THE EFFECT OF USING SINGLE PICTURES ON THE EIGHTH GRADE STUDENTS' DESCRIPTIVE TEXT WRITING ACHIEVEMENT AT SMPN 4 ROGOJAMPI SATU ATAP IN THE 2014/2015 ACADEMIC YEAR

THESIS

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

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THE EFFECT OF USING SINGLE PICTURES ON THE EIGHTH GRADE
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SMPN 4 ROGOJAMPI SATU ATAP
IN THE 2014/2015 ACADEMIC YEAR

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STATEMENT OF THESIS AUTHENTICITY

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DEDICATION

This thesis is honorably dedicated to:

1. *My Beloved parents Edi Kari and Marsini, thanks for your loves and spirits every time. You are giving your best to take care of me. This thesis is proudly dedicated to you for your everlasting love.*

2. *My Husband Denny Candra Hermawan and My Son Richie Excello Hermawan You always make me smile when I was down, thanks for always support me and for your never-ending love.*

3. *My Sister Hestinawati thanks for your support.*

MOTTO

Writing is The Best Way to Talk Without Being Interrupted !

(Jules Renard)

http://static1.quoteswave.com/wp-content/uploads/2011/09/Writing-is-the-best-way.jpg?31a535

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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, October 2nd, 2015

Piping Irawati

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The Effect of Using Single Pictures on the Eighth Grade Students' Descriptive Text Writing Achievement at SMPN 4 Rogojampi Satu Atap; Piping Irawati, 080210491053; 2015 40 pages; English Language Education Study Program, Language and Art Department of Teacher Training and Education, Jember University

This research was a quasi experimental design with non-equivalent group post test only design. The purpose of this research was to know whether or not there was a significant effect of using Single Pictures on the eighth grades students' descriptive text writing ability at SMPN 4 Rogojampi Satu Atap. The population of this research was all of the eighth year students of SMPN 4 Rogojampi Satu Atap in the 2014/2015 academic year.

Homogeneity analysis was done to know the homogeneity of the population and determine the research samples. The data analyzed were the results of the previous semester score from the English teacher. They were analyzed by ANOVA formula with SPSS and the result showed that the significant value is 0.000 which is definitely lower than 0.05. It means that the classes were heterogeneous, which also means that the students' ability was various. Therefore, two classes with similar level of ability were selected based on the nearest mean score as representative of the population in this research. The two classes chosen were 8B with means score 73.13 and 8D with mean score 73.33. Lottery was applied to decide which class between 8B and 8D that became the experimental class or the control class. From the lottery, class 8B was chosen as the control class that was taught writing without using single picture and class 8D as the experimental class that was taught writing by using single picture. The total number of respondents was 60. Both of the respondents of the experimental class and the control class students were 30.

The data of this research were collected from the students' scores of writing achievement test, interview and documentation. The students' writing achievent was collected from the writing test to make comparison between the two groups after the treatment done. The results of the research were analyzed by

using independent sample t-test on SPSS (Statistical Package of Social Science). Based on the computation, the mean score of the experimental group was higher than the control group. It was 70.3333 for experimental group and 51.6667 for the control group. The Significant (2-tailed) column shows 0.000 value, which is lower than 0.05. It means that the null hypothesis "There is no significant effect using single picture on the eighth grade student was rejected. Consequently, the alternative hypothesis, that "there is a significant effect of using Single Picture on the eighth grade student's descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu Atap" was accepted.

The result research proved that there was a significant effect of using Single Pictures on the eighth grades students' descriptive text writing ability at SMPN 4 Rogojampi Satu Atap in the 2014/2015 academic year.

CHAPTER I. INTRODUCTION

This chapter presents some issues dealing with the topics of this chapter. They are background of the research, problems of the research, objectives of the research and significance of the research.

1.1 Background of the research

English is an international language that has been used by many people in the world to communicate each other. It means that English is very important to learn. English as an international language is learnt by some countries as a foreign language and in other countries as a second language (Tonkin 2003: 16). In Indonesia, English is learned as a foreign language that is taught as a compulsory subject at Junior High School up to University.

Based on the 2006 Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan* or KTSP, 2006) there are four language skills that should be learnt. They are listening, speaking, reading and writing and there are three language components, namely grammar, vocabulary, and pronunciation. Writing is one of the language skills that should be mastered by the students who are learning English as a foreign language. As stated in KTSP, for the eighth grade students of Junior High School, the competence of standard of writing is to express any function (interpersonal, ideational and textual) which is expressed in any interaction in the written text in the form of recount text; narrative; procedure; descriptive and news item. Therefore, the students are expected to be able to express their idea in the written form.

Among those language skill, writing skill is the most difficult to master by the students. It is regarded as the most difficult and complicated skill. This is supported by Richards (1990: 100) who stated that learning to write, in either the first or the 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. Further, Richards (1990: 101) states that writing is the process of moving from concepts, thoughts, ideas to the written

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text which is complex. Besides, the students should consider some aspects of writing such as grammar, mechanics, content, vocabulary and organization when they are writing (Hartfiel, 1985:89).

Then, Harmer (1998: 79) said that in writing, students need to know some of writing's special conventions covering punctuations, paragraph construction and so forth. From that statement, it can be seen that writing as a productive skill is not an easy task since in writing, someone has to consider the writing's convention, organization, and the words chosen to avoid misinterpretation. It often leads the students into confusion and mistakes whenever the learners attempt to produce English sentences.

This research focused on the students' writing ability, especially in writing a descriptive text. It was conducted to the eighth grades students in SMPN 4 Rogojampi Satu Atap. Based on the result of the writer's interview with the English teacher of the eighth grade students, it could be reported that the English curriculum that was used for the eighth grade students of SMPN 4 Rogojampi Satu Atap was the 2006 Institutional Level Curriculum/ KTSP 2006 for English for Junior High School. The teacher never used media in teaching learning process and she used the book "English on Focus" and LKS. In teaching writing, the teacher taught the students without using any media and explained the material orally.

As Richard says, writing is a difficult thing to master, something has to be done to help the students in learning writing. It means that the teacher must be able to select the appropriate media in teaching writing. To deliver the material, the teacher can use various interesting media like real things, pictures or videos. Wright (1990: 2) states that it is important to have as wide range of resources as possible in the classroom so that the students can have a rich base and stimulus, and the resources can include pictures. The teacher will get many advantages by choosing pictures as the instructional media. Rohani(1997: 76) states through pictures, the students can pay attention to objects or other matters that they have not seen before. Pictures give the students a large experience and understanding.

In other words, by looking at the pictures, the students can recognize and remember the objects and understand or interpret them easily.

Pictures are useful teaching media that are interesting, meaningful, and authentic to help the students develop their writing skill. White and Arndt (1995:35) state that each student will bring different perception and interpretation to the pictures at least they will be helped to produce the sentences by looking at the pictures. So, pictures here play as visual aid that helps the students to dig information by looking at the pictures. This process is much easier than when the students have to dig information by imagining the objects.

Using single pictures in teaching writing bring many advantages. Wright (1990: 17) states that there are some roles of single pictures in writing development. First, single pictures can motivate the students and make them eager to take a part. Second, single pictures contribute the context in which language is being used; they bring the world into the classroom and the third, single pictures can be described in an objective way and help them to understand about the material they learn.

The previous researches proved that the use single pictures as media in teaching, writing could improve the writing achievement of students. The use of single pictures as media in writing was implemented by some of previous researchers at junior high school. Prakasa (2013) found that there was a significant effect of using single pictures on the seventh grade students' descriptive paragraph writing achievement at MTs Negeri 2 Jember. Another classroom research conducted by Surayasari (2013), found that the use of single pictures could improve the eighth grade students' writing achievement at SMPN 1 Sempu.

This research was similar to the previous one conducted by Prakasa (2013) in order to know whether there was a significant effect of using single pictures on the students' descriptive text writing achievement.

Based on the above explanations, the researcher applied single picture in teaching writing to the eighth grade students at SMPN 4 Rogojampi Satu Atap through an experimental research. The title was "The Effect of Using Single

Pictures on the Eighth Grade Students' Descriptive Text Writing Achievement at SMPN 4 Rogojampi 1 Atap in the 2014/2015 Academic Year".

1.2 The Problem of the Research

Based on the background of the study, the research problem was formulated as follows: "Was there any significant effect of using single pictures on the eighth grade students' descriptive text writing achievement at SMPN 4 Rogojampi 1 Atap ?".

1.3 Objective of the Research

The objective of the research was to know whether or not there was a significant effect of using Single Pictures on The Eighth Grades Students' Descriptive Text Writing Achievement at SMPN 4 Rogojampi 1 Atap.

1.4 Significances of the research

The result of the research was expected to be useful for the English teacher, the students, and the future researchers.

1.4.1. The English Teacher

The result of the research is expected to be useful for the English teacher as information or input to use single pictures as media in teaching writing. By using single pictures, the teacher should give motivation to the students to solve their problem in writing.

1.4.2. The Students

This research provides the students an experience in using single pictures in writing class in order that they were motivated in writing and they are help to express their ideas in writing descriptive text.

1.4.3. The Future Researcher

The result of this research is hopefully useful for the other researchers as a reference to conduct a further research with a similar problem by applying single pictures by using different research design or the same design with different skills. For example, "Improving the students' writing achievement by using single pictures at Junior High School" or "The effect of using single pictures on the students' speaking achievement at Junior High School".
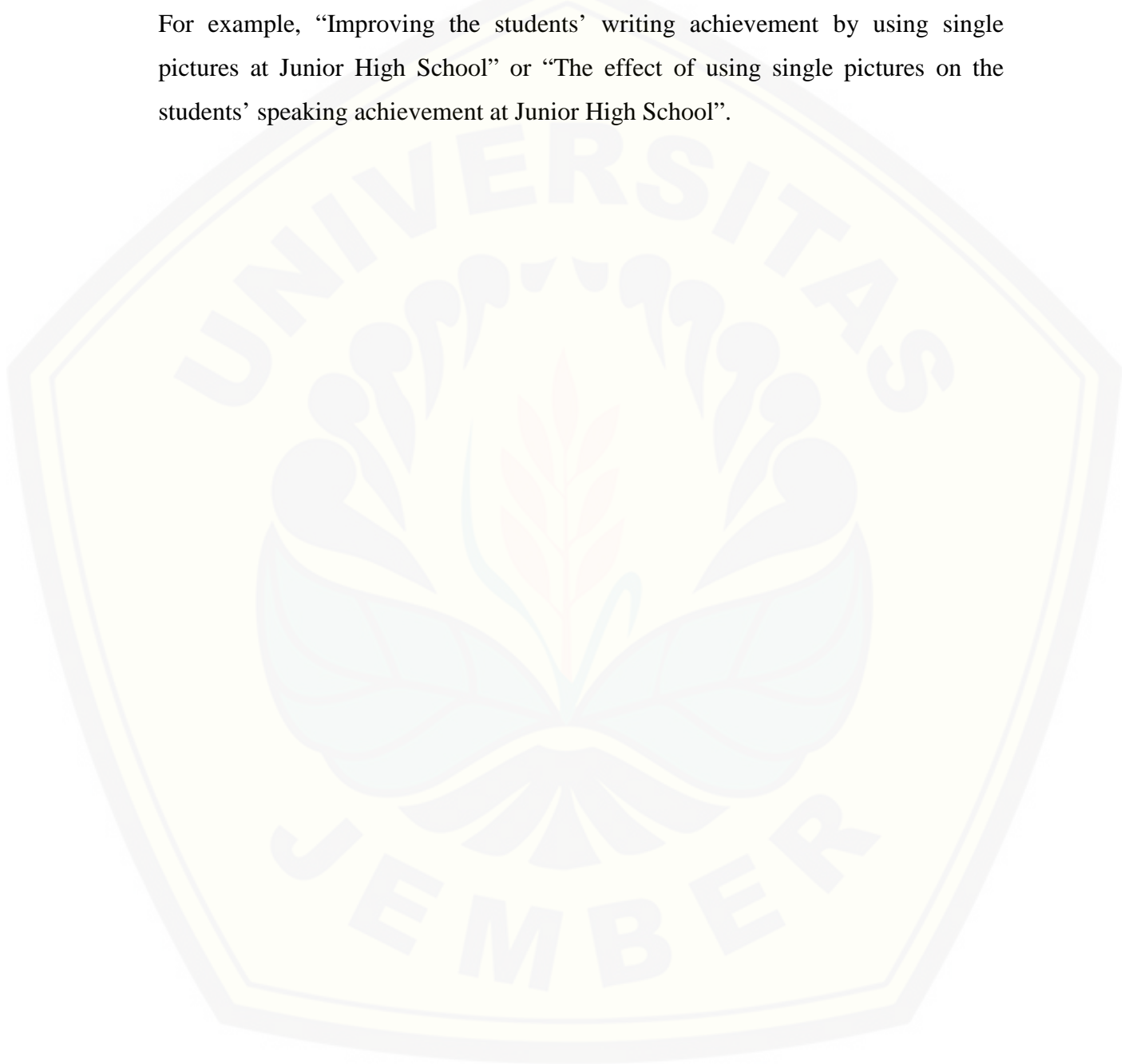
CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses the theories related to the research problem. They are definitions of writing, the aspects of writing, descriptive text, picture as media in language learning, kinds of pictures, single picture as media for teaching writing a descriptive text, previous researches related to the use of single pictures and the research hypothesis.

2.1 Definitions of Writing

Writing has many definitions. Writing is an activity of expressing ideas in the written form. Fairbain and winch (1996:32) state that writing is about conveying meaning by selecting words and putting them together in the written or the printed form. In the other words, writing is the activity to express the writer's ideas in printed from by selecting and putting proper words in proper places.

Wingersky (1999:4) states that writing is a process through which a writer discovers, organizes, and communicates his/her thoughts to a reader. It means that the writer will use words and punctuations to form the message, but he or she has the opportunity to organize his or her thoughts and words which are put together in the written form.

Writing is also seen as a form of communication. (Hartfiel et al, 1983:36). The writer can communicate with other people and transfer his messages through writing, even though the person intends to communicate is in long distance or across the country. As stated by Fairbairn and Winch (1996:33), writing is frequently used to communicate over distance and time.

To produce a good writing, the writer should consider some aspects of writing in order to make a good and readable writing. Those aspects are grammar, vocabulary, mechanic, content, and organization (Hartfiel, 1983:90). Thus, to be a good writer, one should consider the above aspects of writing because all of them are related to each other.

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2.2 The Aspect of Writing

There are five writing aspects as the indicators to evaluate the students' writing achievement, namely grammar, vocabulary, mechanics, organization, and content. Part of the aspect will be reviewed in the following parts

2.2.1 Grammar

Grammar is a set of rules used as a guidance to help the writer to construct sentences, which make sense and acceptable (Fairbairn and Winch 1996:108). In addition, simple grammatical errors will diminish the effectiveness of a piece of writing (Wingersky et al 1998:58). Thus, the lack of grammar knowledge makes the writing hard to be interpreted by the reader.

There are some basic points to consider in writing grammatically correct sentences. Fairbairn and Winch (1996:58) suggest some basic points to construct sentences with the correct grammar. They are as follows:

1. Make sure that all sentences contain a main verb
2. A verb agrees with the nouns and pronouns
3. Tenses of verbs are consistent
4. There are no crucial or grammatically significant words missing.

In this research, simple present tense was used by the students in writing a descriptive text by using the single picture.

2.2.2 Vocabulary

In order to compose a good writing, the writer must have a great store of words which the meaning of those words have been understood. Hornby (1995:959) defines vocabulary as a list of words with their meanings for understanding and communication. Without vocabulary, readers cannot catch the content of writing. In addition, communication breaks down when the writer does not use the right words. Bram (1995:48) argues that words are the basic tool for writing, because words carry meanings where the writer's messages across. To sum up, we can say that vocabulary is one of the language components that is

crucial for expressing our thinking and feeling. Language does not exist without vocabulary.

According to Williams (1970:14), vocabulary is divided into two parts. They are large vocabulary and small vocabulary. He stated that the rare words belong to parts of speech with large vocabularies (nouns, adjectives, verbs, adverbs), and small vocabularies (pronouns, prepositions, articles, auxiliary verbs, conjunctions, and interjections). In this research, the aspects of vocabulary that are evaluated in the students' descriptive text writing test were large vocabularies (nouns, adjectives, and verbs) and small vocabulary (pronouns, prepositions and auxiliary verbs).

2.2.3 Mechanics

Mechanics play an important role like the other aspects of writing do. Heaton (1991:135) states that mechanical skill is one of the skills in writing covering the ability to use the conventions in the written form. It means that the writers have to apply mechanics correctly to product their writing in order to make it better and meaningful. Fairbairn and Winch (1996: 80) state that mechanics are considered as the technical aspects of writing which includes punctuations and spelling.

In punctuations, a simple change can change the entire meaning of the sentence. If spoken utterances have voice, pitch, speed, stress and gestures to indicate meaning, written sentences have punctuation marks to be visual symbols for the sounds of language (Harmer, 2004:10). Fairbairn and Winch (1996:81) define punctuations as the name given to a variety of devices that is used to help understand the meaning of writing. Moreover, they states those are of punctuations. They are period (.), question marks (?), exclamation marks (!), comma (,), semi colon (;), colon (:), quotation marks ("…"), parentheses (( )), brackets ([ ]), dash (-), apostrophe ('), and hyphen (-).

