



THE EFFECTIVENESS OF PICTURE TOWARDS STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT

Fitriyeni, Robbayani Shoghiro

Universitas Bina Sarana Informatika

(Naskah diterima: 1 Juni 2020, disetujui: 28 Juli 2020)

Abstract

The objective of this study is about to see the effectiveness of picture towards students' writing skill of descriptive text for grade X of SMK Negeri 13 Jakarta in academic year 2018/2019. This research is quantitative using quasi-experimental method. The population was grade X students of SMK Negeri 13 Jakarta. It was conducted in two classes as sample. The instruments used were documentation and test. T-test was used to determine whether there was a significance difference or not between students' scores in experimental class and students' scores in control class. The result of the study showed that the calculation of the value of ttest is 2.92 and the degree of freedom (df) is 54. The value of t-table in the degree of freedom and at the degree of significance 5% is 1.674. It means picture is effective towards students' writing skill of descriptive text for grade X at SMK Negeri 13 Jakarta in academic year 2018/2019. Finally the writer suggests that teachers should use picture as one of the media in teaching writing of descriptive text.

Keywords: Picture, Descriptive Text, Writing.

Abstrak

Tujuan dari penelitian ini tentang keefektifan gambar terhadap keterampilan siswa dalam menulis teks deskriptif untuk kelas X di SMK Negeri 13 Jakarta tahun ajaran 2018/2019. Penelitian ini adalah penelitian kuantitatif dengan menggunakan metode kuasi eksperimen. Populasi dari penelitian ini adalah siswa kelas X di SMK Negeri 13 Jakarta. Penelitian dilaksanakan di dua kelas sebagai sampel. Instrumen-instrumen yang digunakan untuk mengumpulkan data adalah dokumentasi dan tes. T-test digunakan untuk menentukan apakah terdapat perbedaan yang signifikan atau tidak antara nilai siswa pada kelas eksperimen dan nilai siswa pada kelas kontrol. Hasil penelitian penghitungan menunjukkan bahwa nilai ttest yaitu 2,92 dan derajat kebebasannya (df) adalah 54. Nilai ttable pada derajat kebebasan dan pada derajat signifikan 5% adalah 1.674. Itu artinya, gambar efektif digunakan terhadap keterampilan siswa dalam menulis teks deskriptif untuk kelas X di SMK Negeri 13 Jakarta tahun ajaran 2018/2019. Akhirnya, penulis menyarankan bahwa guru sebaiknya menggunakan gambar sebagai salah satu media dalam pembelajaran keterampilan menulis pada teks deskriptif.

Kata kunci: Gambar, Teks Deskriptif, Menulis.

I. PRELIMINARY

Writing is a productive skill which is emphasized in language learning at school. Among four language skills which are listening, reading and speaking, writing is the most difficult language skill. However, most academic courses might use written tasks to assess students' work. It can be administered as a project with longer deadline for about one or two months or it can be administered as an exam which means it could be finished in shorter time for about an hour.

Writing is considered as a part of communication. The urgency of learning writing at school has been admitted by many teachers and students. As stated by Ministry Regulation no 22, English is taught at school as a means of communication to access and send information and, in daily life context, as means of fostering interpersonal relationship and of enjoying language aesthetics of English culture. This regulation is implemented in standard competence of KTSP curriculum in Indonesia especially in Vocational School, which is stated "Berkomunikasi dengan Bahasa Inggris setara *Level Novice*".

Since writing is one of the products of English learning, the students are challenged

to write as good as possible in order to what they want to share on the paper could be delivered successfully to the reader. As good criteria in writing, the points are content, organization, vocabulary, language use and mechanics. However, the problem comes up when students are not able to produce proper expressions. It is supported by Gebhard in Hermanto's journal that the problems encountered by the students in learning writing are that some students use ineffective writing strategies. They tend to jump right into the writing task without following the stages in writing process from prewriting, drafting, revising, and editing. Another problem is that some students have negative attitudes about writing is terrible that is why they do not like to write. The other problem is that students do not always understand or pay attention to the content of the teacher's comments and responses on their written work.

To solve this problem, writer proposes writing teaching by using pictures to students. Pictures can be board drawings, wall pictures and charts, flash cards, magazine pictures and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can

illustrate concepts such as above and opposite just as easily as hats, coats, walking sticks, cars, smiles, frowns, etc. The writer assumes that pictures are interesting media which help students perform their English writing ability. Based on some previous studies, pictures give students positive attitude, make students participate actively in learning process and help students elaborate their exploratory chance.

From those statements, writer is going to conduct a study about the effectiveness of picture towards students' writing skill of descriptive text. To identify the problems, the researcher observed some written sources related to the teaching and learning process of writing in the classroom.

The sources of the problem found that the contributions of students' low performance in writing are: Some students use ineffective writing strategies. They tend to jump right into the writing task without following the stages in writing process from prewriting, drafting, revising, and editing. Another problem is that students do not always understand or pay attention to the content of the teacher's comments and responses on their written work. The last problem is that some students have

negative attitudes about writing is terrible that is why they do not like to write.

