difference. If the result was

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significance, which meant the population considered to be homogenous, the experimental and control class would be determined randomly by lottery.

The homogeneity test result was analyzed statistically by using ANOVA available in SPSS. If the result of ANOVA showed the significant value higher than 0.05, it meant the population is homogeneous. Then the experimental and the control groups among the population would be determined randomly by lottery. However if the result was heterogeneous, the researcher would choose two classes which had same or closest mean scores. Then determine which belonged to experimental and control class by lottery.

3.4 Operational Definitions of the Variables

In order to avoid any misunderstandings between the writer and readers. There were several terms that were necessary to be defined. The terms to be defined operationally were descriptive paragraph, descriptive writing achievement, slideshow and serial of single picture.

3.4.1 Descriptive Paragraph

The descriptive paragraph in this research referred to a very simple short essay composed by the students. The paragraph consisted of 100 words at least and the topic to be described was the object shown in the slideshows of a serial of single pictures given by the researcher. The descriptive paragraph's structure also in line with general structures of descriptive paragraph, those are topic sentences and supporting sentences. The topic sentence is a part which identifies the phenomenon to be described. The intended phenomenon here were adopted from the English teacher's syllabus: people and places. Supporting sentences are part which describes details of the object, the description can be about the shape, color, age, quality, origin and so forth. Supporting sentence characterized by simple present tense. But it is also

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possible to use simple past tense especially when the description tells about something in past situations.

3.4.2 Descriptive Writing Achievement

The achievement of descriptive writing comprehension in this research referred to the scores of the students' writing test. The scores would be obtained after the treatment has already conducted. The writing test score covered the scores of five writing aspects; grammar, vocabulary, content, organization and mechanic.

3.4.3 Slideshow

Slideshow in this experiment referred to slide presentation of a series of still images on an electronic display device. The presentation was carried out by using Microsoft Power Point 2007 software. Each image displayed for ten seconds, before it was replaced by the next image. It changed automatically and at regular intervals. Slideshows originally consists of a series of individual photographic slides projected onto a screen with a slide projector. In this experiment a serial of single pictures would consist of 4 pictures and each would be displayed for ten seconds

3.4.4 Serial of Single Pictures

Serial of Single Pictures used in this experiment referred to a set of four single pictures. The pictures in each serial were showing one same main object, and the object applied in this experiment will be based on the English teacher syllabus. The differences between each picture; they were taken from different variable of conditions, it could be the angles of the object, time when the picture taken, weather or any other variables. Those would be used as a media in teaching writing descriptive paragraph to help students in gaining a better source of information on the object that they should write about.

3.5 Data Collection Methods

There were two kinds of data in this experiment: they were primary and secondary data. The primary data was the students' descriptive writing test scores, taken directly from descriptive writing post test. The secondary data would be consisted of the data obtained from documentation and interview.

3.5.1 Writing Test

In this research, the writing test conducted was in a form of writing a descriptive paragraph. Designing a good writing test requires the researcher to ponder test reliability and validity, as supported by Hughes (2000: 50) that state a good writing test must be valid and reliable.

According to Fraenkel and Wallen (2005:93) validity refers to meaning fullness, correctness, usefulness of the interferences a researcher makes. There are four traits of validity, namely content validity, criterion-related validity, face validity and construct validity. Since the test was focusing on writing skill, the researcher determined to apply content validity. In addition, the test to be applied was researcher made test, but to ensure the suitability of the test, the test would be based on the *K13 (Kurikulum 2013)* applied and consulted to the English teacher. As Hughes says (2003:27) that the greater a test content validity, the more likely it is to be an accurate measurement of what is suppose to measure, in line with that, to ensure that the content validity was well applied in the test, the content of the test materials constructed based on the current curriculum and the teachers' syllabus.