Another mechanical skill is spelling. English spellings are different from English pronunciations. The importance of spelling is to make a good impression to the readers (Fairbairn and Winch, 1996:104). Poor spellings can make the

meaning in each sentence ambiguous and the reader would be confused with the message conveyed by the writer. Therefore, it is not surprising that many students have difficulties with spellings in English.

Based on explanation above, it can be concluded that mechanical skills including punctuations and spellings are the components that the writer should be concerned in order that the readers can understand the writer's intention well.

2.2.4 Organization

Organization skill refers to the ability to organize the ideas in logical sequence paragraph (Hartfield et al, 1983:204). The sentences in the paragraph should be organized in logical sequence to make united contribution to the whole paragraph. According to Bram (1995: 21), unity and coherence play a crucial role in writing a paragraph well.

a. Unity

Unity means harmony. It means that a unified paragraph should focus on one main idea. According to Bram (1995:20) that a paragraph is said to be a unity if it is unified by mutually supported sentences that express one main idea of the topic sentence only. In other words, each sentence in a paragraph should relate and develop the controlling main idea.

b. Coherence

Coherence is another requirement of well-organized paragraph. Coherence plays an important role to make our writing readable. Wingersky *et al* (1999:45) state that without connecting words or phrases, supporting ideas maybe hard to follow and may even seem unrelated to the topic sentence to each other. Oshima and Hogue (1991:17) state that coherence means that a paragraph is easy to read and understand because the supporting sentences are in some kinds of logical order and the ideas are connected by the use of appropriate transition signals.

2.2.5 Content

It is important for the writers to consider the content of their writing in order to make the readers understand the ideas and messages expressed in their writing. Hughey *et al.* (1983:140) define content as the ability to use knowledge and understandable subject and information, development of thesis, interrelationship of many details relevance of material and topic. In line with that, Heaton (1991:135) states that content deals with the writer's ability to think creatively and develop thoughts, excluding all irrelevant information. It can be inferred that the writers not only have to be able to express thoughts creatively based on knowledge and information they have, but also keep the writing relevant to the topic discussed.

2.3 Descriptive text

School Based Curriculum/KTSP 2006 for SMP and Mts states that there are six genres of text that junior high school should master. They are descriptive, narrative, procedure, recount, anecdote, and report. This research focused on writing a descriptive text.

Descriptive is a way of visualizing objects, people, or places using descriptive details which enable the reader to paint his mental picture of it. According to Wong (1993: 373), a descriptive text is used to describe a person, a place, or an object precisely so that the reader "sees" the items clearly in his or her imagination. So, to make them as vivid and real as possible, the writer must observe and record specific details that appear to the readers' sense (sight, hearing, taste, smell, and touch).

The purpose of descriptive text is to share with the reader some objects, places, scenes, or people that the writer experienced. Through description, the writer tries to give sense impression about what she has seen, heard, felt, smelled, tested to a person, a place or things, etc. Stanley et al. (1992:152) say that the aim of description is to convey the readers what something looks like; it attempts to paint a picture with words. In other words, when someone describes something, it

can be about objects, places, scenes or people through this description. The reader would have a picture of the whole entity or process.

A descriptive text covers identifying a person, place, or thing in details which includes the parts, the quality, or the characteristic being described. There are two generic structures in a descriptive text. They are identification; a part which identifies the phenomenon to be described and description; a part which describes parts of things (Depdiknas: 2004).

The example of a descriptive text:

Our school

Our school is in the north of the city near the airport and factories. It is very big.

There are 40 rooms and 700 students in the school. We have got a football field, three laboratories and a computer room. Our classroom is near the computer room.

(Adopted from Bahasa Ingris SMP kelas 8)

That paragraph tells about the location of their school, how many rooms in their school, and how many students in that school has.

2.4 Pictures as Media in Teaching English

Media are considered as one of the important learning instrument used by teachers in English teaching learning process. As it is stated by Soekartawi (1996:72) in Surayasari (2013) media is a learning source to motivate the students to learn. In this case, media are all of important learning instrument used by teachers in the classroom or in the other learning conditions. And also Soekartawi et al. (1996:73) in Surayasari (2013) state that the advantages of media are as: 1) to provide any different types of learning conditions, so that it does not make the learners bored, 2) to provide more systematic learning orders, so that the teachers can presents the learning materials systematically, 3) to reinforce the

learners' cognitions about the learning contents. It shows the importance of the use of media in learning process for both teachers and learners.

In this research, picture is used as media. Pictures are useful teaching media that are interesting, meaningful, and authentic to help the students improve their writing skill. Dealing with this, Hornby (2010: 631) states that pictures are painting, drawing, sketch of something, especially as a work of art. They can be used as media in teaching learning process. Rohani (1997: 76) states through pictures, the students can pay attention to an object or other matters that they have not seen before. Pictures give the students a large experience and understanding in other words, by looking at the pictures, the students might recognize and remember the object and understand/ interpret them easily.

In addition Yunus (1981: 53) states some reasons of the use of pictures in teaching English as follows:

1. Pictures help to provide the situations and contexts, which light because they are very useful for presenting new grammatical and vocabulary items.

2. Pictures allow meaningful practice of vocabulary and structure presented by the teacher.

3. Pictures can also provide a stimulus for using language at the reproduction and manipulation stage to speak, to read and to write.

4. Pictures can be used for revision from one lesson to another and can be used for long term revision of vocabulary and structure.

5. Pictures can be used to supplement whatever textbook the teacher is using whatever course teacher is following to make up for any deficiencies in the textbook.

6. Pictures can be easily collected, made and transported.

As explained above, pictures provide students with large information to talk about, make them focus on the language they need to use.

2.5 Kinds of Pictures

There are some pictures that are usually used as media in classroom; they are single pictures, composite picture, and picture in series.

2.5.1   Single Picture

Single pictures mean that a picture that focuses on a single picture of a person, an object or an activity. According to Wright (1989:193), a single picture is a picture of single object. He also add that single picture such as picture of person, object, action, and place can help the process of assimilation of the students because it can direct the students to think about the pictures and have their ideas and interpretation.

The example of single picture and the description about the picture:

(Taken from www.google.com)

My New School Bag

This is my school bag. It is one of my favorite bags. It is new. It is big. I can put all my things there.

I always prepare all my school things every morning. I put my pencils, my eraser, my ruler, and my books there. I also put a bottle of water and snacks there. It is brown. It is not on Julia's desk. It is on my desk.

(*Adapted from "Steps to Master English for Junior High School"*)

2.5.2   Composite Pictures

According to Wright (1989:198), a composite picture is a picture which gives detailed information. It means that the composite picture gives full or detail information because it has a lot of pictures in one picture with many kinds activities, such as people doing different activities, it can be a view showing many objects, building and so on. Yunus (1981:49) states that a composite picture is a large single picture which shows a scene (hospital, beach, school, street, cafeteria, and railway station) in which a number of people can be seen doing things.

The example of composite picture:
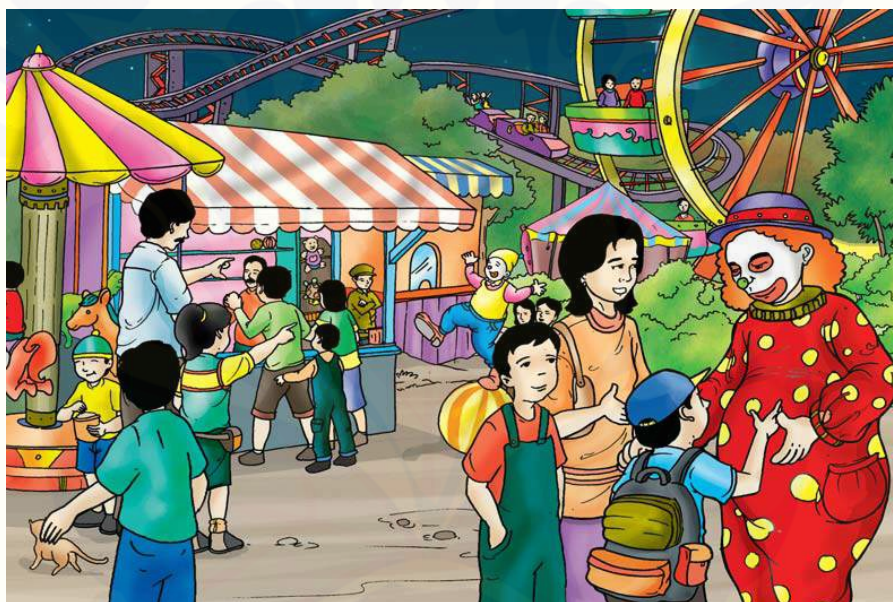
(Taken from www.google.com)

2.5.3   Picture series

According to Yunus (1981:50), picture series is a number of related composite pictures linked to form a series or a sequence. It means that pictures in series consist of several pictures that relate to each other to make a sequence. It means, every picture that is presented has a relation to each other to build a series of events.

The Example of Picture series:

(Taken from www.google.com)

Based on the types of the pictures, the research focused on the use of single pictures. Single pictures are simple and appropriate for the beginner to practice writing a descriptive text. White and Arndt (1995:35) argue that although single picture may be used as a prompt, each student will bring a different perception and interpretation. A simplest picture is expected to be helpful for them in generating ideas. Finally, it is assumed that the students were able to produce a descriptive text based on the picture given.

2.6 Single Pictures for Teaching Writing a Descriptive Text

Pictures work really well as spurs to written production (Harmer, 2004: 67). Moreover, he states that the ability of pictures to transport students to different world meaning that they can also be used to incite students to be creative flights of fancy. Yunus (1981: 53) mentions that pictorial material can provide stimulus for using the language at the reproduction which provides information with a quick and clear concept of language and to incite students to be creative.

2.6.1 The Procedures of Teaching Writing by Using Single Pictures

There are some points that must be considered by the teacher before teaching writing a descriptive text by using the single pictures. The teacher should present pictures or other materials that are relevant to the interest and the level of

the students. Furthermore, the teacher has to follow some steps to teach writing in order to make the teaching learning activities run well.

According to Wright (1989: 41-42), the ways of teaching writing by using single pictures are as follows.

1. The teacher shows a single picture in class
2. Students write down any words they can think of related to the picture
3. Students combine the words into phrases.

In this research, the researcher adapted those ways from Wright (1989: 24-25, 41) in teaching learning process as follows.

1. Teacher showed a single picture in the class.
2. The teacher asked the students to write down any words they can think of related to the single picture given by the teacher.
3. The teacher asked the students to combine the words into sentences.
4. The teacher asked the students to arrange the sentences into a good descriptive text.
5. The teacher gave other single pictures, and asked the students to write a descriptive text by themselves.

2.6.2   The advantages of using single pictures

The use of single picture in the English teaching learning process especially in teaching writing a descriptive text has some advantages. Raimes (1983: 27) states that pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. Picture can be a valuable tool that they provide for the use of common language forms. In addition, pictures can be a basis for multiple tasks because everybody likes to look at pictures. Their use in the classroom provides a stimulating focus on the students' attention.

Moreover, Gerlach et al. (in Yulianto 2011: 7) say that pictures as media have some advantages as follows:

1. Pictures are inexpensive and widely available,
2. Pictures 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. Pictures help to focus attention and to develop critical judgment, and

6. Pictures are easily manipulated.

Based on the above explanations, it is clear that single pictures have many advantages since they can give good contribution to the students and the teacher in the teaching learning process. In this research, hopefully single pictures were useful to help the junior high school students develop their writing and help the teacher in teaching descriptive text writing. In addition, the researcher took the single picture from the internet that related to the material. The single pictures used in this research were kinds of room at home. The researcher showed the singles picture by the using power point presentation, so that the students could see the picture clearly.

2.7 The Research Hypothesis

Based on the research problems and the review of related literatures, the hypothesis of this research was formulated as follows There is a significant effect of using single pictures on the eighth grades students' descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu atap in the 2014/2015 academic year.

CHAPTER 3. RESEARCH METHOD

This chapter discusses the research methods that were applied in the research. It covered research design, area determination method, respondent determination method, operational definitions of the term and data analysis method.

3.1 Research Design

A researcher needs a research design before conducting the research. Research design is a strategy to arrange the setting of a research to get valid data that match with the variable and the objective of the research (Arikunto, 2006:44). The aim of this research was to investigate whether or not there was a significant effect of using single picture on the eighth grades students' descriptive text writing achievement at SMP Negeri Rogojampi Satu Atap in the 2014/2015 academic year.

The research design that was used in this research was a quasi experimental design with non-equivalent group post test only design. This design can be used when the true experiments cannot be done. This problem appeared because the educational administrator did not allow the random selection of students out of classes for experimental sample. Without randomization, there are no true experiments. According to Yount (2006), the term quasi means almost, near, partial, or somewhat. So, this design has been developed for these situations that are "*almost* true experiments" or quasi-experimental design.

Nonequivalent-group posttest only design consisted of administering an outcome measurement to two group or to a program or a treatment group and comparison. As Marczyk *et al* (205:138) say that in the nonequivalent groups posttest-only design, one group (the experimental group) receives the intervention while the other group (the control group) does not. In addition, this design controls for a simple testing effect and the interaction between testing and treatment by giving no pretest to either group. Jackson (2011:149) states that the

control group is nonequivalent, so there is no assurance that the two groups are at all equivalent on any variable prior to the study.

In this design, two classes were chosen as the experimental and control groups from the four available classes of the eighth grade of SMPN 4 Rogojampi Satu Atap. Two similar classes were chosen by using homogeneity analysis and lottery was used to determine the control group and the experimental group. The experimental group was taught descriptive text by using single pictures while the control group was taught writing a descriptive text without using single pictures. Then, after the treatment, the writing posttest was given to both the experimental and the control groups to know the difference of the writing achievement between them.

The research design can be illustrated as follows:

Group	Treatment	Posttest
A —————→	X ———→	O
B ————————————→		O
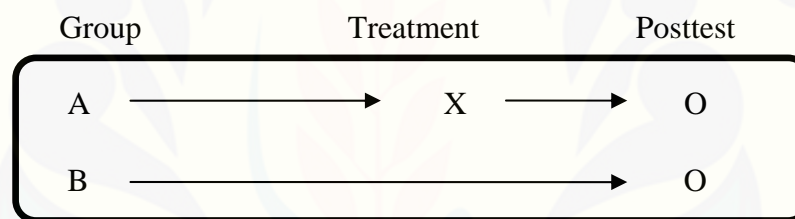
Note:

A: Experimental group

B: Control group

X: Treatment for experimental group

O: Posttest

(Beier, 2010:2)

The steps of the research design were as follows.

1. Conducting the homogeneity analysis on the students' English previous semester score of all classes of the eighth grades at SMP Negeri 4 Rogojampi Satu Atap in the 2014/2015 academic year.

2. Analyzing the scores of students' previous semester score by using ANOVA formula. When the analysis is more than 0.05, it means that there

is no significant difference in their score so that the researcher can select any two classes as the sample. If the analysis result is less than 0.05, it means that the samples are heterogeneous that the researcher should select two classes which have the nearest means based on the students' English previous semester scores.

3. Determining the experimental group and the control group by lottery, since the population was homogenous.

4. Giving the treatment to the experimental group by teaching writing a descriptive text by using the single pictures as media while the control group was taught descriptive text writing without using the single pictures as media.

5. Giving the writing test to both the experimental and the control groups to measure the students' writing achievement of descriptive text after the treatment.

6. Analyzing the results of the writing post test by using SPSS to know whether the mean difference is significant or not.

7. Drawing a conclusion based on the results of the data analysis to answer the research problem.

3. 2 Area Determination Method

The research area in this research was decided by using purposive method. It is determined purposively based on certain reasons (McMillan, 1992:76). The researcher chose SMPN 4 Rogojampi Satu atap as the research area based on some reasons. First, the eighth grade students at SMP Negeri Rogojampi Satu atap is never taught writing by using single pictures. Second, there was no previous research finding that was done by using single pictures in teaching writing in that school. Third, the researcher got permission from the headmaster to conduct the experimental research.

3.3 Respondent Determination Method

A sample is a part of number and characteristics possessed by the population. Therefore, the sample taken from the population should be representative. As McMillan (1996:92) says that in purposive sampling the researcher selects the samples from the population that are representative or informative about the population. The sample of in this research was taken by using cluster random sampling because the groups that the researcher chose were already in the form of intact groups. Before choosing the sample, the researcher conducted homogeneity analysis first to ensure the homogeneity of the sample. The sample or the respondents of this research were the eighth grade students of SMPN 4 Rogojampi Satu Atap in the 2014/2015 academic year which consisted of four classes: 8 A, 8 B, 8 C and 8 D. Each class consisted of 30 students.

3.4 Data Collection Method

A data collection method is a method which is used to get the data needed in the research. There were three data collection methods that were used in this research, they were writing test, interview and documentation.

3.4.1 Writing test

In this research, a writing test was used to collect the primary data about the students' writing achievement. The best way to test the students' writing ability is to get them to write (Hughes, 2003:83). In this research, the writing test measured the students' achievement in writing a descriptive text. Then, the results of the writing test were scored based on the aspects of writing covering grammar, vocabulary, mechanics, organization, and content.

Hughes (2003:11) says that there are four types of test, namely proficiency test, achievement test, diagnostic test, and placement test. In this research, the researcher chose an achievement test in order to measure the eighth grade students' writing achievement of both the experimental and the control group. Achievement test is directly related to language course, the purpose of

achievement test is to establish how successful individual students, group of students, or the courses themselves in achieving objectives (Hughes, 2003:13).