The writer picks the last problem which needs to be studied and to be solved. The writer assumes by using pictures in teaching writing of descriptive text students have positive attitudes about writing so that they like to write and students are able to deeply elaborate their exploratory chance and improve their communicative competence.

II. THEORITICAL REVIEW

a. Writing

Writing is a process of encoding (putting your message into words) carried out with a reader in mind. The good news is that the skill of writing can be mastered, and if you are ready to work, you will learn what you need to know. Because writing is a skill, it makes sense that the more you practice writing, the better you will write.

Another belief, writing is a process of discovery which involves a series of steps, and those steps are very often a zigzag journey. The point is that writing is often process of continuing discovery. Very often, writers do not discover just what they want to write about until they explore their thoughts in writing.

b. Purpose of Writing

Determining purpose of writing is very important because it will help readers get the idea or information effectively from what the writers have written. According to Hart and Reinking, purposes of writing is divided into two, they are general purpose and specific purpose.

To inform and to persuade are two most general purposes of why people write. As stated by Hart and Reinking, "Often, your chief or only aim will be to provide information to your reader. Your assumption is that your reader knows little or nothing about the topic on which you wish to provide information". In persuasive writing, your aim is to convince your reader to adopt a particular position, to take a particular action, or to do both.

Besides general purpose of writing, there is special purpose which is more specific than general one. They can be comparing the features of two videocassette recorders, classifying the chemical contaminants in a lake or stream, giving directions for taking photographs with certain a type of camera or defining the term "Certified Public Accountant".

In addition, based on Clouse, the reasons for writing are to share experience, to inform,

to persuade and to entertain. Then, according to Lewin, the use of writing in the service of learning is divided into two. First, writing enables students to think about, to process, to grow ideas about the topics we are teaching them in science, math, social studies, personal finance, English, the arts, health. Second, writing enables them to gain proficiency in a critically important skill; writing itself, which is obviously a key communication tool.

To conclude some theories above, writers are motivated to communicate their ideas to an audience. Their purpose is to share their thoughts, feelings, opinions, joy, anger, criticism, or thanks with someone else.

c. Stages of Writing

Based on Hart and Reinking, some proposals that help learners develop their cognitive strategies are as follow: Generating, focusing, structuring, drafting, evaluating and reviewing.

Moreover, as Clouse stated, some activities in writing are prewriting, drafting, revising and editing. Prewriting is collectively, the procedures for coming up with ideas in the absence of inspiration. Drafting is making the first attempt at getting those ideas once writers generate enough ideas during prewriting to serve as a departure point. Revising is writers

rework the raw material of the draft to get it in shape. This reworking is a time-consuming, difficult part of the process. The last is editing. It is finding and eliminating mistakes so that the writings do not distract or annoy your reader.

In addition, according to Langan, some activities in writing process are as follows: Prewriting, drafting, revising and editing.

d. Types of Writing

Types of Writing based on Hedge, the types of writing are divided into six types, there are:

- 1) Personal writing which are diaries, journals, shopping list, reminders for oneself, packing lists, addresses and recipes.
- 2) Public writing which are letters of enquiry, letters of complaint, letters of request, form filling and application for membership.
- 3) Creative thinking which are poems, stories, rhymes, drama, songs and autobiography.
- 4) Social writing which are letters, invitations, notes of condolence, notes of thanks, notes of congratulations, cablegrams, telephone messages, instructions to friends and instructions to family.
- 5) Study writing which are making notes while reading, taking notes from lectures, making a card index, summaries, synopses,

reviews, reports of experiments, reports of workshops, reports of visits, essays and bibliographies.

- 6) Institutional writing which are agendas, minutes, memoranda, reports, reviews, contracts, business letters, public notices, advertisements, posters, instructions, speeches, applications, curriculum vitae, specifications, note-making doctors and other professionals.

e. Teaching Writing

The NLS Framework for Teaching English recommends to teachers the following range of “effective teaching style” for teaching writing:

- 1) Directions: to ensure pupils know what they are doing and why
- 2) Demonstration: to show pupils how effective readers and writers work
- 3) Modeling: to explain the rules and conventions of language and texts
- 4) Scaffolding: to support pupils’ early efforts and build security and confidence.
- 5) Explanation: to clarify and exemplify the best ways of working
- 6) Questioning: to probe, draw out or extend pupils’ thinking
- 7) Exploration: to encourage critical thinking and generalization

- 8) Investigation: to encourage enquiry and self-help
- 9) Discussion: to shape and challenge developing ideas
- 10) Reflection and evaluation: to help pupils to learn from experience, successes and mistakes.

Beginner needs to learn the basic conventions of writing. Some activities which promote writing for beginner are tracing letters, words, and sentences. The next is copy and change activities. Students get a certain text and they need to copy and substitute a certain different part. Another activity is teaching grammatical pattern and functional rules. They make up new sentences by exploring different grammatical convention. Unscrambling muddled sentence part is also interesting activity. The last activities are making list, reading and writing public notices.