Dealing with reliability of the test. However, the test could not derive easily a good reliability as it belonged to subjective scoring. Hughes (2003:44-50) suggest some ways of act to derive a good reliability which include:

a. Not allowing candidates to much freedom

b. Providing clear explicit instructions.

c. Providing detailed scoring key

d. Training scorers.

e. Agreeing acceptable responses and appropriate scores at outset of scoring

Based on previous explanation, training scorer was one of which is not going to be done by the researcher since the English teacher would understand on the scoring method to be applied. Considering point a, b, c and e, the researcher would provide some instructions and prompt in the post test and discussed the scoring rubric with the English teacher to gain fairly similar judgment in scoring the students writing test.

Concerning with the scoring system, analytic scoring method was applied in this research. The analytic scoring method is a method of the scoring which requires a separate score of a number of aspects of a task (Hughes, 1989: 100). It means that each evaluation aspect is scored separately according to certain criteria, then all scores are summed. In this research there were five aspects that would be scored analytically, they include; grammar which covered correct use of tense and agreement, vocabulary referred to effectiveness in word use, mechanic which covered the ability of applying right spelling, punctuation and capitalization, content which covered the ability on expounding the topic and details, and the last is organization which referred to the ability on arranging a well understandable sentences. To suit the experiment needs, the scoring criteria of Hughes (2003:101-102) was adopted in the form of score intervals and criteria. Further details of the scoring criteria are as follows.

Table 3.1 The Scoring Criteria of the Students' Descriptive Text Writing

No	Aspects & Criteria	Score intervals
1	**Content** • Knowledgeable, Substantive, Thorough development of thesis, relevant to assigned topic.	30-27
	• Some knowledge of subject, adequate range, limited development of thesis, mostly relevant topics but lacks details.	26-22
	• Limited knowledge of subject, little substance, inadequate development of topics.	21-18

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	• Does not show knowledge of subject, not substantive, not permanent or not enough to evaluate	17-15
2	**Organization**	
	• Fluent expressions, ideas clearly stated, well organized, logical sequencing, cohesive.	20-18
	• Somewhat choppy, loosely organized but ideas stand out, limited support, logical but incomplete sequencing.	17-14
	• Not fluent, ideas confusing or disconnected, lacks of logical sequencing and development.	13-10
	• Does not communicate, no organization, or not enough to evaluate.	9-7
3	**Language use (Grammar)**	
	• Effective complex construction - few errors of agreement, tense, number, word order, articles, pronouns, and prepositions.	25-22
	• Effective but simple construction, minor errors in complex construction, several errors on agreement, tense, number, word order, articles, pronouns, and prepositions but meanings seldom confused.	21-18
	• Major problems in simple/complex sentence, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and or fragment, run-ons, deletions – meaning confused or obscured.	17-11
	• Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to communicate.	10-7
4	**Vocabulary**	
	• Sophisticated range, effective words/idioms choice and usage, word form mastery, appropriate register	15-13
	• Adequate range, occasional errors of words/idioms form, choice and usage, but meaning not obscured.	12-10
	• Limited range, frequent errors of words/idioms form, choice, and usage, meaning confused or obscured	10-8
	• Essentially translation, little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.	8-6
5	**Mechanics**	

• Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	10-9
• Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured	8-7
• Frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning obscured.	6-5
• No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing, illegible or not enough to evaluate.	4-2
Total Score = Content + Organization + Grammar + Vocabulary + Mechanic	

(Adapted from Hughes, 2003:101-102)

Considering that writing test is a subjective test, to ensure the reliability of the test this experiment would apply inter-rater scoring. The researcher involved the English teacher in scoring the test by giving the copy of students' writing test. The scorer, both the researcher and the English teacher, discuss about the way to use the scoring criteria in scoring students' work. If there is a gap in scoring between the researcher and the English teacher, both of them discuss together to decide the score.

In order to implement inter - rater scoring there are two points to concerns: they are inter - rater reliability and inter - rater agreement. According to Hughes (2003), inter-rater agreement is the degree to which two or more evaluators give the same rating to an identical observable situation (e.g., a lesson, a video, or a set of documents) using the same rating scale. While inter - rater reliability concerns with the similarity in the ordering of ratings made by two or more evaluators.