A good test fulfills the requirements of validity and reliability. This is supported by Hughes (2003:26) who states that a good test should have validity and reliability. To ensure that the test have content validity, the researcher constructed the writing test based on the 2006 curriculum (KTSP) for junior high school and consulted it to the English teacher of SMP Negeri 4 Rogojampi Satu atap and the consultants before administering the writing test. To establish the content validity of the writing test, a table of specification was constructed as the following.

Table 3.1 The Relevancy of the Standard of Competence, Basic Competence and the Test Items.

Standard Competence	Basic Competence	The Post-Test
6. Menulis (writing) Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive,* dan *recount* untuk berinteraksi dengan lingkungan sekitar	**6.2** Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	• The students were asked to express their ideas about the bedroom into a simple short text in the form of *descriptive writing.*

In addition, a test should be reliable. Hughes (1996:26) says that if the test establishes content validity it might be reliable as well. Reliability is an important criterion of any good test. Reliability means the consistency of giving scores to the students' work. It means that the test is called reliable if the score given by the researcher is likely the same as the one given by the other scorer.

There are two ways to score writing test, they are intra-rater and inter rater reliability. Hughes (2003:22) states that to decrease subjectivity, the writing test results can be scored by two different scorers (inter rater) or one scorer the same writing test paper in different occasion (intra rater). In this research, the researcher applied the inter rater. It means the researcher collaborated with the English teacher to score the students' descriptive writing test results. The researcher as scorer 1 gave the copy of the students' work to the English teacher as scorer 2. When there was a gap in scoring between scorer 1 and scorer 2, both of the scorers checked, revised, and discussed the score together.

Further, the researcher used analytical scoring method. Hughes (2003:100) defines that analytical scoring method as a method of scoring, which requires a separate score for each aspect of writing skill. It means that the analytical scoring method is a method which gives the score for each aspect of writing. There are five writing aspects as indicators to be evaluated, namely: vocabulary, grammar, content, mechanics and organization (Hartfiel, 1985:105). Hughes (2003: 102) proposes three advantages of this scoring method. First, it disposes of the problem of uneven development of sub skills in individuals. Second, the scorers are compelled to consider the aspects of performance which they might ignore. Third, the scorer has to give scores which tend to be more reliable. Therefore, this research concerned with the five aspects of writing while scoring the students' work. The scoring rubric used in this research is presented in the following table.

Table 3.2 : The Scoring Rubric of the Writing Test.

ANALYTIC SCORING CRITERIA		
Aspect of Writing	Score	Criteria
Content	5	Main ideas clearly and accurately
	4	Main ideas stated fairly clear and accurately
	3	Main ideas is somewhat unclear and inaccurate
	2	Main ideas is not clear and accurate
	1	Main idea is not clear and accurate at all
Organization	5	Well organized and perfectly coherent
	4	Fairly well organized and generally coherent
	3	Loosely organized but main idea is clear, logical but incomplete sequencing
	2	Loosely oganized but main idea is clear, lacks of logical sequencing
	1	No organization, incoherent
Vocabulary	5	Very effective choice of words and word forms
	4	Effective choice of words and words forms
	3	Adequate choice of words but some misuse of vocabulary and words forms
	2	Limited range, confused use of words and word forms
	1	Very limited range, very poor knowledge of words and word form
Grammar	5	No errors, full control of complect structure
	4	Almost no errors, good control of structure
	3	Some errors fair control of structure
	2	Many errors, poor control of structure
	1	Dominated by errors, no control of structure
Mechanic	5	Mastery of speling and punctuation
	4	few errors of spelling and punctuation
	3	Fair number of spelling and punctuation errors
	2	Frequently errors in spelling and punctuation
	1	No control over spelling and punctuation
Total Score = Content :_+ Organization:_+ Vocabulary:_+ Grammar:_+ Mechanic:_		

Writing Score = $\dfrac{\text{Total score}}{25} \times 100$ =

(*Adapted from Jacobs et al., in Hughes, 2003:10*

3.4.2 Interview

Interview is a dialogue that is done by the interviewer to get some information from the interviewee (Arikunto, 2006: 155). In this research, interview was used to get the supporting data about the media used in teaching descriptive writing. In this research, the interview was conducted with the eighth grade English teacher of SMP Negeri 4 Rogojampi Satu Atap to obtain the information about the teacher's technique in teaching writing, and the media used by the teacher uses in teaching writing. In conducting the interview, the researcher used interview guide in the form of a list of questions. The interview guide enclosed in Appendix C.

3.4.3 Documentation

According to Arikunto (2006:206) documentation is an important method in collecting data. In this research, documentation was used to get the data about the total number and the names of the respondents of the eighth grade students of SMP Negeri 4 Rogojampi Satu Atap in the 2014/2015 academic year. The supporting data were used to complete the main data.

3.5 Operational Definitions of the terms

Some terms are necessary to be defined operationally to avoid misunderstanding about the concepts.

3.5.1 Single Pictures

Single pictures mean pictures of single objects. In this research, single pictures were used as media in teaching writing to help the students express their thoughts and ideas in writing descriptive text.

3.5.2 Descriptive text

A descriptive text in this research is a simple short text composed by the students, based a single picture of kinds of rooms in the house, by using the generic structure of a descriptive text. The generic structure of a descriptive text covers identification and description.

3.5.3 The Students' Descriptive Text Writing Achievement

The students' descriptive text writing achievement in this research means the results of descriptive writing test done by the students after getting the treatment to the experimental group. In this research, the students' achievement of descriptive text writing was shown by their scores of descriptive text writing test results based on the five writing aspects, namely: content, organization, grammar, vocabulary, and mechanics.

3.6 Data Analysis Method

After the main data in the form of writing test results collected, they were analyzed statistically by using t-test formula in order to find whether or not teaching writing a descriptive text using a single picture has a significant effect on the eighth grade students' writing achievement at SMPN 4 Rogojampi Satu atap. According to Yount (2006), one approach to measure the significant difference between the two groups is to compute gained scores. To make easier, the scores of writing test gained by the experimental group and the control group were analyzed by using SPSS.

IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the results of the writing test, the hypothesis verification, and discussion.

4.1 Description of the Experimental Treatment

The experimental group received the treatment that was teaching descriptive text by using single pictures. Here, the single pictures were applied as the media in teaching writing. Then, the control group did not receive the treatment. It was taught without using the single pictures. The teaching learning process was conducted in two meetings during research. On the first and second meeting, the two groups were taught descriptive paragraph writing. The materials for both groups were the same except the media used.

4.2 The Result of Data Collection Methods

Before implementing the research, the researcher first conducted a preliminary study to gain the information about the respondents. The information was obtained from the interview and documentation.

4.2.1 The Result of Interview

The interview with the English teacher of the eighth grades students of SMP Negeri 4 Rogojampi Satu Atap was done on July 21th 2014. The English curriculum that is used for the Eighth grade of SMP Negeri 4 Rogojampi is the 2006 Institutional Based Curriculum. The English teacher informed that she usually taught writing by using lecturing technique without using any media, she confirmed that she never used single pictures in teaching writing. She commonly explained the materials clearly. Further, she told that she taught writing a descriptive text by explaining the meaning of a descriptive text, the generic structures of descriptive text and tenses used in the

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descriptive text. After that the teacher asked the students to write about the material in the form of a descriptive text.

4.2.2. The Result of Documentation

Documentation was used to get the data about the list of the names of the respondents and the number of the students in each class. It was also used to get the data about the students' English scores in the previous Semester from the English teacher.

The total number of the population was 120 students which were divided into four classes. The distribution of the students in each class can be seen in Table 4.1. The names and the English scores in the previous semester test of the respondents are enclosed in Appendix D.

Table 4.1. The Number of the Eighth Grade of SMP Negeri 4 Rogojampi Satu Atap in the 2014/2015 Academic Year

No	Class	Total
1	8 A	30
2	8 B	30
3	8 C	30
4	8 D	30

(Source: SMP Negeri 4 Rogojampi Satu Atap)

4.2.3   The Results of Homogeneity Analysis

In this research, homogeneity analysis was conducted to know whether or not these four classes were homogeneous. The data analyzed were the results of the previous English semester scores from the English teacher. They were analyzed statistically by using Anova formula with following the result of the students' scores analysis by using SPSS.

Table 4.2   The Results of the Students ' English Scores Analysis by using SPSS Descriptives

Score	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
8A	30	79.40	5.969	1.090	77.17	81.63	68	90
8B	30	73.13	3.511	.641	71.82	74.44	68	82
8C	30	75.13	5.244	.957	73.18	77.09	64	90
8D	30	73.33	3.575	.653	72.00	74.67	68	80
Total	120	75.25	5.282	.482	74.30	76.20	64	90

The table above shows about the result of the students' score analysis. The N column shows the number of the students in each class. The mean column shows the mean score of each class. The ranges of the mean scores in this table 73.13 up to 79.40. The 95% confidence for mean column shows the location of the mean score: for class 8A, the mean score is located between 77.17 and 81.63. The minimum and maximum column shows the lowest and the highest data for each class.

Table 4.3   The Result of ANOVA

Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	761.700	3	253.900	11.510	.000
Within Groups	2558.800	116	22.059		
Total	3320.500	119			

The confidence level used in this analysis was 95%, which means that it had 5% (0.05) of toleration of error. The table above shows the significant value 0.000

which is definitely lower than 0.05 (p<0.05). It means that all the classes were heterogeneous, which means that the four classes of the students' ability was various. Therefore, two classes with similar level of ability were selected based on the nearest mean score as the representative of the population in this research, the two classes chosen were 8B with mean score 73.13 and 8D with mean score 73.33.

Lottery was applied to decide which class to be 8B and 8D that became the experimental class or the control class. From the lottery, class 8B was the control class and class 8D was the experimental class. The number of the respondents was 60 students. Each class consisted of 30 students.

4.3   The Results of Try out Test (writing test)

Before conducting the writing post test to the respondents, the test was tried out first to a class which was not included as the respondents. This try out test was intended to know whether or not there were some weaknesses of the post test material, so it could be revised before being given to the respondents.

The try out test of writing in this research was administered on November 20th, 2014. It was given to the eighth grade which did not belong to the experimental group or the control group but it had almost the same ability with the two groups. It was class 8C of SMP Negeri 4 Rogojampi Satu Atap with the mean score 75.13.

The result of the try out test showed that all the students understood the instruction given, it means the instruction was clear enough for the students to understand. They were given 60 minutes to do the try out test of writing and they could do it within the time given. It means that the time was enough for the students to do the writing test.

4.4   The Results of the Post Test of Writing

The primary data were obtained from the writing post test results. It was done in order to know whether the use of single picture had a significant effect on teaching descriptive text writing.

The Writing Post test was given to the two classes the respondents. It was conducted on December 1st, 2014 both for experimental class (8D) and for the control class (8B) after the treatment.

The test used in this research was a writing test in the form of subjective test by asking the students to describe the bedroom. The teacher asked the students to write a descriptive text about the bedroom in 60 minutes. The students' writing was scored based on the aspects of content, organization, vocabulary, grammar, and mechanic. The highest score for each aspect was five and the lowest score was one. The scores were the scores of the students' writings. The scoring rubric was adapted from Jacobs et *al*, in Hughes (2003: 104). The score of writing test results of the experimental class and the control class are enclosed in appendix H.

4.5 The Data Analysis Results and Hypothesis Verification

4.5.1 The Data Analysis Results

The results of the writing post test were analyzed statistically by using independent t-test with 95% confidence interval level by applying SPSS. It was intended to know whether the mean difference between the experimental group and the control group was significant or not. The table below presents the result of the data analysis.

Table 4.4 The Mean Score of the Control Group and the Experimental Group Class Statistics

KELAS		N	Mean	Std. Deviation	Std. Error Mean
NILAI	EXPERIMENTAL (8D)	30	70.3333	8.28931	1.51341
	CONTROL (8B)	30	51.6667	9.75681	1.78134

From the table 4.4, it could be seen that there were 30 students in the control group and the experimental group. The mean score for the control group was 51.6667 and the mean score for experimental class was 70.3333. The standard deviation for the control group was 9.75681, while it was 8.28931 for the experimental group. After knowing the mean score and the standard deviation of each group, the following table shows the t-test analysis result.
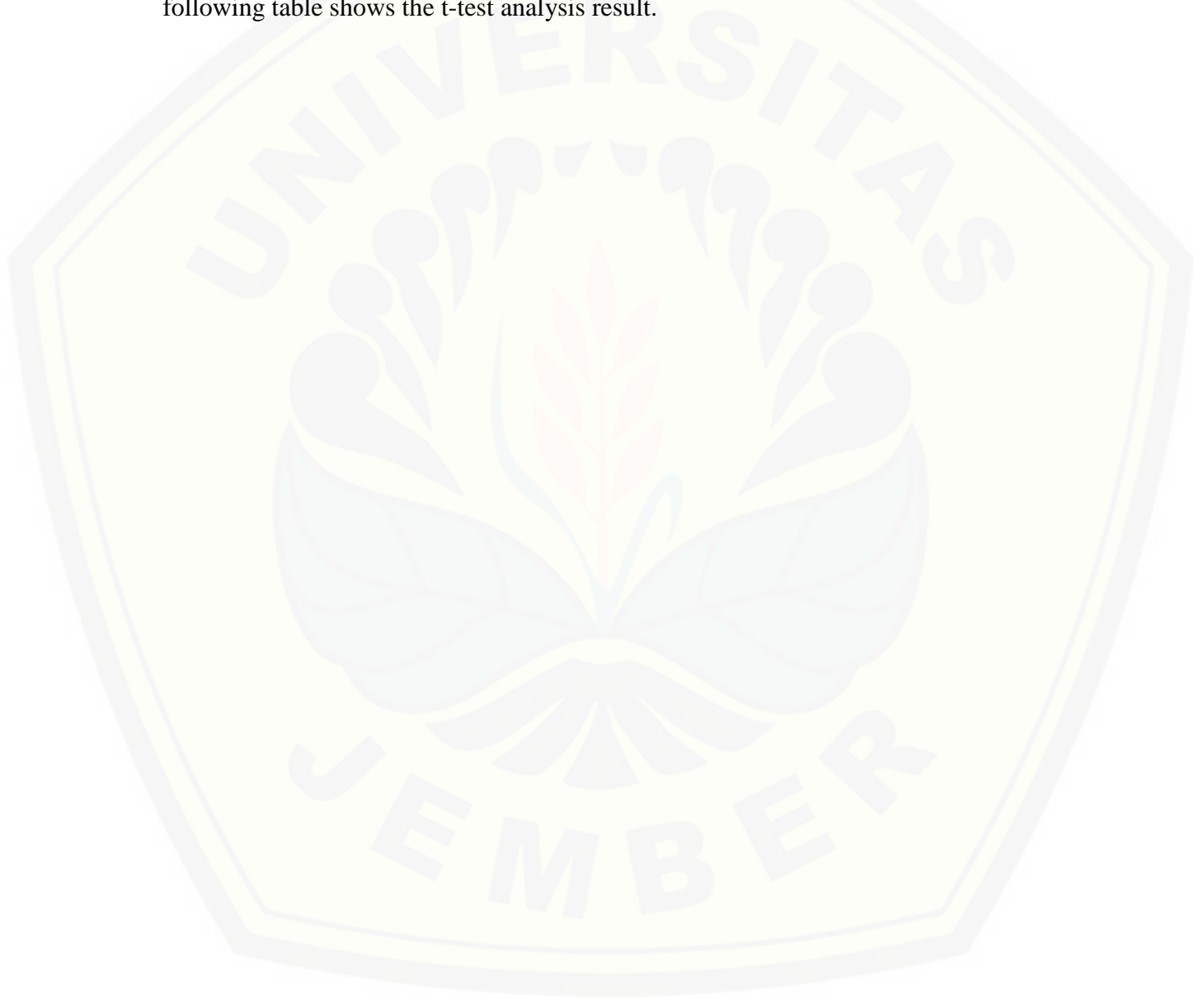
Table 4.5 The Result of Independent t-test analysis

Independent Samples 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
Scores	Equal variances assumed	2.127	.150	7.986	58	.000	18.66667	2.33743		13.98778	23.34555
	Equal variances not assumed			7.986	56.524	.000	18.66667	2.33743		13.98518	23.34815

To interpret the table above, firstly, look at the Levene's Test for equality of Variances column. This column shows whether or not the two classes had the same variability. The value of the significant column was 0.150. It was greater than 0.05. It means that the variability of both the experimental and the control group were assumed to be equal. Thus, the data to be read were the upper row.

Since the null hypothesis of the research was "There is no significant effect of using single pictures on the eighth grade student's descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu Atap in the 2014/2015 academic year", so it was consulted with 2-tailed analysis.

The Significant (2-tailed) column shows 0.000 value, which is lower than 0.05. It means that the null hypothesis which says: "There is no significant effect using single picture on the eighth grade student was rejected. Consequently, the alternative hypothesis which says: "there is a significant effect of using Single Picture on the

eighth grade student's descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu Atap" was accepted.

The result was supported by 95% confidence interval of the difference column which shows that the difference of the experimental group and the control group mean score is located between 13.987 and 23.345. It was proven by the mean difference column that shows the difference is 18.666. It means that the difference between the control class' mean score (51.66) and the experimental class' mean score (70.33) was 18.666.

4.5.2 Hypothesis Verification

After analyzing the result of the independent t-test analysis by using SPSS, the value of Lavenes's test was 0.150, that was higher than 0.05 (confidence interval 95%). It means that the variability for the experimental and the control class was assumed to be equal. Consequently, the row that had to be read was the first row of t-test column table and ignored the second row.