For post-beginning writer, students are asked to compose writing, like short story, descriptions, arguments and more. Other activities are language-play writing, newsletter writing, pen pals, dialogue journal writing and computer-mediated writing. Teacher's role is providing strategies for getting started, drafting, revising and editing.

f. Requirements for Good Writing

The usual aspects associated with writing are: word choice, use of appropriate grammar, syntax, mechanics and organization of ideas into a coherent and cohesive form.

1. Descriptive Text

Descriptive text is a text which has purpose to describe a particular person, place or thing. Descriptive text explains what something looks, sounds, feels, smells, or tastes like. It involves the significant details of a person, place or object. It appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. There are two kinds of description: objective (scientific) and impressionistic (artistic). Objective description attempts to convey information as clearly as possible. Its purpose is to present a factual image to the reader, and it focuses on details that can be measured and verified.

a. Text Structure

Text structures of descriptive text are the identification and description. The identification identifies the person, place, thing or subject that is going to be described. Moreover, the description describes the parts, qualities, and characteristics of the thing described.

b. Language and Grammatical Features

The language features are written in the simple present tense and frequent use of epithets (word or phrases used to describe the characters and qualities of something or somebody).

2. Picture

a. Definition of Picture

Picture is a description that gives you an idea in your mind of what something is like, give somebody the information they need to be able to understand a situation. It can be defined as a drawing, painting and photograph object which show a thing, a person, a building, an animal, a view and any other concrete object. As stated by Harmer, pictures can be board drawings, wall-pictures, flashcards and magazine pictures and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily as hats, coats, walking sticks, cars, smiles, frowns, etc.

b. Type of Picture

Based on Harmer, picture can be in the form of flashcards, large wall pictures, cue cards, photographs or illustrations, projected slides, and drawing picture on board.

1) Flashcard

Flashcard is smallish cards which we can hold up for our students to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences and practicing vocabulary.

2) Large wall picture is big enough for everyone to see details.

3) Cue card is some small cards which students use in pair-or group work.

4) Photograph or illustration is a picture or image supports by describing situation or people in action. It is typically found in a textbook, magazine, newspaper etc.

5) Projected slide is a set of images from an overhead projector or projected computer image.

6) Drawing picture on board Teachers also draw pictures on the board to help students with explanation and language.

c. Picture in Teaching Learning and The Advantages

Based on Harmer, pictures of all kinds can be used in a multiplicity of ways, as the following examples show:

1. Drills: with lower-level students, an appropriate use of pictures-especially flashcards response drills.

2. (Communication) games. picture are extremely useful for a variety of communication activities.
3. Understanding the meaning of picture
4. Ornamentation: make a word or sentences from a picture.
5. Prediction: pictures are useful for getting students to predict what is coming next in a lesson.
6. Discussion: pictures can stimulate questions.

d. Criteria of Good Picture

There are three qualities that pictures need to possess if they are to engage students and be linguistically useful. First, they need to be appropriate not only for the purpose in hand but also for the classes they are being used for. Second, pictures should be visible. It means they have to be big enough so that all the students can see the necessary detail. The last, pictures should be effective use. They should not need an extra much time to be collecting and using. It must be durable.

III. RESEARCH METHODS

This research uses quantitative method. Quantitative research is a method to examine certain theories by studying relation of variables. It also involves data collecting process, data analysis, data interpretation and findings

organization. It describes the variable and compares one another group which is to see the effectiveness of treatment in a particular group. The writer expects the treatment shows different score between two groups and the writer puts formula to count the difference and the writer shows the hypothesis statistics.

This research was conducted by a quasi-experimental design As stated by Christensen that a quasi-experimental design is an experimental design that does not meet all the requirements necessary for controlling the influence of extraneous variables. The class was divided into control group and experimental group whose similar grade and achievement by conducting pretest in the early meeting. Control group means a group who only gets traditional learning like translating, doing exercise, doing presentation without being given some pictures. In contrast, another group was presented some pictures during writing class. This study took six weeks which is twice meeting per week. One meeting is 2 x 45 minutes. During those meetings, control group experienced pre-test and post-test without being treated by pictures, in contrast experimental group experienced pretest, treatment and post test. Here is the description of the research design of the study:

Group A O ----- X ----- O

Group B O ----- O

Explanation:

A : Experiment group

B : Control group

O : Pre test and post test

X : Treatment

(Adapted from John W. Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif dan Mixed*, 2010)

The writer proposes many pictures to see its effectiveness towards students' writing skill of descriptive text. Students need to present their performances supported by some pictures on paper for about two weeks. Group performances spent one week and individual performances spent one week with various picture topics.