Based on the previous explanations, the researcher generated the following procedure in conducting the test:

1. Explaining the aspects to be assessed to the research respondents.
2. Giving the test to the respondents.
3. Inter rating the result of writing test. The first scoring is going to be done by the researcher, while the second one is going to be taken by the English teacher

3.5.2 Interview

Interview is classified into several different formats. According to Arikunto (2006:155), there are three kinds of interview, they are: unstructured interview, structured interview, and free structured interview. Based on the consideration of data collection efficiency, the researcher decided to apply free structure interview. Format of the interview is a list of questions and details arranged by the researcher to get the information needed during the process of interview. The English teacher would be interviewed by the researcher using a list of questions. The list rolled as a guide line which would lead to information needed for the experiment. This interview would be conducted in the form of informal conversation.

The interview aimed in inquiring information on currently applied English curriculum, the English books, techniques and the media used by the teacher in teaching writing descriptive paragraph. To understand further about the learning condition, the interview would also used to know the students ability in learning as well as the teachers' problems in delivering material to the students.

3.5.3 Documentation

In addition to the teacher' information regarding the teaching and learning process, administrative data were also needed. Therefore, another data collection method was also applied. Documentation was chosen to derive the secondary data regarding the number of the students, the teaching and learning facilities, and the students' names and students' previous scores.

3.5.4 Observation

Observation in this research conducted in the form of preliminary study. It was held before the experiment had started. The purpose of this observation was to found out problems that the teachers and students had to face during the process of teaching and learning writing descriptive paragraph. This preliminary study's

purpose was also to ensure that the treatment in this experiment would be suitable for the school conditions.

3.6 Data Analysis Method

Data analysis method here dealt with analyzing the obtained data. The students scores obtained from final achievement test which conducted after the treatment given, would be analyzed by using Independent Sample T-test which is available on SPSS (Statistical Package of Social Science). The T-test calculated whether or not there is significant difference on means score between control and experimental group. Derived the result of the T-test, the researcher then consulted the calculation result to t-table of 5% of significance level, after the result came out, if the value of sig column was greater than 0.05, the researcher may concluded that there was no statistically significant difference between experimental and control group or there was no significant effect between those groups, in other word the null hypothesis (ho) accepted. If the value of sig column was less than or equal to 0.05, the researcher could infer that there was statistically significant difference between experimental and control group or in other word alternative hypothesis (ha) accepted.

It was also important to measure the significance of the treatment quantitatively. In order to execute the calculation, Degree of Relative Effectiveness formula adopted from Masyhud (2006:16) also applied in this research.

After the result of DRE formulae came out, then the result of the experiment would be concluded into which research hypotheses was accepted.

The hypotheses of the experiment are as follows:
1. Ha : There is a significant effect in teaching writing descriptive paragraph using slide shows of picture series on eighth grade students at SMPN 1 Mayang 2014/2015 academic year.

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2. Ho : There is no significant effect in teaching writing descriptive paragraph using   slide shows of picture series on eighth grade students at SMPN 1 Mayang 2014/2015 academic year.

IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the description of the experimental treatment, the results of supporting data, the results of primary data, the analysis of the post test, the hypothesis verification, DRE and discussion.

4.1 The Description of the Experimental Treatment and Schedules

There were two groups of respondents in this research. They were experimental group which refers to class VIII A and control group refers to class VIII B. As has been explained in Chapter III, the experimental group received the treatment. The treatment was teaching writing descriptive paragraph by using Slideshow of Serial of Single Picture; while the control group was taught by using single picture shown on viewer. The lesson plan of the teaching and learning process for both the experimental and the control groups enclosed. The schedule of administering the treatment can be seen as in the following table:

Table 4.1 The Schedule of Administering the Treatments

No	Treatments	Experimental Class (VIII A)	Control Class (VIII B)
1	Treatment 1	Wednesday, December 17th 2014 08.30 - 09.50 WIB	Wednesday, December 17th 2014 07.00 – 08.20 WIB
2	Treatment 2	Thursday, December 18th 2014 08.30 – 09.50 WIB	Thursday, December 18th 2014 10.00 – 11.20 WIB

4.2   The Results of Supporting Data

The results of the supporting data of the research were obtained from the result of the interview with the English teacher and the documentation which was obtained from the school document.