The first row shows that the significant column (2-tailed) has 0.000 value, which is lower than 0.05 (p<0.05). It means that there is a statistical difference between the mean score of the control class (8B) and that of the experimental class (8D). The difference was 18.666.

Thus, in 95% significance level, the null hypothesis which says: "there is no significant effect of Using Single Picture on the eighth grade students' descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu Atap" was rejected. Then, the alternative hypothesis which says: "there is significant effect of using Single Pictures on the eighth grade students' descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu Atap" was accepted.

4.6   Discussion

The result of the research showed that the students of the experimental class who were taught writing a descriptive text by using single pictures as media got better

result on the writing test than the students of the control class who were taught without any visual media.

The teaching learning process in experimental group and the control group was different because the students got different treatment in the classroom. In the experimental group, the researcher explained descriptive text about the kinds of room in the home by using single pictures and also gave all the tasks to the students by using single pictures. The students were interested in the single picture given by the researcher, because the single picture was colorful and meaningful. The students could see a lot of colors on the single pictures given such as color of the wall, color of curtain, color of the floor etc. The pictures also meaningful, it means by looking the pictures the students knew the things that they need to describe in every room. For the example, when the researcher showed the single picture of the kitchen to the students, they could see refrigerator, sink, plates and other things. So, when the researcher gave task I to the students, the students did the task easily. In task I the researcher asked the students to write down any word related to the picture at least 5 verbs, 5 nouns and 5 adjectives. For verbs and nouns they did it easily, because they knew what kinds of activity that they could do in the kitchen such as cook, wash, make, and clean. They also saw a lot of things in the picture so they easily write 5 nouns, but for adjectives they felt difficulty, because they did not know many kinds of adjective. So, the researcher explained further about the adjectives.

In the experimental group the students also did task II and task III easily. I also gave the single pictures for both tasks. In task II the researcher asked to make sentences from words in task I. It was because to make a descriptive text, the students should make sentences first. After they did task II, I asked the students to arrange the sentences into a good descriptive text in task III. From this task, the students knew how to make a good descriptive text, all the sentences should be organized. They knew which sentences that should be put in the first paragraph and the second paragraph. So, this task helped the students to organize the sentences into a good descriptive text.

In the last task of the meeting, I gave a new single picture and asked the students to write a descriptive text about the single picture given by the researcher. The students did the task well. It was because task I until task III helped the students to write a descriptive text. By looking at the pictures they found which make them easier to write the paragraph. They also could organize the sentences into a good a descriptive text. The researcher gave a lot of single pictures in the experimental class, so they saw kinds of room directly and knew what things that it contained in every room. If the students saw more things, they would write more words also the sentences.

But the researcher found different conditions in the control class. The students face difficulty in doing all the tasks. As the researcher did not give any single pictures to the students, they did not know the things that can be found in every room. They felt difficult because they only imagined kind of room in their home.

Based on the above explanations, it was known that the students in the experimental class did the task easier than the control class. It was because the researcher gave single pictures in every task, so they could see kinds of room directly, but the control class only imagined kind of room in their home. A single picture here helped the students to do the task, because the single pictures are useful teaching media that are interesting, meaningful, and authentic. White and Arndt (1995:35) state that each student will bring different perception and interpretation to the pictures at least they will be helped to produce the sentences by looking at the pictures. So, pictures here play as visual aid that helps the students to dig information by looking at the pictures. This process is much easier than when the students have to dig information by imagining the objects.

The students in the experimental group could write better descriptive text than the students in the control class did. They also got better score for all the aspect of writing than the control group. It was enclosed in appendix H. The content of students' writing test clearer than the control class. The main ideas were clear and accurate. It made the score of the content at the experimental group got better score

than the control group. It was 3,9 from both scorer 1 and 2, but the control group got 2,9 from scorer 1 and 2,6 from scorer 2. The students at experimental group could organize better than the control group did. It could see at the students' post test score, the experimental group got mean score 4,16 from scorer 1 and 4,33 from scorer 2, but the control group got 3,1 from scorer 1 and 3,36 from scorer 2. The vocabulary that the experimental wrote was more than the control group, it was because the experimental group got single pictures every did the task, so they saw more things in order to made them got more vocabulary than the control group. It also made the experimental group got better score than the control group. It was 3,3 from scorer 1 and 3,03 from scorer 2, but control group got 2,2 from scorer 1 and 2,26 from scorer 2. At experimental group the students at experimental group wrote; *I always clean my bedroom every day.* Whereas most of the students in the control group wrote ungrammatical sentences, such as *my mother clean my bedroom.* The means score of grammar in experimental group was 2, 86 from scorer 1, and 2,83 from scorer 2 but the means score of grammar in control group lower than the experimental group, it was 2 from scorer 1 and 2,1 from scorer 2. The students in the experimental group wrote more sentences than the students in the control group did. The last aspect is mechanic, the experimental group also got better score than the control group. It was 3,56 from the scorer 1 and 3,56 from scorer 2, but the control group got 2,53 from scorer 1 and 2,56 from scorer 2.

In the other words, it could be stated that the students in the experimental group had better achievement in writing post test, because they could dig more information about the kinds of room as they could look at the picture given.

Furthermore, the research finding was also relevant to some previous research results. Prakasa (2013) found that single pictures had a significant effect on the seventh grade students' writing achievement at MTs. Negeri 2 Jember in the 2012/2013 academic year. It was shown by the mean score of the experimental group that was higher than the mean score of the control group (57.58>47.54).

From the above, it could be concluded that the result of this research was similar to the research findings that the students were helped in writing a descriptive text by using single picture. The similarity was the research that prakasa used was the same that was experimental research, the text that him used also the same with the researcher used that was descriptive text and the last was the media him used was the same with researcher used, that was single pictures but the themes was different. The themes of the Prakasa's research was kinds of animal, but the themes of the researcher's research was kind of room in the home.

Finally, the use of single pictures in teaching English, especially teaching writing focused on descriptive text plays important role to increase the students' writing achievement.. The statistical value proved that there was a significant effect of using single picture on the eighth grade students' descriptive text writing achievement at SMP Negeri 4 Rogojampi in the 2014/2015 academic year.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

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

5.1 Conclusion

Regarding the results of hypothesis verification and the discussion in the previous chapter, it could be concluded that there was a significant effect of using single pictures on the eighth grade students' descriptive text writing achievement at SMP Negeri 4 Rogojmapi Satu Atap. It means that the students who were taught descriptive text writing by using single pictures as media in the experimental group had better achievement than the students who were taught descriptive text writing without single pictures in the control group.

5.2 Suggestions

Since the use of Single Pictures as media in teaching descriptive text writing gave a significant effect on the students' writing achievement, the researcher proposes some suggestions to the following people.

5.2.1 The English Teacher

The English teacher is suggested to use single pictures as an alternative media in teaching English, especially in teaching writing skill because the use of single picture could help the students to express their ideas in writing a descriptive text.

5.2.2 The Students

The students are suggested to use single pictures as media in writing a descriptive text and practice writing a lot to increase their writing skill.

5.2.3 The Other Researchers

The future researchers who are interested in using single pictures as media are suggested to conduct a further research with different research design such as, a classroom action research to improve the students' writing achievement at different schools.

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD	Hypothesis

The Effect of Using Single Pictures on the Eighth Grade Student's Descriptive Text Writing Achievement at SMPN 4 Rogojampi 1 Atap	Is there any significant effect of using single pictures on the eighth grade student's descriptive text writing achievement at SMPN 4 Rogojampi 1 Atap?	1. **Independent Variable :**
		- Single Pictures in teaching descriptive text writing
		2. **Dependent Variable :**
		- The eighth grade students' achievement in descriptive text writing
			1. **The characteristics of single picture :**
			
			Pictures with one object
			
			2. **The students' scores of writing test covering**:
			
			- Vocabulary
			- Grammar
			- Mechanics
			- Organization
			- Content
				1. **Respondents :** The eighth grades students of SMPN 4 Rogojampi in the 2014/2015 Academic Year
				
				2. **Informant :** The English Teacher
				
				3. **Document :** The names of the respondents of the experimental & the control groups
					1. **Research Design** : Experimental
					2. **Area Determination method** : Purposive Method
					3. **Respondent Determination** : Cluster Random Sampling
					4. **Data Collection Methods**:
					- Primary Data : Writing test
					- Supporting Data:
					   ▪ Interview
					   ▪ Documentation
					5. Data analysis : Independent sample t-test by using SPSS
						There is a significant effect of using single pictures on the eighth grade student's descriptive text writing achievement at SMPN 4 Rogojampi 1 Atap.

Appendix B

The Schedule of the Research

At SMPN 4 Rogojampi Satu Atap

Day	Date	Time	Class	Note
Tuesday	November 18th, 2014	08.35 – 09.55	Experimental class (8D)	Meeting I
Tuesday	November 18th, 2014	10.10 – 11.30	Control Class (8B)	Meeting I
Thursday	November 20th , 2014	10.10 – 11.30	Try Out Class (8C)	Try Out
Saturday	November 22nd, 2014	08.35 – 09.55	Experimental Class (8D)	Meeting II
Saturday	November 22nd, 2014	10.10 – 11.30	Control Class (8B)	Meeting II
Tuesday	December 1st , 2014	08.35 – 09.55	Experimental Class (8D)	Writing Test
Tuesday	December 1st , 2014	10.10 – 11.30	Control Class (8B)	Writing Test

Appendix C

Guide of Supporting Data Instrument

1. Interview Guide

   Interviewer   : Piping Irawati

   Interviewee   : Saidatul Qoyimah, S.Pd

No	Questions	The Teacher's Responses
1.	What curriculum do you use?	The 2006 Institutional Level Curriculum (KTSP) for Junior High School.
2.	What media do you use in teaching writing?	I don't use any media to teaching writing
3.	What technique do you use in teaching writing?	I use lecturing technique in teaching writing.
4.	Have you ever used single picture in teaching writing?	No, I haven't
5.	What are the students' difficulties in writing English?	They have difficulties in organizing the sentences/arranging grammatically correct sentences and arranging sentences to become a good paragraph

2. Documentation Guide

No	Data Taken	Data Resource
1.	The names of the research participants	School Documents

Appendix D

The Student's Score in the previous semester Class VIII A

No	Nama	Score
1	Alvin Hidayah	86
2	Andrian Adi Utomo	76
3	Ari Punomo Aji	80
4	Armanda Prayoga	84
5	Beni Pranata	72
6	Celvin Riyan Pratama	88
7	Daffa Firman Hidayat	86
8	Danu Wahyu Sasongko	82
9	David Ardiansyah	84
10	Devi Oktavianti	76
11	Dhimas Yogi Pratama	80
12	Diki Nur Arissandi	80
13	Doli Rohak Hasibuan	84
14	Fajar Choirul Anam	80
15	Feby Wulandari	90
16	I Gede Darmawan Rianata	86
17	Iis Damayanti	76
18	Kadek Guntur Bagaskara	68
19	Komang Pingki Mei Sigani	80
20	M. Anggi Anggara	86
21	Mayani Ria Novita	80
22	Mohammad Supendi	78
23	Nanang Candranata	74
24	Neli Indah Agustin	70
25	Ni Ketut Gayatri Yogantari	84
26	Novia Rahmasari	80
27	Nurul Eko Prasetiyo	68
28	Risky Agung Ariya Ferdiansyah	72
29	Siti Aisatul Dinia	72
30	Siti Rinayah	80

Appendix D

The Student's Score in the previous semester Class VIII B

No	Nama	Score
1	A'an Hidayat	70
2	Achmad Khoirul Anam	72
3	Ana Ainayah Haimatul Jannah	68
4	Dimas Adi Pratama	72
5	Dwi Putri Indriyani	80
6	Dynar Rahmady	70
7	Elanda Wulandari	72
8	Giska Hariyono Putra	76
9	I Gusti Lanang Bagus Sujana	78
10	Ika Nur Safitri	72
11	Imam Mutadi	70
12	Istikoma	74
13	Ketut Suparsa	68
14	Kholifah Siti Maskuroh	78
15	Komang Riski Dewantara	70
16	Lisa Suryani	74
17	Made Pujianti	72
18	Moh. Eko Wahyudi	76
19	Mohammad Masluki	82
20	Ni Made Eka Setianingsih	74
21	Novi Elma Sari	70
22	Nyoman Trianingsih	72
23	Prayogo	78
24	Saiful Hadi	72
25	Siti Holkiya	76
26	Siti Sovia Inviroha	70
27	Viqi Ahlan Hidayat	72
28	Widiyanti	74
29	Yeni Sintia	70
30	Yufi Setia Imelda	72

Appendix D

The Student's Score in the previous semester Class VIII C

No	Nama	Score
1	Abdul Rokim	72
2	Agus Supriyanto	78
3	Ari Yuda Duwi Pranata	82
4	Arjun Fredy Setiawan	68
5	Daud Sofyan Timur S	74
6	Dedy Nur Diansyah	76
7	Diah Nur Safitri	80
8	Dwi Puspa Rahayuningsih	76
9	Edi Purnomo	90
10	Gede Adi Mahardika Putra	84
11	I Gusti Ngurah Putu Subagia	76
12	M. Abdul Rosid	68
13	M. Jaenul Asror	64
14	Made Krisna	70
15	Mega Ayu Sekarwangi	72
16	Miftahul Huda	76
17	Mohamad Hariyanto	74
18	Muhtar Halim Iskandar	78
19	Nur Wilis	80
20	Peny Julita Anggraini	74
21	Prahyudi Utama	70
22	Reo Jayanto	78
23	Ria Astina	80
24	Riki Ahmad Hidayatullah	72
25	Riski Amalia Wantika	74
26	Rudi Prananto	72
27	Silvi Yulyasari	76
28	Siskawati	74
29	Sri Wahyuningsih	76
30	Yulis Susanti	70

Appendix D

The Student's Score in the previous semester Class VIII D

No	Nama	Score
1	Abdul Wahid	72
2	Adi Kurniawan	74
3	Agung Prakoso	70
4	Ali Nursahid	78
5	Anis Nurlailiya	70
6	Anita Meyyanti	70
7	Christina Martasari	68
8	Dina Agustining Setyowati	80
9	Dwi Agung Lutanto	70
10	Dwi Suliyanti	72
11	Eko Swadayana	68
12	Etwin Saputra	74
13	Evika Gustin Kristanti	76
14	Firnanda Ika Febriani	74
15	Igo Ilham	80
16	Komang Yuli Triapsari	70
17	Lia Lupitasari	76
18	Luluk Nawang Wulan	78
19	M. Rudi Pradana	76
20	Mita Ayu Wulansari	74
21	Moh. Abdul Gofur	70
22	Mohamad Ali Mustofa	76
23	Mohamad Fauzi	70
24	Muhlis Ahmadi	72
25	Raga Firdaus Sani	70
26	Riko Pramana Firmansyah	70
27	Risky Khoirul Anam	72
28	Selvi Agustina	74
29	Wega Rusmiyanti	78
30	Yasmin Merizqia A'yun	78

Appendix E

Lesson Plan 1

School	: SMP Negeri 4 Rogojampi Satu Atap
Subject	: English
Level / Semester	: VIII/1
Language Skill	: Writing
Text type	: Descriptive text
Theme	: Describing Room (At home)
Time Allocation	: 2 x 40 minutes

I. Standard Competence

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

6.1. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

III. Indicators

a. Cognitive

Product   (Experimental class)

3.1   Writing a descriptive text about a dining room based on the picture given

Process

3.2   Writing down any words related to the single picture given

3.3   Writing some sentences related to the single picture given

3.4   Arranging the sentences into a good a descriptive text

Appendix E

Product   (Control class)

3.1 Writing descriptive text about a dining room in their home

Process

3.2 Writing down any words about the kitchen

3.3 Making sentences about the kitchen

3.4 Arranging the sentences into a good a descriptive text

IV. Teaching Learning Objectives

a. Cognitive

Product   (Experimental class)

4.1 The students are able to write a descriptive text about a dining room

Process

4.2 The students are able to write down any words related to the single picture given

4.3 The students are able to make sentences that related to the single picture given

4.4 Arranging the sentences into a good a descriptive text

Product   (Control Class)

4.1 The students are able to write a descriptive text about dining room in their home

Process

4.2 The students are able to write down any words about the kitchen

4.3 The students are able to write sentences about the kitchen

4.4 Arranging the sentences into a good a descriptive text

Appendix E

V.   Materials   : Enclosed

VI. Teaching Learning Strategy

    a) Approach   : Contextual Teaching and Learning
    b) Method   : Discussion

VII. Teaching Learning Activity

No	Experimental class	Time	No	Control class	Time
I	**Pre – Instructional Activity**		I	**Pre – Instructional Activity**	
	1.1 Greeting	1'		1.1 Greeting	1'
	1.2 Set Induction	2'		1.2 Set Induction	2'
	Giving leading questions using single pictures			Giving leading questions without single picture	
	1.3 Stating the objectives	2'		1.3 Stating the objectives	2'
2	**Main Activities**		**2**	**Main Activities**	
	2.1 Explaining about descriptive text to the students (the generic structure and language features)	5'		2.1 Explaining about descriptive text to the students (the generic structure and language features)	5'
	2.2 Showing the example of descriptive text by using single pictures	1'		2.2 Showing the example of descriptive text without single pictures.	1'
	2.5 Asking the students to make a group of four for do the task I-III	5'		2.5 Asking the students to make a group of four for do the task I-III	5'
	2.6 Asking the students to write down any words they can think of related to the single picture about kitchen given correctly (group).	10'		. 2.6 Asking the students to write down any words about the kitchen in their home correctly (group).	10'
	2.7 Discussing the answers together with the class.	5'		2.7 Discussing the answers together with the class.	5'
	2.8 Asking the students to make sentences related to the picture correctly (group).	10'		2.8 Asking the students to make sentences about the kitchen in their home correctly (group).	10'
	2.9 Discussing the answers together with the class.	5'		2.9 Discussing the answers together with the class.	5'