Sample of this study is two classes of grade X student in SMK Negeri 13 in academic year 2018/2019 which is located at Jln. Rawa Belong II-E Palmerah, West Jakarta. which have similar ability and score. Technique of sampling used in this study is non-random sampling. The researcher uses purposive sampling because the researcher has a certain purpose in conducting this study which is to see the effectiveness of picture towards students' writing skill of descriptive text.

To collect data relating to the study, the researcher selects the instruments which are appropriate, there are documentation of the data concerning matters that are taken in form of note, transcript, book, newspaper, magazine, agenda etc ; and test to measure the ability of the object. This test is a set of questions consisting of 25 multiple choices. In this research, the researcher will conduct two paper-based tests, Pre test and Post test.

Pre Test

Pre test is a set of test that is administered by the researcher before conducting the class. The participants are whole classes of grade X in SMK Negeri 13. It is used to know student's ability and decide two classes with similar grade and score to be a control class and experiment class.

a. Post Test

Post test is a set of test that is administered by the researcher after conducting the class. The participants are two classes, they are an experiment class and a control class of grade X in SMK Negeri 13 Jakarta. It is used to know the effectiveness of picture towards students' writing skill of descriptive text by showing the increasing number of score in experiment class.

IV. RESEARCH RESULT

The writer administers the test twice that are pre test (before treatment) and post test (after treatment). The data is compared from the mean of the score from pre test and post test. After getting the data from the score, they are analyzed and processed by using statistic calculation of T-test formula.

- a. Determine the Mean of Variable X with formula :

$$M_x = \frac{\sum x}{n}$$

- b. Determine the Mean of Variable Y with formula :

$$M_y = \frac{\sum y}{n}$$

- c. Determine the Standard Deviation Score of Variable X with formula :

$$S_{Dx} = \sqrt{\frac{\sum x^2}{n1}}$$

- d. Determine the Standard Deviation Score of Variable Y with formula :

$$S_{Dy} = \sqrt{\frac{\sum y^2}{n2}}$$

- e. Determine the Standard Error Mean of Variable X with formula :

$$SEM_x = \frac{SD_x}{\sqrt{n1-1}}$$

- f. Determine the Standard Error Mean of Variable Y with formula :

$$SEM_y = \frac{SD_y}{\sqrt{n2-1}}$$

- g. Determine the Standard Error of different Mean of Variable X and Mean of Variable Y with formula :

$$SEM_x - SEM_y = \sqrt{(SEM_x)^2 + (SEM_y)^2}$$

- h. Determine t_0 with formula :

$$t_0 = \frac{M_x - M_y}{SEM_x - SEM_y}$$

- i. Determine the degree of freedom (df) with formula :

$$df = n_1 + n_2 - 2$$

After conducting pre-test and post-test, the following procedure of this research is collecting data from students' pre-test and post-test score. The pre-test was administered before conducting treatment in experiment class and control class. The data of the score was collected from 28 students in experiment class and 28 students in control class. Here are the descriptions of pre-test score, post-test score and gain score of students' in experiment class and control class:

1. The Pre-Test Score

Pre-test score was collected by the researcher after administering pre-test to both classes experiment class and control class and before giving the treatment and lesson in the class. It was held in the early meeting of the research. Here is the description:

Table 4.1 The Pre-Test Score of Experiment Class and Control Class

Experiment Class			Control Class		
No	Code	Score	No	Code	Score
1.	E-1	36	1.	C-1	76
2.	E-2	32	2.	C-2	68
3.	E-3	76	3.	C-3	56
4.	E-4	56	4.	C-4	48
5.	E-5	64	5.	C-5	32
6.	E-6	48	6.	C-6	48
7.	E-7	80	7.	C-7	64
8.	E-8	32	8.	C-8	56
9.	E-9	28	9.	C-9	68
10.	E-10	48	10.	C-10	52
11.	E-11	36	11.	C-11	80
12.	E-12	36	12.	C-12	44
13.	E-13	56	13.	C-13	68
14.	E-14	52	14.	C-14	44
15.	E-15	64	15.	C-15	64
16.	E-16	48	16.	C-16	44
17.	E-17	56	17.	C-17	84
18.	E-18	44	18.	C-18	56
19.	E-19	48	19.	C-19	40
20.	E-20	48	20.	C-20	36
21.	E-21	48	21.	C-21	40
22.	E-22	64	22.	C-22	56
23.	E-23	48	23.	C-23	40
24.	E-24	68	24.	C-24	72
25.	E-25	36	25.	C-25	72
26.	E-26	52	26.	C-26	44
27.	E-27	64	27.	C-27	40
28.	E-28	60	28.	C-28	80
N = 28		$\sum X = 1\,428$	N = 28		$\sum Y = 1\,572$
Mean X		51	Mean Y		56.14

According to table 4.1, the lowest students' pre-test score in experiment class was 28 and the highest students' pre-test score in experiment class was 80. On the other side, the lowest students' pre-test score in control class was 32 and the highest students' pre-test score in control class was 84. In addition, the total students' score of pre-test in experiment

class was 1 428 and the total students' score of pre-test in control class was 1 572. These total score data were used to count the average of both classes' scores. So, the average of pre-test score in experiment class was 51 and the average of post-test score in control class was 56.14.