4.2.1   The Results of Interview

The interview was conducted with the English teacher of the eighth grade of SMP Negeri 1 Mayang on Friday, December 12th, 2014. According to the English teacher, English was taught twice a week. The curriculum used for the eighth grade of SMP Negeri 1 Mayang was the 2013 *Curriculum (K13)*. The teacher taught English by using an English language learning book entitled "*Let's Talk*" manufactured by Pakar Raya Pustaka. The teacher taught descriptive writing skill by using single picture as a media. The procedure of teaching using single picture was ; first, the teacher showing the single picture to the student, second, explaining the object then third, the teacher asking the students to compose a paragraph of descriptive about object in the single picture. The teacher usually asked the students to be prepared with dictionary. While showing the single picture to the students, the teacher guided the students to understand each details of the object on the pictures. The teacher only able to show the students a small picture, so each of the students had to look close enough to saw it clearly, which this act cost time. The teacher believed that the use of multimedia equipment such as Slideshow of Serial of Single Pictures would provide a more beneficial use in achieving the goals of the study.

4.2.2   The Results of Documentation

Documentation in this research was used to get the supporting data about the number of the classes of the eighth grade students of SMP Negeri 1 Mayang and the names of the respondents. The number of the classes was 5 classes: Class VIII A, Class VIII B, Class VIII C, Class VIII D, Class VIII E, The total number of the eighth

grade students was 208. The distribution of the students for each class can be seen in Table 4.2 below.

Table 4.2 The Total Number of the Eighth Grade Students of SMP Negeri 1 Mayang in the 2014/2015 Academic Year

No	Class	Male	Female	Total
1	VIII A	24	18	42
2	VIII B	21	21	42
3	VIII C	22	20	42
4	VIII D	22	20	42
5	VIII E	24	16	40
Total		113	95	208

The names of the respondents from both the experimental and the control groups can be seen on Appendices.

4.3 The Result of Homogeneity Test

After discussing the schedule with the English teachers, due to the time availability, the homogeneity test of writing a descriptive paragraph was conducted twice. It was on Monday 15th and Tuesday 16th December 2014. The homogeneity test was administered to know the homogeneity of eight grade students' ability in writing a descriptive paragraph. The results of the homogeneity test were analyzed by using ANOVA formulae as presented below.

Table 4.3 The Mean Scores of the Eighth Grade Students of SMP Negeri 1 Mayang

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
VIII A	42	50	75	2646	63.00	7.855
VIII B	42	50	80	2647	63.02	9.054

VIII C	42	50	78	2599	61.88	7.471
VIII D	42	50	80	2631	62.64	8.812
VIII E	42	48	85	2574	61.29	11.362
Valid N (listwise)	42					

From Table 2 above, it could be assumed that there were 208 students of the eighth grade at SMP Negeri 1 Mayang as the population of the research. It also could be informed that the mean score of class A was 63.00, while class B was 63.02, Class C was 61.88, class D was 62.64, and the mean score of class E was 61.29. The highest mean score achieved by class B, followed respectively by class A, class D, class C and the lowest achiever was class E.

Table 4.4 The Result of the Homogeneity Test Using ANOVA

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	382,142	5	56,717	,312	,726
Within Groups	33278,453	288	130,444		
Total	34357,721	295			

The result of the analysis using ANOVA formulae above showed that F value was 0.312, while the value of the significance showed 0.726. Since the value of the significance was more than 0.05, it means that the population of the research was homogeneous or in other words; there was no difference on the students' writing achievement among those five classes. Thus, the experimental and the control groups were chosen by lottery. Turned out from the lottery result, two classes chosen were the VIII-A as the experimental group and the VIII-B as the control group.