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	2.10 Asking the students to arrange the sentences into a good a descriptive text based on the single about kitchen given by the teacher (group).	5'		2.10 Asking the students to arrange sentences into a good a descriptive text.	5'
	2.11 Discussing the answers together with the class.	5'		2.11 Discussing the answers together with the class.	5'
	2.9 Asking the students to write descriptive text based on the picture given by the teacher individually.	15'		2.9 Asking the students to write descriptive text about dining room in their home individually.	15'
	2.10 Asking the students to submit their work.			2.10 Asking the students to submit their work.	
3	**Post Activities** 3.1 Guide the students to make conclusion	3'	**3**	**Post Activities** 3.1 Guiding the students to make conclusion	3'
	3.2 Parting the students	1'		3.2 Parting the students	1'

VIII.   Media :

Experimental class	Control class
Single picture White board Students' worksheet LCD	 White board Students' worksheet LCD

Appendix E

IX.   Scoring rubric

The Scoring Rubric of the Students' Writing Descriptive Text

ANALYTIC SCORING CRITERIA		
Aspect of Writing	Score	Criteria
Content	5	Main ideas clearly and accurately
	4	Main ideas stated fairly clear and accurately
	3	Main ideas is somewhat unclear and inaccurate
	2	Main ideas is not clear and accurate
	1	Main idea is not clear and accurate at all
Organization	5	Well organized and perfectly coherent
	4	Fairly well organized and generally coherent
	3	Loosely organized but main idea is clear, logical but incomplete sequencing
	2	Loosely organized but main idea is clear, lacks of logical sequencing
	1	No organization, incoherent
Vocabulary	5	Very effective choice of words and word forms
	4	Effective choice of words and words forms
	3	Adequate choice of words but some misuse of vocabulary and words forms
	2	Limited range, confused use of words and word forms
	1	Very limited range, very poor knowledge of words and word form
Grammar	5	No errors, full control of complex structure
	4	Almost no errors, good control of structure
	3	Some errors fair control of structure
	2	Many errors, poor control of structure
	1	Dominated by errors, no control of structure
Mechanic	5	Mastery of speling and punctuation
	4	few errors of spelling and punctuation
	3	Fair number of spelling and punctuation errors
	2	Frequently errors in spelling and punctuation
	1	No control over spelling and punctuation
Total Score = Content :_+ Organization:_+ Vocabulary:_+ Grammar:_+ Mechanic:_		

Writing Score = $\dfrac{\text{Total score}}{25}$ x 100 =

(*Adapted from Jacobs et al in Hughes, 2003:104*)

Appendix E

The English Teacher,   **Researcher,**

Saidatul Qoyimah, Spd   **Piping Irawati**

NIP. -   **NIM. 080210491053**
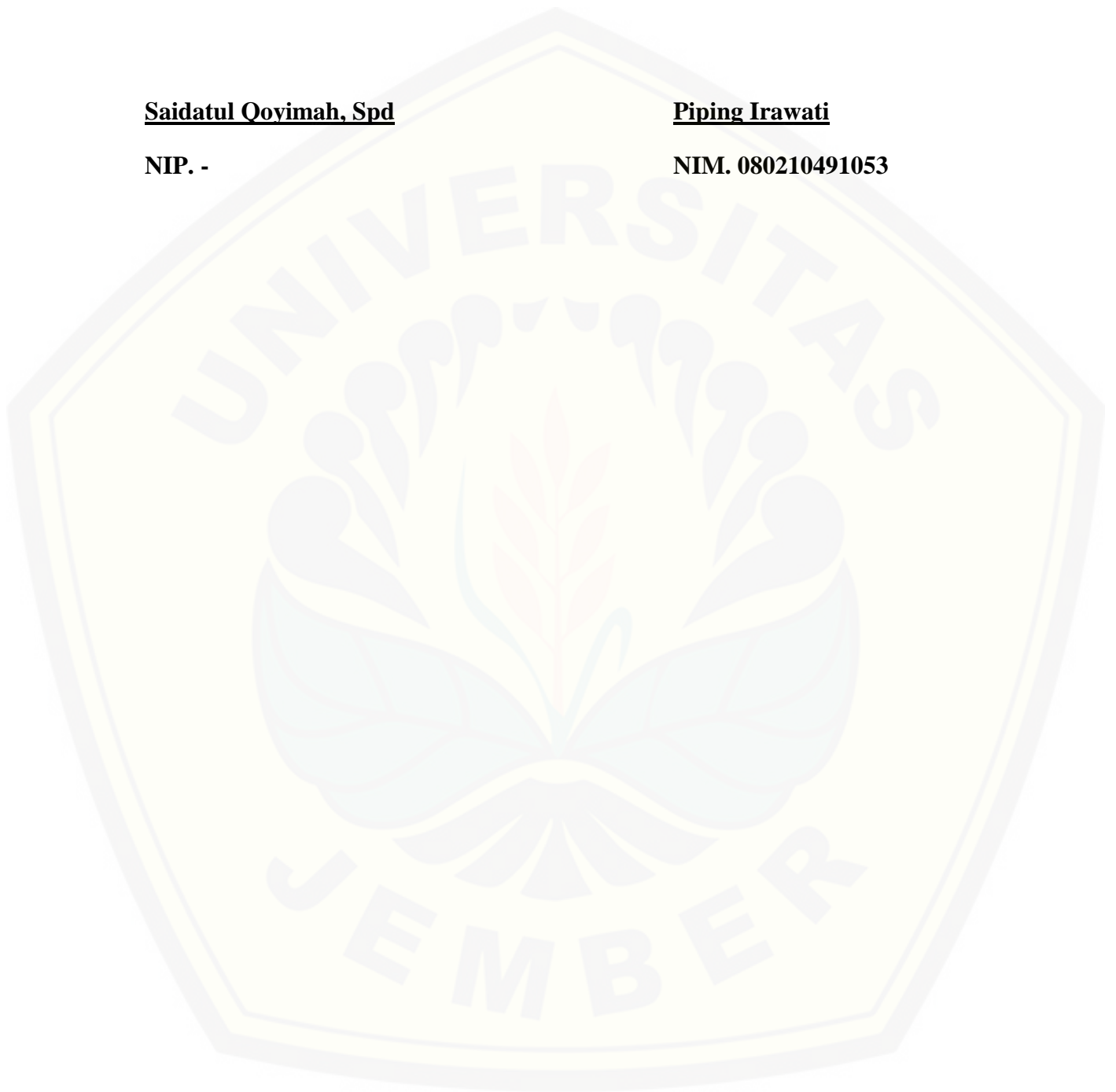
Appendix E

Instructional Material (Experimental class)

Pre – Instructional Activities

Leading Questions:

1. How many rooms do you have in your house?
2. Can you mention it?

Ok class, I have a picture!
Look at the picture!

(Taken from www.canstock.com)

1. What kind picture is it?
2. How is the condition in this bathroom? Clean or dirty?
3. Can you mention kinds of things in that room?

Appendix E

Main Activities

- **Descriptive text** is a text which describes the characteristics of something.

  Its purpose is to describe a particular person, place or thing.

- **Generic structure:**
    - *Identification* : Identifying the phenomenon to be described.
    - *Description* : Describing the detail information in parts, qualities or characteristics.

- **Language features:**

    - Using a specific noun (for example: *my bedroom, my bathroom, my kitchen room, etc*).
    - Using simple present tense (for example: *I take a shower at the bathroom).*
    - Using a detailed noun phrase to provide information about the subject (for example: *My bathroom is clean and tidy*).
    - Using adjectives (for example: *big, large, good, etc*).
    - Using action verbs to describe the subject's behavior (for example: *my mother cleans the bathroom everyday*).

Appendix E

- **An example of a descriptive text by using single picture:**

My bathroom	
I have a bathroom in my home. It is not big .It is beside my kitchen's room.	**Identification**
The color of the wall is green. There is a shower and a bathtub. My mother puts orange towel on the bathtub and the others towel on the cupboard. There is a rack to place toothbrush, toothpaste, mouthwash, soap and shampoo. I have a big mirror on the wall. And there is a sink on the cupboard. My mother always cleans the bathroom everyday in order to my bathroom is clean and tidy.	**Description**

Appendix E

Exercises

(Taken from www.canstock.com)

Task I

Look at the picture!

Write down any words that related to the picture above! Do it in group of four! (at least 5

Verbs, 5 nouns and 5 adjective)

Verbs!

    1. …….

    2. …….

    3. …….

    4. …….

    5. …….

Nouns!

    1. ……

    2. ……

    3. ……

    4. ……

    5. ……

Adjective!

    1. ……

    2. ……

    3. ……

    4. ……

    5. ……

Appendix E

(Taken from www.canstock.com)

Task II

Make sentences from words in task I correctly! Do it in group of four!

At least 7 to 10 sentences!

1. ……………
2. ……………
3. ……………
4. ……………
5. ……………
6. ……………
7. ……………
8. ……………
9. ……………
10. ……………

Appendix E

(Taken from www.canstock.com)

Task III

Arrange the sentences in task II into a good descriptive text based on the single picture above! Do it in group of four!

(Taken from www.dreamstime.com)

Task IV

Look at the picture!

Write a descriptive text about the single picture above! Individually!

Appendix E

Key Answer!

Task I!

Verbs!

1. Cook
2. Put
3. Keep
4. Make
5. Wash
6. Help
7. Clean

Nouns!

1. Kitchen
2. Wall
3. Kitchen Cabinet set
4. Refrigerator
5. Sink
6. Dish
7. Window

Adjective!

1. Big
2. Tidy
3. Large
4. Fresh
5. Beautiful

Task II

1. My Kitchen is one of my mother's favorite rooms in my home.
2. She always cooks my family food for breakfast and lunch in the kitchen.
3. My kitchen is large
4. There is a kitchen cabinet set in my kitchen
5. My mother put some things in the kitchen cabinet set such as rice cooker, sugar, frying oil, salt, mixer, blender etc.

Appendix E

6. There is a big refrigerator with the grey color to keep all purpose of foods and drinks

7. The refrigerator makes the meats, vegetables, cakes, fruits, milk, soft drinks and all the kinds of foods or drink fresh and cold

8. There is a sink on the kitchen cabinet

9. I help my mother to wash dishes in the sink

10. There is a big window on the wall

11. It make the air circulation in this room is good

12. My mother always cleans the kitchen everyday

13. It makes my kitchen clean and tidy

Task III

My kitchen

My Kitchen is one of my mother's favorite rooms in my home. She always cooks my family food for breakfast and lunch in the kitchen.

My kitchen is large. There is a kitchen cabinet set in my kitchen. My mother put some things in the kitchen cabinet set such as rice cooker, sugar, frying oil, salt, mixer, blender etc. There is a big refrigerator with the grey color to keep all purpose of foods and drinks. The refrigerator makes the meats, vegetables, cakes, fruits, milk, soft drinks and all the kinds of foods or drink fresh and cold. There is a sink on the kitchen cabinet. Sometimes, I help my mother to wash dishes in the sink. There is a big window on the wall. It is make the air circulation in this room is good. My mother always cleans the kitchen every day, because she loves her kitchen.

Task IV

My dining room

There is a dining room in my home. This room is a room for eat breakfast, lunch and dinner together with my family.

The color of the wall is green. There are table and two chairs in this room. My mother always serves the meals on the table. There are some fruits on the table. There is window and a beautiful window's curtain. There is a cupboard in this room. My mother puts some plates and mug there.

Appendix E

Material (Control class)

Pre – Instructional Activities

Leading Questions:

1. How many rooms do you have in your house?
2. Can you mention it?
3. What kinds of room do you use when you will take a shower?

Main Activities

- **Descriptive text** is a text which describes the characteristics of something.

  Its purpose is to describe a particular person, place or thing.

- **Generic structure:**

  - *Identification* : Identifying the phenomenon to be described.
  - *Description* : Describing the detail information in parts, qualities or characteristics.

- **Language features:**

  - Using a specific noun (for example: my bedroom, my bathroom, my kitchen room, etc).
  - Using simple present tense (for example: I take a shower at the bathroom).
  - Using a detailed noun phrase to provide information about the subject (for example: My bathroom is clean and tidy).
  - Using adjectives (for example: big, large, good, etc).
  - Using action verbs to describe the subject's behavior (for example: my mother cleans the bathroom everyday).

Appendix E

- **Example of descriptive paragraph**

My bathroom

I have a bathroom in my home. It is not big .It is beside my kitchen's room.

The color of the wall is green. There is a shower and a bathtub. My mother puts orange towel on the bathtub and the others towel on the cupboard. There is a rack to place toothbrush, toothpaste, mouthwash, soap and shampoo. I have a big mirror on the wall. And there is a sink on the cupboard. My mother always cleans the bathroom everyday in order to my bathroom is clean and tidy.

Identification
_____

Description

Appendix E

Exercise

Task I

Write down any words about your kitchen in your home! Do it in a group of four! (at least 5

Verbs, 5 nouns and 5 adjective)!

Verbs!

1. ……
2. ……
3. ……
4. ……
5. ……

Nouns!

1. ……
2. ……
3. ……
4. ……
5. ……

Adjective!

1. ……
2. ……
3. ……
4. ……
5. ……
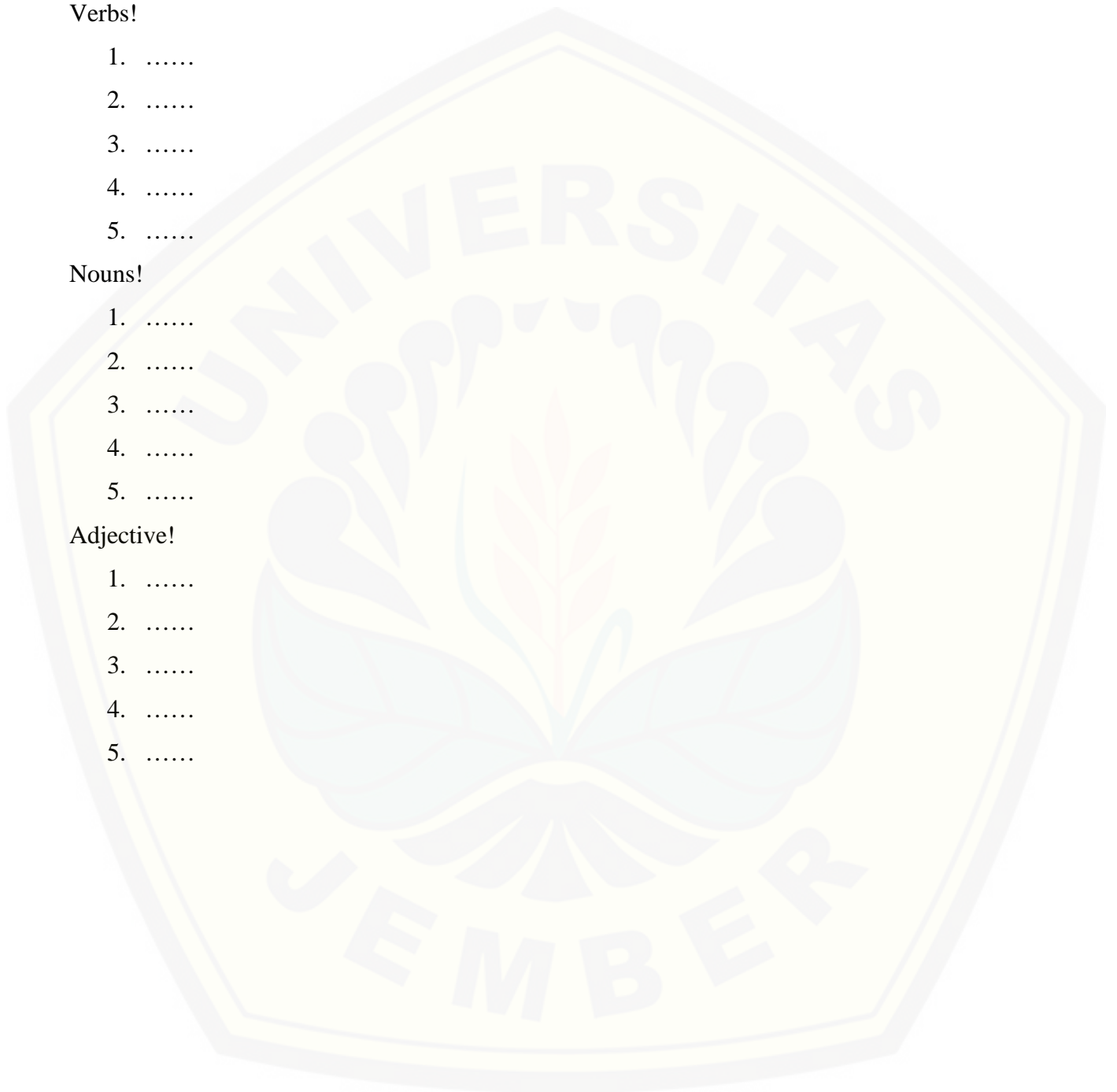
Appendix E

Task II

Make sentences from words in task I correctly! Do it in a group of four!