2. The Post-Test Score

Post-test score was collected by the researcher after administering post-test to both classes experiment class and control class and after giving the treatment and lesson in the class. It was held in the last meeting of the research. Here is the description:

Table 4.2 The Post-Test Score of Experiment Class and Control Class

Experiment Class			Control Class		
No	Code	Score	No	Code	Score
1.	E-1	80	1.	C-1	76
2.	E-2	80	2.	C-2	80
3.	E-3	80	3.	C-3	60
4.	E-4	72	4.	C-4	68
5.	E-5	84	5.	C-5	88
6.	E-6	84	6.	C-6	76
7.	E-7	80	7.	C-7	80
8.	E-8	72	8.	C-8	64
9.	E-9	60	9.	C-9	72
10.	E-10	88	10.	C-10	76
11.	E-11	72	11.	C-11	68
12.	E-12	84	12.	C-12	56
13.	E-13	84	13.	C-13	68
14.	E-14	84	14.	C-14	76
15.	E-15	88	15.	C-15	80
16.	E-16	84	16.	C-16	60
17.	E-17	84	17.	C-17	80
18.	E-18	84	18.	C-18	76
19.	E-19	84	19.	C-19	68

20.	E-20	64	20.	C-20	72
21.	E-21	84	21.	C-21	64
22.	E-22	64	22.	C-22	72
23.	E-23	80	23.	C-23	64
24.	E-24	60	24.	C-24	76
25.	E-25	88	25.	C-25	80
26.	E-26	80	26.	C-26	88
27.	E-27	84	27.	C-27	60
28.	E-28	84	28.	C-28	80
N = 28		$\sum X = 2\,216$	N = 28		$\sum Y = 2\,028$
Mean X		79,14	Mean Y		72,43

According to table 4.2, the lowest students' post-test score in experiment class was 60 and the highest students' post-test score in experiment class was 88. On the other side, the lowest students' post-test score in control class was 56 and the highest students' post-test score in control class was 88. Then, the total students' score of post-test in experiment class was 2 216 and the total students' score of post-test in control class was 2 028. These total score data were used to count the average of both classes' scores. So, the average score in experiment class was 79.14 and the average score in control class was 72.43.

3. Gained Score

Gain score is the difference score between students' pre-test score and post-test score. This score was used as main data to count t_{test} after finding mean score, standard deviation score and standard error mean score. Here is the description:

Table 4.3 The Gain Score of Experiment Class and Control Class

Experiment Class			Control Class		
No	Code	Score	No	Code	Score
1.	E-1	44	1.	C-1	0
2.	E-2	48	2.	C-2	12
3.	E-3	4	3.	C-3	4
4.	E-4	16	4.	C-4	20
5.	E-5	20	5.	C-5	56
6.	E-6	36	6.	C-6	28
7.	E-7	0	7.	C-7	16
8.	E-8	40	8.	C-8	8
9.	E-9	32	9.	C-9	4
10.	E-10	40	10.	C-10	24
11.	E-11	36	11.	C-11	-12
12.	E-12	48	12.	C-12	12
13.	E-13	28	13.	C-13	0
14.	E-14	32	14.	C-14	32
15.	E-15	24	15.	C-15	16
16.	E-16	36	16.	C-16	16
17.	E-17	28	17.	C-17	-4
18.	E-18	40	18.	C-18	20
19.	E-19	36	19.	C-19	28
20.	E-20	16	20.	C-20	36
21.	E-21	36	21.	C-21	24
22.	E-22	0	22.	C-22	16
23.	E-23	32	23.	C-23	24
24.	E-24	-8	24.	C-24	4
25.	E-25	52	25.	C-25	8
26.	E-26	28	26.	C-26	44
27.	E-27	20	27.	C-27	20
28.	E-28	24	28.	C-28	0
N = 28		$\sum X = 788$	N = 28		$\sum Y = 456$
Mean X		28,14	Mean Y		16,29

Based on table 4.3, the lowest students' gain score in experiment class was -8 and the highest students' gain score in experiment class was 52. On the other side, the lowest students' gain score in control class was -12 and the highest students' gain score in control class was 56. Then, the total students' gain score in experiment class was 788 and the

total students' gain score in control class was 456. These total score data were used to count the average of both classes' scores. So, the average score in experiment class was 28.14 and the average score in control class was 16.29.

