

ARTICLE

**THE EFFECTIVENESS OF PICTURES WITH QUESTIONS IN
IMPROVING STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT: A Pre-Experimental Study at First Grade
Students of SMPN 2 Alas Barat in Academic Years 2014/2015**



*Submitted as a partial Fulfillment of the Requirements for the Sarjan Degree at
English Department Faculty of Teacher Training and Education
Mataram University*

**By:
RODIATUL ADAWIYAH
E1D 110 033**

**ENGLISH DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MATARAM UNIVERSITY
2015**

RATIFICATION

The article entitled **THE EFFECTIVENESS OF PICTURES WITH QUESTIONS IN IMPROVING STUDENT' ABILITY IN WRITING DESCRIPTIVE TEXT: An Experimental Study at First Grade Students of SMPN 2 Alas Barat Academic Year 2014/2015** by Rodiatul Adawiyah has been approved by the board of consultants as the requirement to achieve *Sarjana Pendidikan* (S.Pd) Degree in English Education Program Faculty of Teacher Training and Education Mataram University.

Mataram, 04 June 2015

Second Consultant



Kurniawan Apprianto, S.Pd., M.Pd.

NIP.19731219 200501 1 002

**THE EFFECTIVENESS OF PICTURES WITH QUESTIONS IN IMPROVING
STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT: A Pre-Experimental
Study at First Grade Students of SMPN 2 Alas Barat Academic Years 2014/2015**

Rodiatul Adawiyah, Muhammad Amin, Kurniawan Apgrianto

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MATARAM UNIVERSITY**

Email: rodiatula@yahoo.com

ABSTRAK

Penelitian ini difokuskan pada analisis pengaruh menggunakan gambar dengan pertanyaan dalam meningkatkan kemampuan siswa dalam menulis teks deskriptif pada siswa kelas I SMPN 2 Alas Barat Tahun Akademik 2014/2015. Ini bertujuan untuk menjawab pertanyaan penelitian "Apakah gambar dengan pertanyaan efektif untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif". Populasi dalam penelitian ini adalah siswa kelas VII SMPN 2 Alas Barat. Sampel dari penelitian ini adalah siswa kelas VII / C sebagai sampel dengan jumlah sampel sebanyak 31 siswa. Penulis melakukan penelitian mulai dari memberikan pre-test, perlakuan, dan kemudian post-test. Dalam proses perlakuan, sampel diperlakukan menggunakan gambar dengan pertanyaan. Hasil uji menunjukkan bahwa nilai rata-rata dari post-test adalah 69; itu lebih tinggi dari nilai rata-rata dari pre-test yang 43,67. Hal itu juga didukung oleh t-test diperoleh yang 13.11, itu lebih tinggi dari t-tabel pada tingkat kepercayaan 05 (95%) Oleh karena itu, Hipotesis Null (Ho) ditolak. Dengan demikian, hal itu harus diubah ke dalam Alternatif Hipotesis (Ha). Ini berarti bahwa gambar dengan pertanyaan efektif untuk digunakan dalam meningkatkan kemampuan siswa dalam menulis teks deskriptif untuk siswa kelas satu SMPN 2 Alas Barat tahun akademik 2014/2015.

Kata kunci: *Foto dengan Pertanyaan, Kemampuan, Teks Deskriptif.*

ABSTRACT

This study focused on analyzing the effectiveness of using pictures with questions in improving students' ability in writing descriptive text at first grade students of SMPN 2 Alas Barat Academic Year 2014/2015. It was aimed at answering the research question "Is pictures with questions technique effective to improve students' ability in writing descriptive text". The population of this study was the VII grade students of SMPN 2 Alas Barat. The sample of this study was the students of class VII/C as the samples with the total sample of 31 students. The writer conducted the research starting from giving pre-test, treatment, and then post-test. In the process of treatment, the samples was treated using pictures with questions. The result of the test showed that the mean score of the post-test was 69; it was higher than the mean score of the pre-test which was 43.67. It was also supported by the t-test gained which was 13.11, it was higher than t-table at the confidence level of .05 (95%) Therefore, the Null Hypothesis (H_0) was rejected. Thus, it should be altered into the Alternate Hypothesis (H_a). It means that pictures with questions is effective to be used in improving students' ability in writing descriptive text for first grade students at SMPN 2 Alas Barat academic year 2014/2015.