1. ……………
2. ……………
3. ……………
4. ……………
5. ……………
6. ……………
7. ……………
8. ……………
9. ……………
10. ……………

Task III

Arrange the sentences in task I into a good descriptive text! Do it in a group of four!

Task IV

Write a descriptive text about your dining room in your home! Individually!

Appendix F
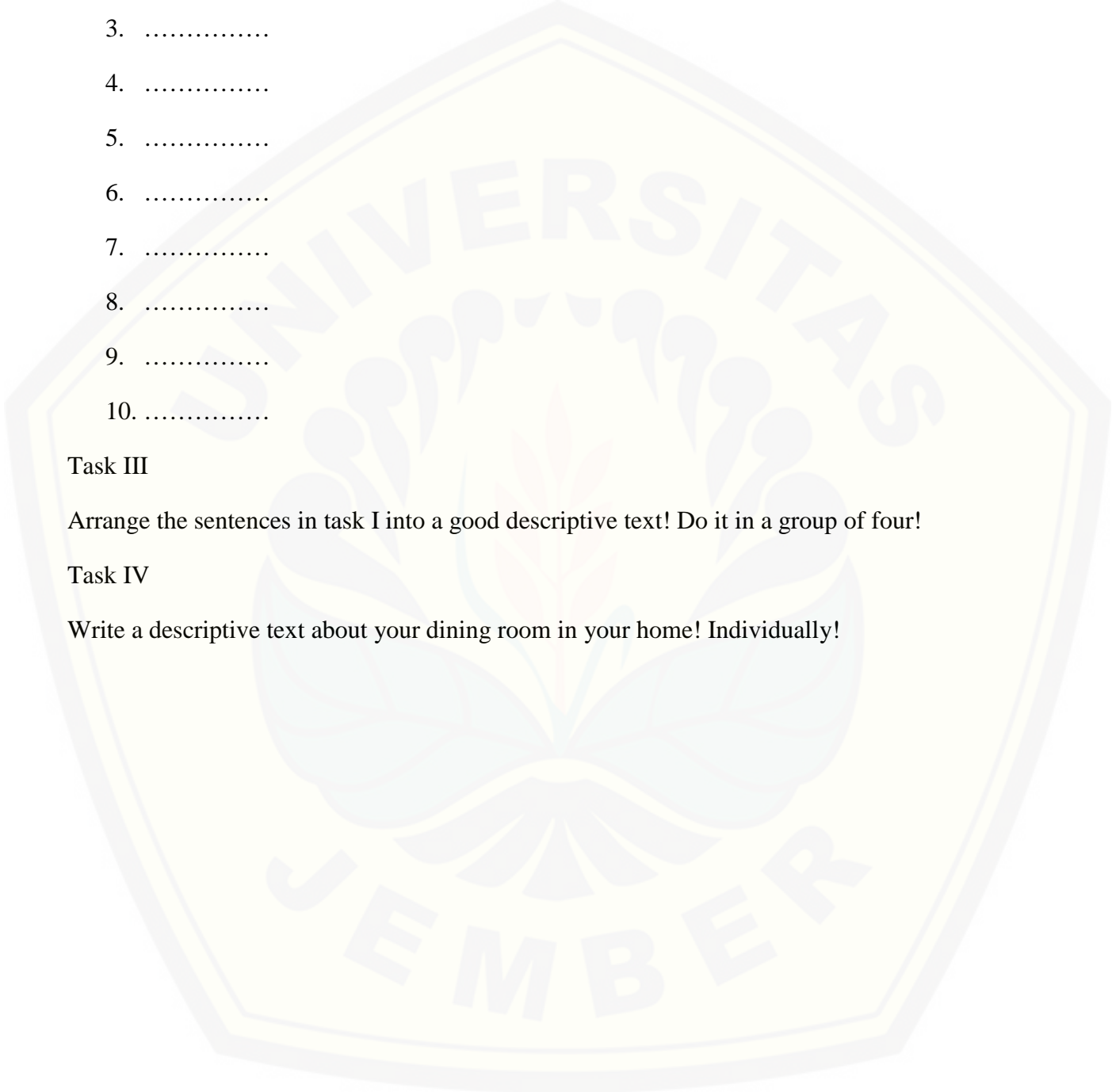
Lesson Plan 2

School : SMP Negeri 4 Rogojampi Satu Atap

Subject : English

Level / Semester : VIII/1

Language Skill : Writing

Text type : Descriptive text

Theme : Describing Room (At home)

Time Allocation : 2 x 40 minutes

I. Standard Competence

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

6.1. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

III. Indicators

a. **Cognitive**

Product (Experimental class)

3.1 Writing a descriptive text about a family room based on the single picture given

Process

3.2 Writing down any words related to the single picture given

3.3 Writing some sentences related to the single picture given

3.4 Arranging the sentences into a good a descriptive text

Appendix F

Product   (Control class)

3.1 Writing a descriptive text about a family room in their home

Process

3.2   Writing down any words about the kitchen

3.3   Making sentences about the kitchen

3.4   Arranging the sentences into a good a descriptive text

IV. Teaching Learning Objectives

a. Cognitive

Product   (Experimental class)

4.1   The students are able to write a descriptive text about family room based on the picture given

Process

4.2   The students are able to write down any words related to the picture

4.3   The students are able to make sentences that related to the picture

4.4   Arranging the sentences into a good a descriptive text

Product   (Control Class)

4.1   The students are able to write a descriptive text about a family room in their home

Process

4.2   The students are able to write down any words about the kitchen

4.5   The students are able to make sentences about the kitchen

4.6 Arranging the sentences into a good a descriptive text

**4   Materials   : **Enclosed

5   Teaching Learning Strategy

a) Approach   : Contextual Teaching Learning
b) Method   : Discussion

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Appendix F

6   Teaching Learning Activity

No	Experimental class	Time	No	Control class	Time
I	**Pre – Instructional Activity** 1.1 Greeting 1.2 Stating the objectives	1' 2'	I	**Pre – Instructional Activity** 1.1 Greeting 1.2 Stating the objectives	1' 2'
2	**Main Activities** 2.1 Reminding the students about descriptive paragraph (the generic structure and language features)	10'	2	**Main Activities** 2.1 Reminding the students about descriptive paragraph (the generic structure and language features)	10'
	2.2 Asking the students to make a group of four for do the task I-III	2'		2.2 Asking the students to make a group of four for do the task I-III	2'
	2.3 Asking the students to write down any words they can think of related to the single picture about living room given correctly (group).	10'		2.3 Asking the students to write down any words about the living room in their home correctly (group).	10'
	2.4 Discussing the answers together with the class.	5'		2.4 Discussing the answers together with the class.	5'
	2.5 Asking the students to make sentences related to the picture correctly (group).	10'		2.5 Asking the students to make sentences about the kitchen in their home correctly (group).	10'
	2.6 Discussing the answers together with the class.	5'		2.6 Discussing the answers together with the class.	5'
	2.7 Asking the students to arrange the sentences into a good a descriptive text based on the single picture about living room given (group).	5'		2.7 Asking the students to arrange sentences into a good a descriptive text.	5'
	2.7 Discussing the answers together with the class.	5'		2.7 Discussing the answers together with the class.	5'

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	2.8 Asking the students to write descriptive text based on the picture given by the teacher individually.

2.7 Asking the students to submit their work. | 20' | | 2.8 Asking the students to write descriptive text about family room in their home individually.

2.9 Asking the students to submit their work. | 20' |
| **3** | **Post Activities**
3.1 Guide the students to make conclusion
3.2 Parting the students | 4'

1' | **3** | **Post Activities**
3.1 Guiding the students to make conclusion
3.2 Parting the students | 4'

1' |
| | | | | | |

7   Media :

Experimental class	Control class
Single picture
White board
Students' worksheet
LCD
White board
Students' worksheet
LCD |

Appendix F

V.   Scoring rubric

The Scoring Rubric of the Students' Writing Descriptive Text

ANALYTIC SCORING CRITERIA		
Aspect of Writing	Score	Criteria
Content	5	Main ideas clearly and accurately
	4	Main ideas stated fairly clear and accurately
	3	Main ideas is somewhat unclear and inaccurate
	2	Main ideas is not clear and accurate
	1	Main idea is not clear and accurate at all
Organization	5	Well organized and perfectly coherent
	4	Fairly well organized and generally coherent
	3	Loosely organized but main idea is clear, logical but incomplete sequencing
	2	Loosely oganized but main idea is clear, lacks of logical sequencing
	1	No organization, incoherent
Vocabulary	5	Very effective choice of words and word forms
	4	Effective choice of words and words forms
	3	Adequate choice of words but some misuse of vocabulary and words forms
	2	Limited range, confused use of words and word forms
	1	Very limited range, very poor knowledge of words and word form
Grammar	5	No errors, full control of complect structure
	4	Almost no errors, good control of structure
	3	Some errors fair control of structure
	2	Many errors, poor control of structure
	1	Dominated by errors, no control of structure
Mechanic	5	Mastery of speling and punctuation
	4	few errors of spelling and punctuation
	3	Fair number of spelling and punctuation errors
	2	Frequently errors in spelling and punctuation
	1	No control over spelling and punctuation
Total Score = Content :_+ Organization:_+ Vocabulary:_+ Grammar:_+ Mechanic:_		

$$\text{Writing Score} = \frac{\text{Total score}}{25} \times 100 =$$

(*Adapted from Jacobs et al in Hughes, 2003:104*)

Appendix F

The English Teacher,   **Researcher,**

Saidatul Qoyimah, Spd   **Piping Irawati**

NIP.   **NIM. 080210491053**
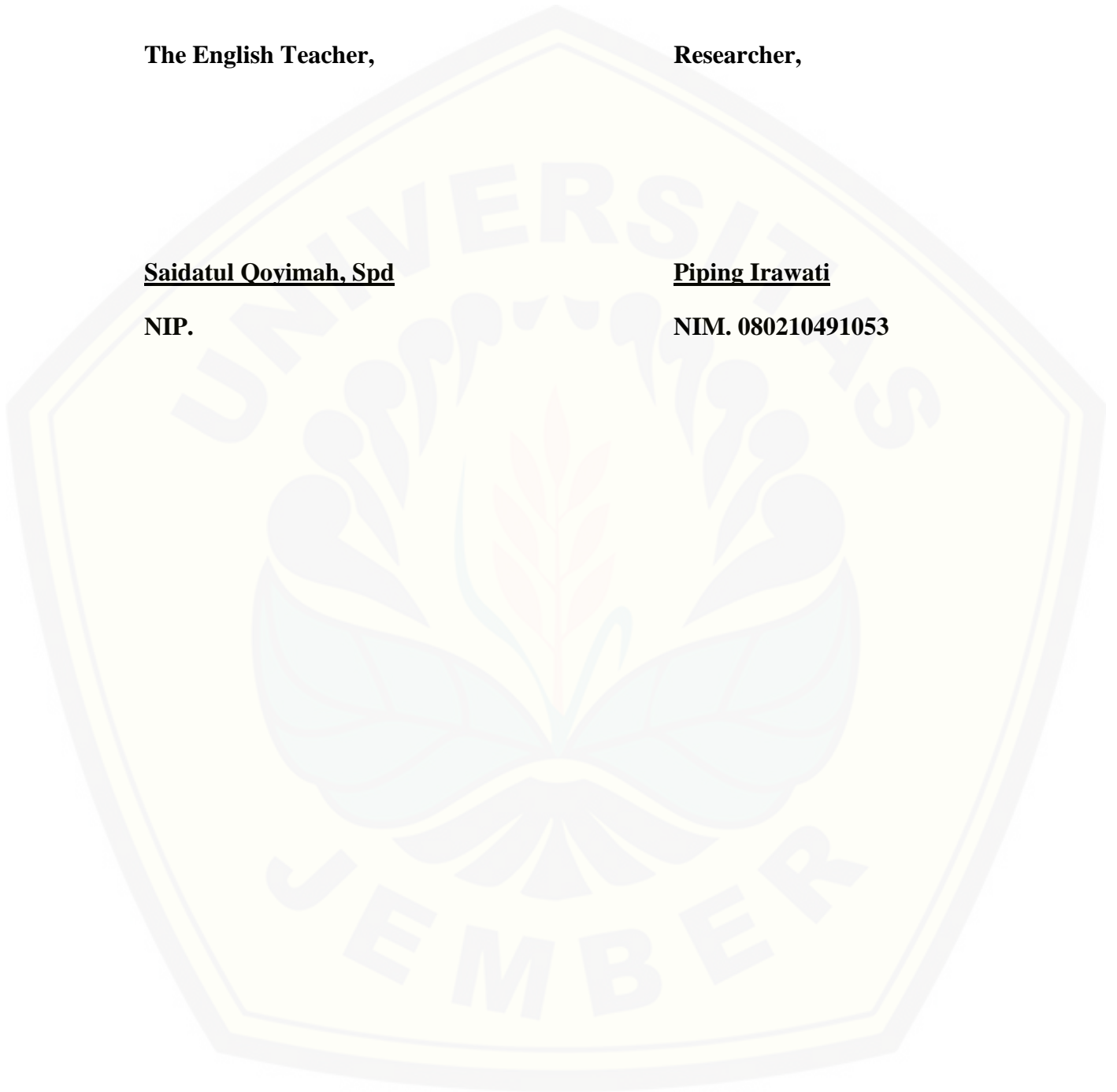
Appendix F

Material (Experimental class)

Pre – Instructional Activities

1. Good morning students?
2. How are you today?
3. Did you still remember what we have learned last meeting?
4. Can you mention the generic structure of descriptive paragraph?
5. Can you mention the language feature of descriptive paragraph?

Appendix F

Exercises

Task I

Look at the picture!

Write down any words that related to the picture above! Do it in group of four! (at least 5 verbs , 5 nouns and 5 adjective)

Verbs!

1. …….
2. …….
3. …….
4. …….
5. …….

Nouns!

1. ……
2. ……
3. ……
4. ……
5. ……

Adjective!

1. ……
2. ……
3. ……
4. ……
5. ……

Appendix F

Task II

Make sentences from words in task I correctly! Do it in group of four!

At least 7 to 10 sentences!

1. ……………
2. ……………
3. ……………
4. ……………
5. ……………
6. ……………
7. ……………
8. ……………
9. ……………
10. ……………

Appendix F

(Taken from www.google.com)

Task III

Arrange the sentences in task II into a good descriptive text based on the single picture above! Do it in group of four!

(Taken from www.google.com)

Task IV

Write descriptive text based on the single picture about family room above! Individually!

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Appendix F

Material (Control class)

Pre – Instructional Activities

Leading Questions:
1. Good morning students?
2. How are you today?
3. Did you still remember what we have learned last meeting?
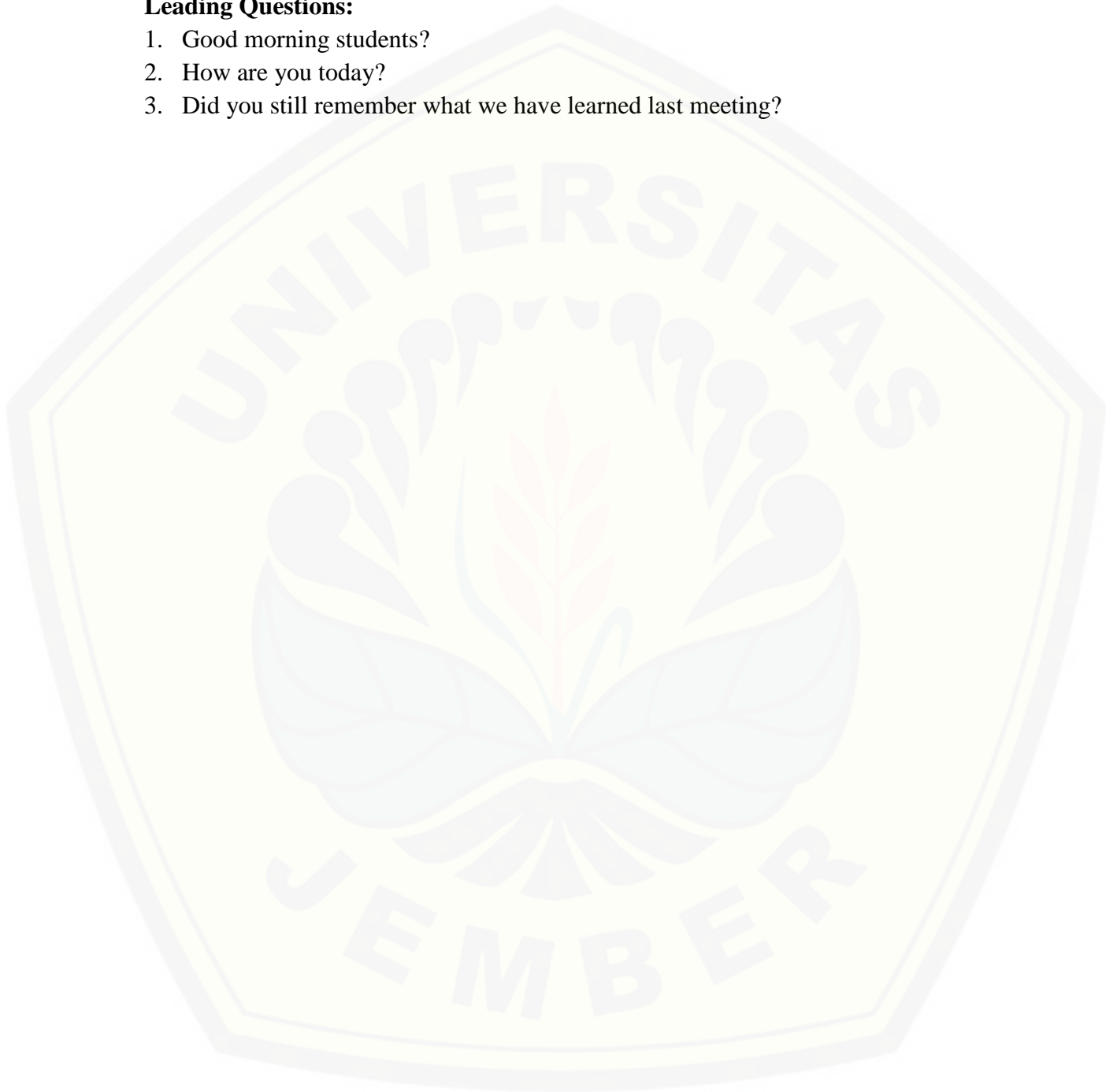
Appendix F

Exercises

Exercise

Task I

Write down any words about your living room in your home! Do it in group of four! (at least 5 Verbs, 5 nouns and 5 adjective)!