Data Analyzing

Data analyzing consists of analyzing data of normality test of pre-test, normality test of post-test, homogeneity test of pre-test and the last is homogeneity test of post-test. These scores were collected from score of students in experimental class and control class.

a. Normality Test of Pre-Test

The normality of pre-test id used to know the data of pre-test is normally distributed or not. To find out the distribution data is used normality test with Lilliefors. Here is the data:

Table 4.4 The Result of Normality Pre-test of Experiment and Control Class

No	Source	Experiment	Control
1.	N	28	28
2.	Average	51	56.14
3.	Variance	173.29	219.17
4.	Standard Deviation	13.16	14.80
5.	Maximal Score	80	84
6.	Minimal Score	28	32
7.	T _{count}	0.0151	0.0821
8.	T _{table}	0.1674	
9.	Criteria	Normal	

The normality of pre-test above used Lilliefors Test. The researcher assumes that :

Ho : the data of normal distribution

H₁ : the data of un normal distribution

With criteria, Ho accepted if T_{count} < 0.1674 and rejected if T_{count} > 0.1674 with $\alpha = 5\%$.

Table 4.4 shows that T_{count} in experiment class is smaller than T_{table}, with the closest Lilliefors critical value of 28 with degree of significance 0.05 which is T_{count} < T_{table} (0.0151 < 0.1674). Moreover, T_{count} in control class is smaller than T_{table}, with the closest Lilliefors critical value of 28 with degree of significance 0.05 which is T_{count} < T_{table} (0.0821 < 0.1674). It means Null Hypothesis (Ho) is accepted that the data of pre-test is normally distributed.

b. Normality Test of Post-Test

The normality of post-test id used to know the data of post-test is normally distributed or not. To find out the distribution data is used normality test with Lilliefors. Here is the data:

Table 4.5 The Result of Normality Post-test of Experiment and Control Class

No	Source	Experiment	Control
1.	N	28	28
2.	Average	79.14	72.43
3.	Variance	67.43	68.75
4.	Standard Deviation	8.21	8.29
5.	Maximal Score	88	88

6.	Minimal Score	60	56
7.	T _{count}	0.1030	-0.0103
8.	T _{table}	0.1674	
9.	Criteria	Normal	

The normality of post-test above used Lilliefors Test. The researcher assumes that:

H₀ : the data of normal distribution

H₁ : the data of un normal distribution

With criteria, H₀ accepted if T_{count} < 0.1674 and rejected if T_{count} > 0.1674 with $\alpha = 5\%$.

Table 4.5 shows that T_{count} in experiment class is smaller than T_{table}, with the closest Lilliefors critical value of 28 with degree of significance 0.05 which is T_{count} < T_{table} (0.1030 < 0.1674). Moreover, T_{count} in control class is smaller than T_{table}, with the closest Lilliefors critical value of 28 with degree of significance 0.05 which is T_{count} < T_{table} (0.0821 < -0.0103). It means Null Hypothesis (H₀) is accepted that the data of post-test is normally distributed.

c. Homogeneity Test of Pre-Test

The homogeneity test of pre-test is used to know whether the group sample that was taken from population is homogeneous or not. Based on formula:

Variance of Pre-Test of Experiment Class

$$S^2 = \frac{\sum x^2}{n} - \left(\frac{\sum x}{n} \right)^2$$

$$= \frac{77\,680}{28} - \left(\frac{1\,428}{28} \right)^2$$

$$= 2\,774.29 - 51^2$$

$$= 2\,774.29 - 2601$$

$$= 173.29$$

Variance of Pre-Test of Control Class

$$S^2 = \frac{\sum y^2}{n} - \left(\frac{\sum y}{n} \right)^2$$

$$= \frac{94\,384}{28} - \left(\frac{1\,572}{28} \right)^2$$

$$= 3\,370.86 - 56.14^2$$

$$= 3\,370.86 - 3\,151.69$$

$$= 219.17$$

Homogeneity Test of Pre-Test

$$F_{count} = \frac{\text{maximum variance}}{\text{minimum variance}} = \frac{219.17}{173.29} = 1.27$$

Table 4.6 The Result of Homogeneity Pre-Test of Experiment and Control Class

No	Class	Variance	N	F _{count}	F _{table}	Criteria
1.	Experiment	173.29	28	1.27	1.93	Homogenous
2.	Control	219.17	28			

The researcher assumes that :

H₀ : the data of homogenous variance

H₁ : the data of un homogenous variance

With criteria, H₀ accepted if F_{count} < 1.93 and rejected if F_{count} > 1.93 with $\alpha = 5\%$.

Table 4.6 shows F_{count} in is smaller than F_{table}, with the closest critical value of 27 with degree of significance 0.05 which is F_{count} < F_{table} (1.27 < 1.93). It means Null Hypothesis (H₀) is accepted that the data of pre-test group sample that was taken from population is homogeneous.

d. Homogeneity Test of Post-Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not, based on formula:

Variance of Post-Test of Experiment Class

$$\begin{aligned} S^2 &= \frac{\sum x^2}{n} - \left(\frac{\sum x}{n} \right)^2 \\ &= \frac{177\,248}{28} - \left(\frac{2\,216}{28} \right)^2 \\ &= 6\,330.29 - 79.14^2 \\ &= 6\,330.29 - 6\,263.14 \\ &= 67.15 \end{aligned}$$