4.4 The Result of the Primary Data

The primary data in this research refers to students' descriptive writing test in the form of post test scores. The post test was administered to obtain data about the significant difference between the experimental group and the control group after the treatment given. The results of the test were analyzed as follows.

4.4.1 The Result of the Post-Test

The post test was given to both the experimental and the control groups on Saturday, December 20th, 2014. The post test was given after the treatment already delivered to the experimental group; while the control group was taught by using conventional lecturing and question-answer techniques. The scores of the post test in this research were used to investigate whether or not, there was a significant effect between the experimental and the control groups after the treatment. The post test results were analyzed statistically by using SPSS with independent sample t-test to know whether the mean difference between the experimental group and the control group was significant or not. The results of the post test can be seen in the table below.

Table 4.5 The Output of Group Statistics of Post Test

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
SCORE	EXPERIMENT	42	78,42	9,002	1,416
	CONTROL	42	62,25	13,213	2,110

From the table above, it can be informed that the total number of the students taken the test in the experimental group was 42 students and the control group was also 42 students. The post tests' mean score of the experimental group was 78.42 with standard deviation 9.002. While, the mean score of the post test of the control group was 62.25 with standard deviation 13.213.

Table 4.6 The Output of Independent Sample T-Test of Post Test

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S C O R E	Equal variances assumed	6,412	,021	11,476	72	,000	28,882	2,517	23,864	33,899
	Equal variances not assumed			11,364	61,777	,000	28,882	2,541	23,801	33,962

It can be informed from the table above that the value of significant column of Lavene's test was 0.021. The significance amount was lower than 0.05. Based on that result, automatically the row that must be read to identify the significance of the treatment was the second row of t-test column. Based on the t-test column, the value of significant (2 tailed) showed the number of 0.000, which was lower than 0.05. This table confirmed that that there was a statistical difference between the experimental group and the control group after the treatment given. In other words, there was a significant effect of using slideshow of serial of single pictures on students' descriptive writing achievement. It means teaching descriptive writing using slideshow of serial of single pictures as a media, would result into better improvement achieved by the students.

4.4.2 DRE (Degree of Relative Effectiveness)

As explained in chapter 3, DRE formula also applied in this research. DRE was used to measure the effect of using Serial Single Pictures Slideshow on Students' Descriptive Writing Achievement quantitatively. The degree of relative effectiveness of the treatment in this research was obtained by the following formula:

$$DRE = \frac{Ma - Mb}{Mb} x100\%$$

$$DRE = \frac{78.42 - 62.25}{62.25} x\ 100\%$$

$$DRE = \frac{16.17}{62.25} x\ 100\%$$

$$DRE = 25.98\ \%$$

The calculation result of DRE formula above, showed the number of 25.98%. In other words it could be explained that teaching writing descriptive paragraph using Slideshow of Serial of Single Pictures was 25.98% more effective than teaching using conventional teaching technique.

4.4.3 The Hypothesis Verification

Based on the result of Independent Sample T-test which applied confident interval of 95%. Showed the value of significant column of Lavene's test was 0.021. That was lower than 0.05. This explains that the variability of the experimental group and the control group was not equal. Consequently, the row that had to be read was the second row of T-test column.

The T-test column showed that the value of significance (2-tailed) column was 0.000. The value of significance (2-tailed) column was lower than 0.05 ($p<0.05$). From that output, it could be concluded that there was a statistically significant difference between the experimental and the control groups after the treatment given.

In this experimental research, the hypothesis which states "There is no Significant Effect of Using Slideshow of Serial of Single Pictures on the Eighth Grade Students Descriptive Paragraph Writing Achievement at SMP Negeri 1

Mayang in the 2014/2015 Academic Year" was rejected and the hypothesis which says "There is a Significant Effect of Using slideshow of Serial of Single Pictures on the Eighth Grade Students Descriptive Paragraph Writing Achievement at SMP Negeri 1 Mayang in the 2014/2015 Academic Year" was accepted.