Verbs!

1. ……
2. ……
3. ……
4. ……
5. ……

Nouns!

1. ……
2. ……
3. ……
4. ……
5. ……

Adjective!

1. ……
2. ……
3. ……
4. ……
5. ……
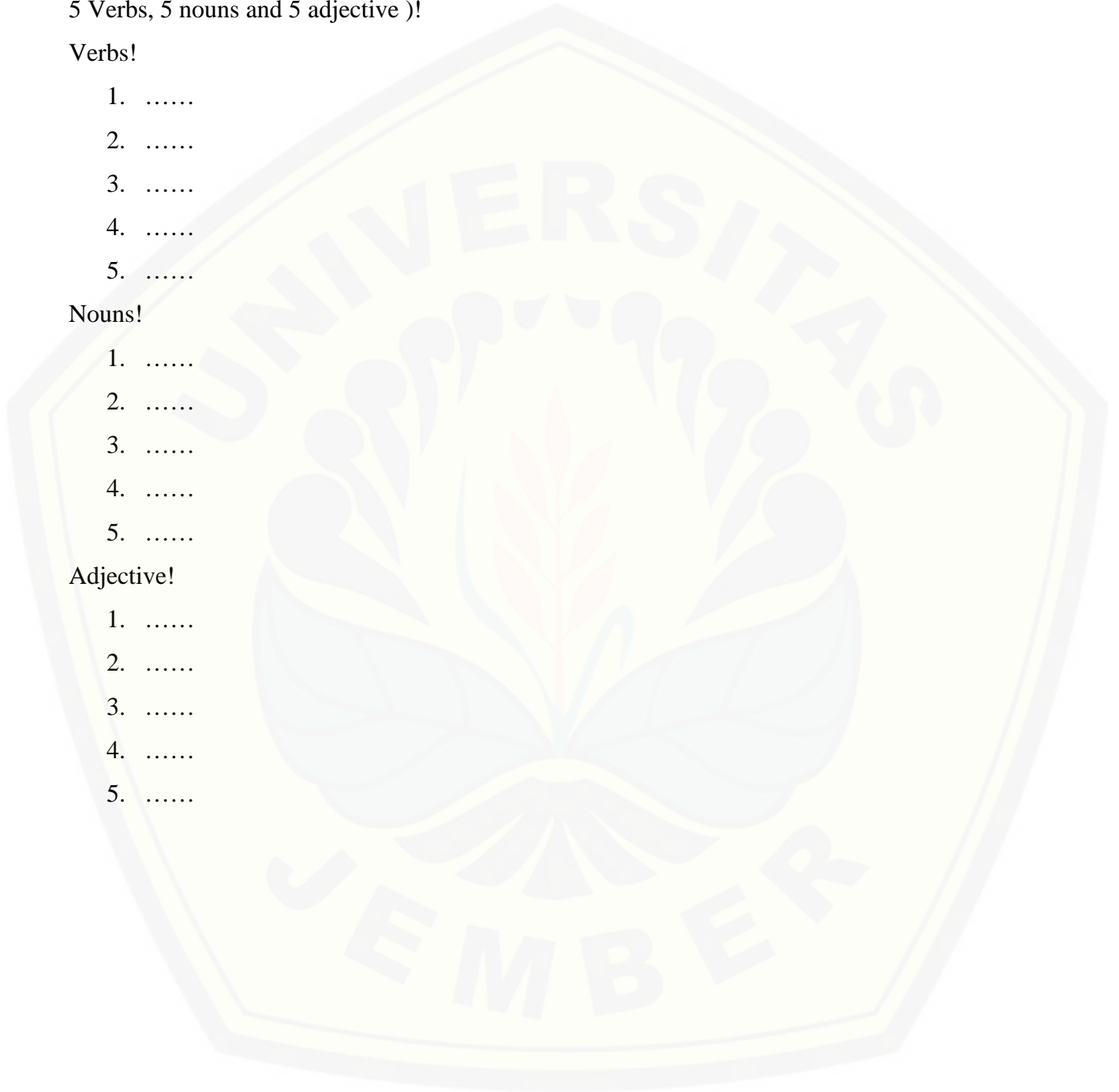
Appendix F

Task II

Make sentences from words in task I correctly! Do it in group of four!

1. ……………
2. ……………
3. ……………
4. ……………
5. ……………
6. ……………
7. ……………
8. ……………
9. ……………
10. ……………

Task III

Arrange the sentences in task I into a good descriptive text! Do it in group of four!

Task IV

Write a descriptive text about your family room in your home! Individually!
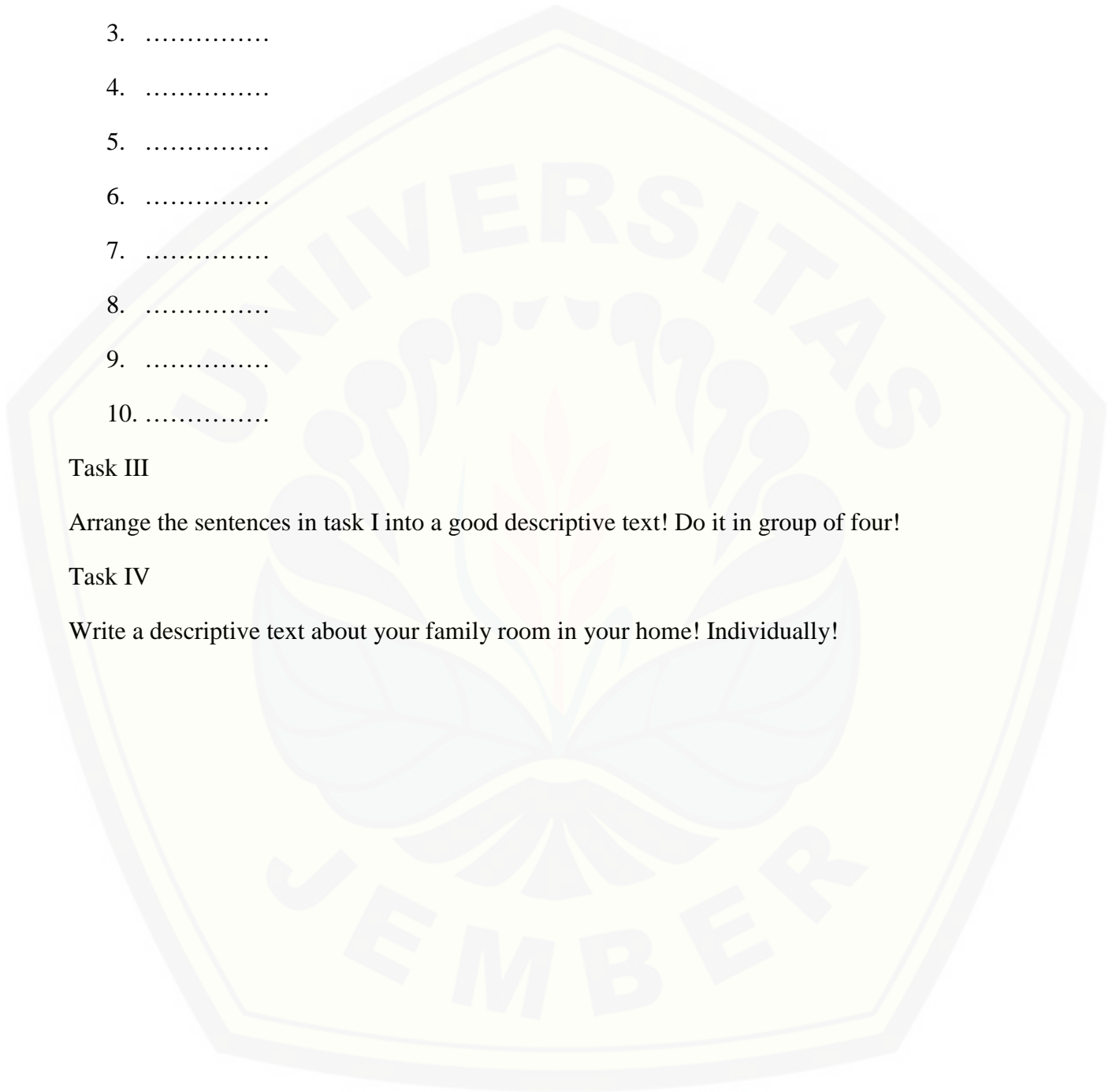
Appendix F

Key Answer!

Task I!

Verb

1. Have

2. Make

3. Put

4. Look

5. Clean

Noun

1. Living room

2. Window

3. Window's curtain

4. A vase of flowers

5. Jar

6. Lamp

7. Book s

8. cushion

Adjective

1. Big

2. Enjoy

3. Beautiful

4. Tidy

5. Fresh

Task II

1. I have a living room in my house

2. My father meets his guests in this room

Appendix F

3. I also study together with my school mate in this room

4. There is a window with the window's curtain

5. There is bookcase at the corner to put some books

6. I have two sofa with some cushion on there

7. My mother puts a vase of flower on the table

8. It makes my living room looks beautiful

9. My mother cleans the living room every day, in order to make this room clean and tidy

Task III

My Lovely Living room

I have a living room in my home. My father always meets his guests in this room. I also study together with my school mate in this room.

There is a window with the window's curtain. There is a bookcase at the corner to put some books. I have two sofas with some cushions on there. My mother puts a vase of flower on the table. It makes my living room looks beautiful. My mother cleans the living room every day, in order to make this room clean and tidy. I think it's my lovely living room.

Task IV

My Family room

I have a family room in my room. This room like a living room, but it's larger than my living room.

This room is large. It's about 5x4 m2. There is a television on the wall and we always watch television together after dinner. I also do our homework in this room. My family and I always spend our leisure time in this room.

Appendix G

POST-TEST

Subject   **: English**

Grade/semester   **: VIII/1**

Skill   **: Writing**

Time   **: 60 minutes**

Name   **:**

Class   **:**

1. **Write a descriptive text about the bedroom! (at least 7 to 10 sentences!)**

Appendix H

The Student's Post Test Score

Experimental Class VIII D (Scorer 1)

No	Nama	G	V	M	C	O	TS
1	Abdul Wahid	3	3	3	4	5	72
2	Adi Kurniawan	3	3	4	4	4	76
3	Agung Prakoso	3	3	4	5	4	76
4	Ali Nursahid	3	3	4	4	4	68
5	Anis Nurlailiya	3	3	4	4	5	76
6	Anita Meyyanti	2	3	4	5	4	72
7	Christina Martasari	3	2	4	4	4	68
8	Dina Agustining Setyowati	3	3	4	3	3	64
9	Dwi Agung Lutanto	2	2	2	2	2	40
10	Dwi Suliyanti	3	3	4	4	4	72
11	Eko Swadayana	3	3	3	4	4	68
12	Etwin Saputra	3	3	4	4	4	72
13	Evika Gustin Kristanti	3	3	4	4	4	72
14	Firnanda Ika Febriani	4	4	4	4	5	84
15	Igo Ilham	2	3	3	4	4	64
16	Komang Yuli Triapsari	3	2	3	3	3	56
17	Lia Lupitasari	3	3	3	4	4	68
18	Luluk Nawang Wulan	2	2	3	4	4	60
19	M. Rudi Pradana	2	3	4	4	5	72
20	Mita Ayu Wulansari	3	3	3	4	5	72
21	Moh. Abdul Gofur	2	3	4	4	4	68
22	Mohamad Ali Mustofa	3	3	4	4	4	72
23	Mohamad Fauzi	3	3	3	4	4	68
24	Muhlis Ahmadi	3	3	4	4	5	76
25	Raga Firdaus Sani	3	3	3	3	4	64
26	Riko Pramana Firmansyah	3	3	4	4	5	76
27	Risky Khoirul Anam	4	4	4	4	4	80
28	Selvi Agustina	4	4	3	4	4	76
29	Wega Rusmiyanti	2	3	4	4	5	72
30	Yasmin Merizqia A'yun	3	4	4	4	5	80
	Avarage Score :	2,86	3,3	3,6	3,9	4,16	70,13

Highest Score

Lowest Score

Appendix H

The Student's Post Test Score

Control Class VIII B (Scorer 1)

No	Nama	G	V	M	C	O	TS
1	A'an Hidayat	2	3	3	2	4	56
2	Achmad Khoirul Anam	2	3	3	4	3	60
3	Ana Ainayah Haimatul Jannah	2	2	1	2	3	40
4	Dimas Adi Pratama	2	3	3	4	2	56
5	Dwi Putri Indriyani	2	2	3	3	3	52
6	Dynar Rahmady	2	2	3	4	4	60
7	Elanda Wulandari	1	2	2	3	2	40
8	Giska Hariyono Putra	2	2	3	4	4	60
9	I Gusti Lanang Bagus Sujana	2	1	2	3	2	40
10	Ika Nur Safitri	3	2	3	2	3	52
11	Imam Mutadi	2	2	3	4	3	56
12	Istikoma	3	2	2	3	3	52
13	Ketut Suparsa	2	2	3	4	4	60
14	Kholifah Siti Maskuroh	2	3	3	2	3	52
15	Komang Riski Dewantara	1	1	2	2	1	28
16	Lisa Suryani	2	2	2	2	2	40
17	Made Pujianti	3	3	2	4	5	68
18	Moh. Eko Wahyudi	1	2	2	2	2	36
19	Mohammad Masluki	1	2	2	2	3	40
20	Ni Made Eka Setianingsih	2	2	3	3	3	52
21	Novi Elma Sari	2	2	2	3	3	48
22	Nyoman Trianingsih	3	2	2	3	3	52
23	Prayogo	2	3	3	4	4	64
24	Saiful Hadi	2	2	2	2	3	44
25	Siti Holkiya	2	2	2	2	2	40
26	Siti Sovia Inviroha	2	3	3	3	4	60
27	Viqi Ahlan Hidayat	2	3	4	3	4	64
28	Widiyanti	2	2	3	3	3	52
29	Yeni Sintia	2	3	3	3	3	56
30	Yufi Setia Imelda	2	2	2	2	2	40
Avarage Score :		2	2,2	2,53	2,9	3,1	50,66

Highest Score

Lowest Score

Appendix H

The Student's Post Test Score

Experimental Class VIII D (Scorer 2)

No	Nama	G	V	M	C	O	TS
1	Abdul Wahid	3	3	3	4	5	72
2	Adi Kurniawan	3	3	4	4	5	76
3	Agung Prakoso	3	3	4	4	4	72
4	Ali Nursahid	3	3	4	5	4	72
5	Anis Nurlailiya	3	3	4	4	5	76
6	Anita Meyyanti	3	3	4	5	4	76
7	Christina Martasari	3	3	4	4	5	72
8	Dina Agustining Setyowati	2	3	4	3	3	60
9	Dwi Agung Lutanto	2	2	2	2	3	44
10	Dwi Suliyanti	3	3	4	4	5	76
11	Eko Swadayana	3	3	3	3	4	68
12	Etwin Saputra	3	3	4	5	4	76
13	Evika Gustin Kristanti	3	3	4	4	4	72
14	Firnanda Ika Febriani	4	4	4	5	5	88
15	Igo Ilham	2	3	3	4	5	68
16	Komang Yuli Triapsari	3	2	3	3	3	56
17	Lia Lupitasari	3	3	3	4	5	72
18	Luluk Nawang Wulan	2	2	2	3	4	52
19	M. Rudi Pradana	2	3	4	4	5	72
20	Mita Ayu Wulansari	3	3	3	5	5	76
21	Moh. Abdul Gofur	2	3	4	4	4	68
22	Mohamad Ali Mustofa	3	3	4	4	5	76
23	Mohamad Fauzi	3	3	4	3	4	68
24	Muhlis Ahmadi	3	3	4	4	4	72
25	Raga Firdaus Sani	3	3	3	3	3	60
26	Riko Pramana Firmansyah	3	3	3	4	5	72
27	Risky Khoirul Anam	4	4	4	4	4	80
28	Selvi Agustina	4	4	3	3	4	72
29	Wega Rusmiyanti	2	3	4	5	5	76
30	Yasmin Merizqia A'yun	2	4	4	4	5	76
	Avarage Score :	2,83	3,03	3,56	3,9	4,33	70,43

Highest Score

Lowest Score

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Appendix H

The Student's Post Test Score

Control Class VIII B (Scorer 2)