Variance of Post-Test of Control Class

$$\begin{aligned} S^2 &= \frac{\sum y^2}{n} - \left(\frac{\sum y}{n} \right)^2 \\ &= \frac{148\,816}{28} - \left(\frac{2\,028}{28} \right)^2 \\ &= 5\,314.86 - 72.43^2 \\ &= 5\,314.86 - 5\,246.11 \\ &= 68.75 \end{aligned}$$

Homogeneity Test of Post-Test

$$F_{count} = \frac{\text{maximum variance}}{\text{minimum variance}} = \frac{68.75}{67.15} = 1.02$$

Table 4.7 The Result of Homogeneity Post-Test of Experiment and Control Class

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1.	Experiment	173.29	28	1.02	1.93	Homogenous
2.	Control	219.17	28			

The researcher assumes that:

H_0 : the data of homogenous variance

H_1 : the data of un homogenous variance

With criteria, H_0 accepted if $F_{count} < 1.93$ and rejected if $F_{count} > 1.93$ with $\alpha = 5\%$.

Table 4.7 shows F_{count} in is smaller than F_{table} , with the closest critical value of 27 with degree of significance 0.05 which is $F_{count} < F_{table}$ ($1.02 < 1.93$). It means Null Hypothesis (H_0) is accepted that the data of post-test group sample that was taken from population is homogeneous.

e. T-Test Formula

The t_{test} formula was used to test the hypothesis of the research. This formula was calculated to measure the effectiveness of picture towards' students' writing skill of descriptive text for grade X at SMK Negeri 13 Jakarta. To make the calculation easier, the symbol "X" was used to represent the gain score of experiment class students. In contrast, symbol "Y" represented the gain score of control class students. The calculation of the t_{test} is as follow:

Table 4.8 The Comparison of the Students' Gain Score of Students' Experimental Class and Control Class Student

No	Score		$x = X - \bar{X}$	$y = Y - \bar{Y}$	x^2	y^2
	X	Y				
1.	44	0	15.86	-16.29	251.54	265.36
2.	48	12	19.86	-4.29	394.42	18.40
3.	4	4	-24.14	-12.29	582.74	151.04
4.	16	20	-12.14	3.71	147.38	13.76
5.	20	56	-8.14	39.71	66.26	1576.88

6.	36	28	7.86	11.71	61.78	137.12
7.	0	16	-28.14	-0.29	791.86	0.08
8.	40	8	11.86	-8.29	140.66	68.72
9.	32	4	3.86	-12.29	14.9	151.04
10.	40	24	11.86	7.71	140.66	59.44
11.	36	-12	7.86	-28.29	61.78	800.32
12.	48	12	19.86	-4.29	394.42	18.40
13.	28	0	-0.14	-16.29	0.02	265.36
14.	32	32	3.86	15.71	14.9	246.80
15.	24	16	-4.14	-0.29	17.14	0.08
16.	36	16	7.86	-0.29	61.78	0.08
17.	28	-4	-0.14	-20.29	0.02	411.68
18.	40	20	11.86	3.71	140.66	13.76
19.	36	28	7.86	11.71	61.78	137.12
20.	16	36	-12.14	19.71	147.38	388.48
21.	36	24	7.86	7.71	61.78	59.44
22.	0	16	-28.14	-0.29	791.86	0.08
23.	32	24	3.86	7.71	14.90	59.44
24.	-8	4	-36.14	-12.29	1306.10	151.04
25.	52	8	23.86	-8.29	569.30	68.72
26.	28	44	-0.14	27.71	0.02	767.84
27.	20	20	-8.14	3.71	66.26	13.76
28.	24	0	-4.14	-16.29	17.14	265.36
Σ	788	456	0.08	-0.12	6319.44	6109.60
Mean	28.1	16.2			225.69	218.20
	4	9				

Based table 4.8 above, the statistical calculation is counted in the following steps:

- a. Determine the Mean of Variable X with formula :

$$M_X = \frac{\sum X}{n_1} = \frac{788}{28} = 28.14$$

- b. Determine the Mean of Variable Y with formula :

$$M_Y = \frac{\sum Y}{n_2} = \frac{456}{28} = 16.29$$

- c. Determine the Standard Deviation Score of Variable X with formula :

$$S_{Dx} = \sqrt{\frac{\sum x^2}{n_1}}$$

$$= \sqrt{\frac{6319.44}{28}} = \sqrt{225.69} = 15.02$$

- d. Determine the Standard Deviation Score of Variable Y with formula :

$$S_{Dy} = \sqrt{\frac{\sum y^2}{n_2}}$$

$$= \sqrt{\frac{6109.6}{28}} = \sqrt{218.2} = 14.77$$

- e. Determine the Standard Error Mean of Variable X with formula :

$$SEM_x = \frac{SD_x}{\sqrt{n_1-1}} = \frac{15.02}{\sqrt{27}} = \frac{15.02}{5.19} = 2.89$$

- f. Determine the Standard Error Mean of Variable Y with formula :

$$SEM_y = \frac{SD_y}{\sqrt{n_2-1}} = \frac{14.77}{\sqrt{27}} = \frac{14.77}{5.19} = 2.85$$