4.5   Discussion

Based on the previous section, the result of data analysis in this experimental research proved that; there is a significant effect in teaching using Slideshow of Serial of Single Pictures on the Eighth Grade Students Descriptive Writing Achievement at SMP Negeri 1 Mayang in the 2014/2015 Academic Year". That was because Slideshow of Serial of Single Picture has it's own advantages to be applied in teaching and learning activity. The first advantage is the efficiency it provides in overcoming common issues i.e time management and gaining students attention. The teacher may prepare all the teaching material before the class. Thus, should also let the teacher to have more time to add some animations on the slideshow, which will attract the students' interests in learning. The second is, the teaching media in this research included with the benefits of Microsoft Power Point 2007. This software is widely available and also easy to learn. Another advantage is the equipments needed to conduct this teaching media also easy to get at most schools' inventory.

When the students were taught by using the treatment in this research, it was the first time for them to learnt writing a descriptive paragraph. From informal conversation between the researcher and the students, it was revealed that the students felt much easier to generate their ideas. It happened because the researcher also explained the objects along with the details in Slideshows of Serial of Single Pictures to the students.

In doing the task, the students did not face much difficulty. It was because the researcher also provided the class with vocabularies the students might needed to

compose their writing. Besides, the task of writing descriptive paragraph, used simple present tense which almost all of the students understood enough about that.

Further, the previous research findings which supported that using single pictures as a media in teaching descriptive writing was more effective than using conventional teaching media was Yuana (2004). In her experimental research, she proved that the experimental class achieved a better score in descriptive writing test compared to the control class.

In line with the previous research findings, it was also important to explain that this research similarities and differences with those previous research. The first are the similarities between Yuana's and this research were about the independent variable used that is single pictures and the dependent variable was focused on descriptive writing achievement. The second are the differences between Yuana's research and this research was about the modification applied on the independent variable. The independent variable in this research featured with the application of slideshow presentation, while Yuana's research applied with no modification. The next difference between Yuana's research was the research respondent. This research respondent was the eight degree of junior high school. Yuana's research respondent was the tenth degree students of senior high school.

In conclusion the "Slideshow of Serial of Single Picture" was an appropriate media that had a significance effect on descriptive writing achievement. In this research, the use of this media had a significant effect on the eighth grade students' descriptive writing achievement at SMPN 1 Mayang.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teachers, the students, and the other researchers.

5.1 Conclusion

Regarding the results of hypothesis verification and the discussion in the previous chapter, it can be concluded that there was a significant effect of teaching descriptive paragraph writing, using Slideshow of Serial of Single Pictures on the eighth grade students at SMPN 1 Mayang in the 2014/2015 academic year. From the result of degree of relative effectiveness included in this research, it was proven that teaching writing descriptive paragraph using Slideshow of Serial of Single Pictures was 25,98% more effective compared to using conventional teaching media.

5.2 Suggestions

Since there was a significant effect of using Slideshow of Serial of Single Pictures on the eighth grade students' descriptive writing achievement, this media can be used in teaching English especially teaching writing a descriptive paragraph. Thus, the researcher proposes some suggestions to the following people.

5.2.1 The English Teachers

The English teachers of SMPN 1 Mayang are expected to use Slideshows of Serial of Single pictures to teach writing descriptive paragraph to help the students master the skill. As this media is an effective one to make the students master the skill of writing descriptive paragraph in attracting and efficient way.

5.2.2 The Students

It is suggested that the students of SMPN 1 Mayang use their experience they had from learning with Slideshow of Serial of Single Pictures in mastering their assignments of writing a descriptive paragraph. They could use this experience to imagine better about the object they should describe, which this will allow them to become an effective learners and this act should also affect their writing achievement.

5.2.3 The Other Researchers

The researcher hopes that the result of this research can be used as a consideration for other researchers to conduct further researches dealing with a similar topic by using different research area and research design such as a classroom action research to improve the students' descriptive writing achievement by using Slideshow of serial of Single Pictures.

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