No	Nama	G	V	M	C	O	TS
1	A'an Hidayat	2	2	3	4	4	60
2	Achmad Khoirul Anam	2	3	3	4	4	64
3	Ana Ainayah Haimatul Jannah	2	2	2	2	3	44
4	Dimas Adi Pratama	2	3	3	3	4	60
5	Dwi Putri Indriyani	2	2	3	3	4	56
6	Dynar Rahmady	2	3	4	3	4	64
7	Elanda Wulandari	2	2	2	2	3	44
8	Giska Hariyono Putra	3	3	3	3	3	60
9	I Gusti Lanang Bagus Sujana	2	2	2	2	2	40
10	Ika Nur Safitri	3	2	2	3	3	52
11	Imam Mutadi	2	2	3	3	4	56
12	Istikoma	2	2	3	3	4	56
13	Ketut Suparsa	2	2	2	4	5	60
14	Kholifah Siti Maskuroh	2	2	2	3	4	52
15	Komang Riski Dewantara	1	1	1	2	2	28
16	Lisa Suryani	2	2	2	2	2	40
17	Made Pujianti	2	3	4	4	5	72
18	Moh. Eko Wahyudi	2	2	2	2	2	40
19	Mohammad Masluki	2	2	2	2	3	44
20	Ni Made Eka Setianingsih	3	2	2	3	4	56
21	Novi Elma Sari	2	2	3	3	3	52
22	Nyoman Trianingsih	2	2	3	3	3	52
23	Prayogo	2	3	3	4	4	64
24	Saiful Hadi	2	2	2	3	3	48
25	Siti Holkiya	2	2	3	2	2	44
26	Siti Sovia Inviroha	3	3	3	3	3	60
27	Viqi Ahlan Hidayat	2	2	2	3	3	64
28	Widiyanti	2	3	3	3	3	52
29	Yeni Sintia	2	3	3	3	4	56
30	Yufi Setia Imelda	2	2	2	2	4	40
	Avarage Score :	2,1	2,26	2,56	2,86	3,36	52,66

Highest Score

Lowest Score

Appendix I

The Writing Score of Experimental Class VIII D

No	Name	Scorer 1	Scorer 2	Writing Score
1	Abdul Wahid	72	72	72
2	Adi Kurniawan	76	76	76
3	Agung Prakoso	76	72	74
4	Ali Nursahid	68	72	70
5	Anis Nurlailiya	76	76	76
6	Anita Meyyanti	72	76	74
7	Christina Martasari	68	72	70
8	Dina Agustining Setyowati	64	60	62
9	Dwi Agung Lutanto	40	44	42
10	Dwi Suliyanti	72	76	74
11	Eko Swadayana	68	68	68
12	Etwin Saputra	72	76	74
13	Evika Gustin Kristanti	72	72	72
14	Firnanda Ika Febriani	84	88	86
15	Igo Ilham	64	68	66
16	Komang Yuli Triapsari	56	56	56
17	Lia Lupitasari	68	72	70
18	Luluk Nawang Wulan	60	52	56
19	M. Rudi Pradana	72	72	72
20	Mita Ayu Wulansari	72	76	74
21	Moh. Abdul Gofur	68	68	68
22	Mohamad Ali Mustofa	72	76	74
23	Mohamad Fauzi	68	68	68
24	Muhlis Ahmadi	76	72	74
25	Raga Firdaus Sani	64	60	62
26	Riko Pramana Firmansyah	76	72	74
27	Risky Khoirul Anam	80	80	80
28	Selvi Agustina	76	72	74
29	Wega Rusmiyanti	72	76	74
30	Yasmin Merizqia A'yun	80	76	78

Level	No	Name	Scorer 1	Scorer 2	Writing Score
Highest	14	Firnanda Eka Febriani	84	88	86
Lowest	9	Dwi Agung Lutanto	40	44	42

Appendix J

The Writing Score of Control Class VIII B

No	Name	Scorer 1	Scorer 2	Writing Score
1	A'an Hidayat	56	60	58
2	Achmad Khoirul Anam	60	64	62
3	Ana Ainayah Haimatul Jannah	40	44	42
4	Dimas Adi Pratama	56	60	58
5	Dwi Putri Indriyani	52	56	54
6	Dynar Rahmady	60	64	62
7	Elanda Wulandari	40	44	42
8	Giska Hariyono Putra	60	60	60
9	I Gusti Lanang Bagus Sujana	40	40	40
10	Ika Nur Safitri	52	52	52
11	Imam Mutadi	56	56	56
12	Istikoma	52	56	54
13	Ketut Suparsa	60	60	60
14	Kholifah Siti Maskuroh	52	52	52
15	Komang Riski Dewantara	28	28	28
16	Lisa Suryani	40	40	40
17	Made Pujianti	68	72	70
18	Moh. Eko Wahyudi	36	40	38
19	Mohammad Masluki	40	44	42
20	Ni Made Eka Setianingsih	52	56	54
21	Novi Elma Sari	48	52	50
22	Nyoman Trianingsih	52	52	52
23	Prayogo	64	64	64
24	Saiful Hadi	44	48	46
25	Siti Holkiya	40	44	42
26	Siti Sovia Inviroha	60	60	60
27	Viqi Ahlan Hidayat	64	64	64
28	Widiyanti	52	52	52
29	Yeni Sintia	56	56	56
30	Yufi Setia Imelda	40	40	40

Level	No	Name	Scorer 1	Scorer 2	Writing Score
Highest	17	Made Pujianti	68	72	70
Lowest	15	Komang Rizky Dewantara	28	28	28

Appendix K

The Sample of the students' Writing Descriptive Text Given by the Scorer 1
Experimental Class (the highest score)

Nama : Firoanda ita f
Kelas : VIII D
No absen : 19

Scorer 1

My bedroom

My bedroom is the most comfortable room on my house.
I spend most of my time there.

It's about 3x3 meters wide. There are lots of my pictures
on the wall. the color of the wall is blue because blue is my
favorit color. In My bedroom, there is a small bed with
2 pillows and a bolster on it. I also put several dolls on my
bed. such as teddy bear. angry bird. and barbie. My sister
and I often play the dolls in my bedroom. I have a brown
cupboard with two doors. I place all my cloths there.
I always clean my bedroom everyday. so my bedroom clean
and tidy.

C. 3
V. 4
M. 4
C. 5
O. 5
21/25 × 100 = 84

Appendix K

The Sample of the students' Writing Descriptive Text Given by the Scorer 1
Experimental Class (the lowest score)

NAMA: Dwi Agung Lutanto

Kelas: 8D

NO. absen: 9

Scorer I

my Bedroom

My bedroom is a rooms there is in my house and that really I Like. It is not big and good, but very comfortable Forme.

The color of the wall is white there is a cup board that I become to Pleace dress and book. but too there is pillow and blaket that I favorite. my Bedroom clean and beautiful. I love my bedroom. my mother clean my bedroom every day. my bedroom clean.

G: 2
V: 3
M: 1
C: 2
O: 2

10/25 x100 = 0,4 x 100 = 40

Appendix K

The Sample of the students' Writing Descriptive Text Given by the Scorer 1
Control Class (the highest score)

Nama : Made Pujianti
Kelas : VIII B
No. Absen : 17

My Bedroom

I have a special room in my house. That is my bedroom. My bedroom is very nice

The wall have many color and look like rainbow in the sky. The color of the floor is white. There is a table beside that bed for put my book. There is a big window in my bedroom. So the air circulation good. My mother is clean cleans my bedroom every day. I like study in my bedroom, because my bedroom is very nice.

W . 5
V . 4
M . 5
C . 3
G . 4

17/25 x 100 = 0.68 x 100 = 68

Appendix K

The Sample of the students' Writing Descriptive Text Given by the Scorer 1

Control Class (the lowest score)

Nama : Komang Riski Dewantara

Scorer 1

Kelas : VIII B

No absen : 15

my Bedroom

my bedroom is big, in here there are mattress , pillow
Fan , wardrobe and table . my bedroom very cool , clean
comfortable and good . I am cleans my bedroom
everyday . situation my bedroom very lovely . I am sweeps
my bedroom every day . where night I am lear in the bedroom
I like my bedroom because lovely .

G : 1
V : 2
M : 1
C : 2
P : 1

7/25 x 100 = 0.28 x 100 = 28

Appendix L

The Sample of the students' Writing Descriptive Text Given by the Scorer 2
Experimental Class (the highest score)

Nama: firnanda ika f
Kelas: VIII b
No absen: 19

Scorer 2

My bedroom

My bedroom is the most comfortable room on my house.
I spend most of my time there.

It's about 2x3 meters wide. There are lots of my pictures
on the wall. The color of the wall is blue because blue is my
favorit color. In my bedroom, there is a small bed with
2 pillows, and a bolster on it. I also put several dolls on my
bed, such as teddy bear, angry bird, and barbie. My sister
and I often play the dolls in my bedroom. I have a brown
cupboard with two doors. I place all my clothes there.
I always clean my bedroom everyday, so my bedroom clean
and tidy.

G : 4
V : 4
m : 4
C : 5
O : 5
———
22 x100 = 88
28

Saidatul Iyimah

Appendix L

The Sample of the students' Writing Descriptive Text Given by the Scorer 2
Experimental Class (the lowest score)

NAMA: Dwi Agung Lutanto   Scorer 2
Kelas: 8D
NO. absen: 9

My Bedroom

My My Bedroom is a rooms there is in my house and that
really I like. It is not big and good but very comfortable
forme,

The color of the wall is white there is a cup board that
I become to pleace dress and book but too there is Pillow
and blaset that I favorite. my Bedroom clean and beautiful
I love my bedroom. my mother clean my bedroom
every day. my bedroom clean.

$$G : 3$$
$$V : 2$$
$$m : 2$$
$$C : 2$$
$$O : 2$$
$$\overline{\quad 11 \quad}$$
$$\frac{11}{25} \times 100 : 0,44 \times 100 : 44.$$

Saidatul kezimah, S.pd.

Appendix L

The Sample of the students' Writing Descriptive Text Given by the Scorer 2
Control Class (the highest score)

Nama : Made Pujianti   Scorer 2
Kelas : VIII B
No Absen : 17

My Bedroom

I have a special room in my house. That is bedroom.
My bedroom is very nice

The wall have many color and like a rainbow in the sky. The color of the floor is white. There is a table beside that bed for put my book. There is a big window in my bedroom. So the air circulation good. My mother cleans clean my bedroom every day. I like study in my bedroom, because my bedroom is very nice.

G = 4
V = 4
M = 3
C = 3
O = 4
────
18/25 x100 = 72

Saidatul Koyimah

Appendix L

The Sample of the students' Writing Descriptive Text Given by the Scorer 1
Control Class (the lowest score)

Scorer 2.

Nama : Komang Riski Dewantara
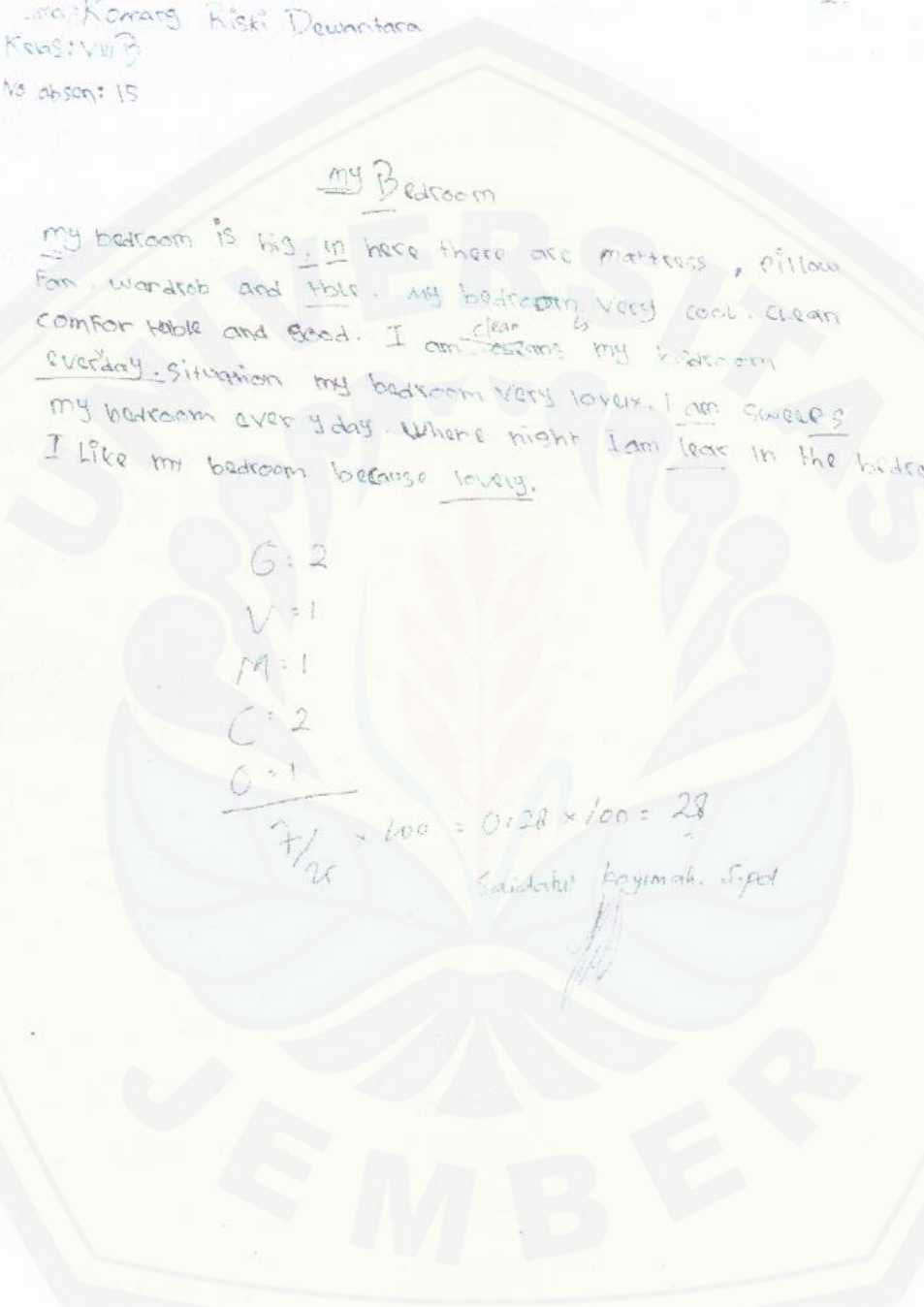Kelas : VII B
No absen : 15

my Bedroom

my bedroom is big, in here there are mattress, pillow
Fan, wardrob and tble. My bedroom very cool. clean
comfor table and good. I am cleans my bedroom
everday. situation my bedroom very lovux. I am sweep g
my bedroom ever y day. Where night I am leas in the bedroom
I Like my bedroom because lovuy.

G : 2
V : 1
M : 1
C : 2
O : 1
—————
$\frac{7}{25} \times 100 = 0 \cdot 28 \times 100 = 28$

Saidatul keyimah. S.pd

98

Appenidix M

The Permission Letter from University of Jember

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334 988, Faks: 0331-332 475
Laman: www.fkip.unej.ac.id

0 6 NOV 2014

Nomor   7 3 6 9 /UN25.1.5/LT/2014
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 4 Rogojampi Satu Atap
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Piping Irawati
NIM   : 080210491053
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Composite Picture on Descriptive Paragraph Writing Achievement for the Eighth Grades Students at SMPN 4 Rogojampi Satu Atap".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001

Appendix N

The Permission Letter From SMP Negeri 4 Rogojampi Satu Atap

PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 4 ROGOJAMPI SATU ATAP
Dusun Glondong Desa Watukebo Telp. (0333) 4460654 Rogojampi – Banyuwangi 68462

SURAT KETERANGAN
TELAH MELAKSANAKAN OBSERVASI DAN PENELITIAN
NOMOR: 800/178/429.245/201410/2014

Berdasarkan : Surat Pembantu Dekan I FKIP Universitas Jember tanggal 6 November 2014 Nomor : 7369/UN25.1.5/LT/2014 Hal : Permohonan Izin Penelitian An. Piping Irawati NIM 080210491053
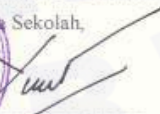
Yang bertanda tangan di bawah ini :

- Nama : **SUKIRNO, M.Pd**
- N I P : 19630708 198803 1.012
- Pangkat/Gol.Ruang : Pembina Tk. I (IV/b)
- Jabatan : Kepala Sekolah
- Unit Kerja : SMP Negeri 4 Rogojampi Satu Atap

Menerangkan dengan sebenarnya bahwa :

- Nama : **PIPING IRAWATI**
- N I M : 080210491053
- Jenis Kelamin : Perempuan
- Universitas : FKIP/ Universitas Jember
- Jurusan : Pendidikan Bahasa Inggris

Mahasiswa yang bersangkutan tersebut di atas terhitung mulai tanggal : 17 November s/d 1 Desember 2014 benar – benar nyata telah melaksanakan dan menyelesaikan kegiatan Observasi dan Penelitian di SMP Negeri 4 Rogojampi Satu Atap, dengan judul penelitian **"The Effect of Using Single Picture on Descriptive Paragraph Writing Achievement for the Eighth Grades Students at SMP Negeri 4 Rogojampi Satu Atap"**

Demikian surat keterangan ini dibuat dan diberikan untuk dipergunakan sebagaimana mestinya

Rogojampi, 2 Desember 2014
Kepala Sekolah,

S U K I R N O, M.Pd
NIP. 19630708 198803 1.012