- g. Determine the Standard Error of different Mean of Variable X and Mean of Variable Y with formula :

$$\begin{aligned} SEM_x - SEM_y &= \sqrt{(SEM_x)^2 + (SEM_y)^2} \\ &= \sqrt{(2.89)^2 + (2.85)^2} \\ &= \sqrt{8.35 + 8.12} \\ &= \sqrt{16.47} \\ &= 4.06 \end{aligned}$$

- h. Determine t_0 with formula :

$$t_0 = \frac{M_x - M_y}{SEM_x - SEM_y} = \frac{28.14 - 16.29}{4.06} = \frac{11.85}{4.06} = 2.92$$

- i. Determine the degree of freedom (df) with formula :

$$df = (n_1 + n_2) - 2 = (28 + 28) - 2 = 54$$

From the result of statistical calculation above, it shows that the value of t_{test} is 2.92 and the degree of freedom (df) is 54. The value of t_{table} in the degree of freedom and at the degree of significance 5% is 1.674.

Test Hypothesis

The findings of the research shows that in pre-test score of X AP 1 is better than X AP 2, it helps researcher determine X AP 1 class becomes control class and X AP 2 becomes experiment class. In post-test score, experiment class performs better than control class. The interpretation is based on the comparison of experiment class and control class students' average score and total score.

In comparison of gain score which is achieved by students in two groups shows that gain score in experiment group is higher than gain score in control group by seeing in total score and in average score.

After finding the data from pre-test and post-test of both experiment class and control class, researcher tests the distribution data by counting manually normality test with Lilliefors test. The researcher also tests the homogenous of both pre-test and post-test. Those test results show that data in pre-test and post-test are normal and homogenous.

From the result of statistical calculation, it shows that the value of t_{test} is 2.92 and the degree of freedom (df) is 54. The value of t_{table} in the degree of freedom and at the degree of significance 5% is 1.674. In another word, the result of calculation t_0 (t observation) is bigger than t_{table} (t table) in significant degree of 0,05. Therefore, Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted. It means picture is effective towards students' writing skill of descriptive text for grade X at SMK Negeri 13 Jakarta.

V. CONCLUSION

From the result of statistical calculation in the previous chapter, it can be concluded that picture is effective towards students' writing skill of descriptive text for grade X at SMK Negeri 13 Jakarta. It is supported by the analysis of the students' score in pre-test, post-test and gain score by t_{test} formula.

The calculation shows that the value of t_{test} is 2.92 and the degree of freedom (df) is 54. The value of t_{table} in the degree of freedom and at the degree of significance 5% is 1.674. In another word, the result of calculation t_0 (t observation) is bigger than t_{table} (t table) in significant degree of 0,05. Therefore, Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted. It means picture

is effective towards students' writing skill of descriptive text for grade X at SMK Negeri 13 Jakarta.

The result of this research is expected to be useful for the English teachers who teach English writing in the class, so that teachers are able to apply the method in improving students' writing skill. It may promote students' positive attitudes about writing so that they like to write and students are able to deeply elaborate their exploratory chance and improve their communicative competence. It can also motivate students to try writing in class as confident as possible without feeling burdened or bored, so students can improve their writing skill.

REFERENCES

- Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta, 2010.
- Christensen, Larry B. *Experimental Methodology*. Boston: Allyn and Bacon, 2000.
- Clouse, Barbara Fine. *A Troubleshooting Guide for Writers: Strategies and Process*. New York: McGraw-Hill, 2005.
- Davison, Jon., and Dowson, Jane. *Learning to Teach English in the Secondary School*. London: RoutledgeFalmer, 2003.
- Finocchiaro, Mary. *English as A Second/ Foreign Language*. New Jersey: Prentice Hall Regents, 1989.
- Gebhard, Jerry Greer. *Teaching English as A Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. Michigan: The University of Michigan Press, 2006.
- Harmer, Jeremy. *The Practice of English Language Teaching 3rd Edition*. London: Pearson Education Limited, 1991.
- Harmer, Jeremy. *The Practice of English Language Teaching 4th Edition*. London: Pearson Education Limited, 2007.
- Hart, Andrew W., and Reinking, James A. *Writing for Career-Education Students*. New York: St. Martin's Press 1986.
- Heaton, J.B. *Writing English Language Test*. New York: Longman Group, 1988.
- Hermanto. Improving The Students' Ability in Writing Narrative Using Picture Series, *JP3*. 1, 2013.
- Langan, John. *English Skill*. New York: McGraw Hill, 2006.
- Lewin, Larry. *Paving the Way in Reading and Writing: Strategies and Activities to Support Struggling Students in Grade 6-12*. San Francisco : Jossey-Bass, 2003.
- McDonough, Jo., and Shaw, Christopher. *Materials and Methods in ELT: A Teacher's Guide*. Oxford: Blackwell Publishing, 2003.