Keywords: *Pictures with Questions, Ability, Descriptive Text.*

A. Introduction

In this modern era, almost all aspects of life such as business, commerce, administration and government mostly use English as lingua franca (Priyoananto, 2008). Its position as an international language makes it needed to be mastered. For students, mastering English leads them to have a key to open the door of knowledge.

One of the skills taught to students in the subject is writing the most important reason for teaching

writing is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letter, how to put written reports together, they need to know some of writing's special convention such as punctuation, paragraph construction, etc. (Harsyaf and friends, 2009).

Some problem faced by students, Firstly, one of the most obvious problems is the students' low writing skill. Secondly, the difficulty faced by the students can be seen in writing a

simple paragraph; the students found difficulty as in exploring their ideas into words. Thirdly, some of the students cannot make correct word orders in simple sentence yet. Fourthly, the students' have low vocabulary mastery. The last, the students do not get a lot of opportunities to write; the time for practicing writing is limited. The problem is not only from the student but also teacher have problem in teaching writing, one of the problems faced by the teacher in the teaching-learning process is that just few students can write well in English.

By using the pictures with questions, the students are able to catch the idea about what they will write because here the teacher gives them clues that will lead them to write more and more. Wright (1989) says that pictures can play a key role in motivating students, contextualising the language they are using, giving them a reference and in helping to discipline the activity. Wragg and Brown (2001) says that the underlying purpose and reason for asking questions is both simple and complex. Put simply, questions are asked to facilitate learning, so they are linked to the aims of lessons and the

underlying purpose of the lesson, means that questions can lead student to write

Therefore, this research attempts to investigate whether the pictures with questions is effective to teach students in writing descriptive text.

B. Research Method

This research is a Pre-Experimental research. In this research, one group design (pretest-posttest group design) was used to identify the effectiveness of using pictures with questions to improve the students' ability in writing descriptive text at the first grade of SMPN 2 Alas Barat in the Academic Year of 2014/2015.

The researcher used a purposive sampling in taking sample. The sample of this research is clas VII-C. Here the pictures with questions was used for treatment. Hence, to figure out what was happened in students' achievement when they were taught with pictures with questions, this study was used a pre-test and a post-test design for data collection.

After the data was collected, the researcher analyzed the descriptive statistic. To find the deviation score in

each subject between the pre-test and post-test the following formula was used:

$$x_d : d - Md$$

Then, calculate the mean deviation score of pre-test and post-test formula below was used:

$$Md = \frac{\sum d}{N}$$

After getting the mean deviation score of pretest and posttest and the sum of the deviation square of pretest and posttest score in one group design, the researcher was used the formula as follows:

$$t = \frac{Md}{\sqrt{\left\{ \frac{\sum x^2 d}{N(N-1)} \right\}}}$$

To find the degree of freedom, the researcher used the following formula:

$$Df = N - 1$$

The hypothesis criteria, if:

$t\text{-test} \leq t\text{-table}$, it means that H_0 is rejected (significant)

If $t\text{-test} \geq t\text{-table}$ it means that and H_0 is accepted (not significant)

C. Finding and Discussion

The mean score of posttest was 69 is higher than pretest score which was 43.67, there was improvement between pretest and posttest scores. It means that pictures with questions can significantly improve the students' ability in writing descriptive text. The sum of deviation score between pretest and posttest was 813 and the mean deviation score between pretest and posttest was 26.22.

The result of the t-test computation showed that the score of the t-test was 13.11. Then, the result of the t-test computation will be compared by using t-table. The degree of freedom (df) interpreted by comparing two critical value: t-test and t-table was also apply. The degree of freedom was obtained by using the formula $(N - 1)$ ($(31 - 1) = 30$). The degree of freedom of 30 is 2.04 at confidence level of .05 (95%). The comparison between the value of t-test and t-table can be seen in the table below:

t-test	t-table	
	Df	0.05
13.11	30	2.04

From the table above, it is clearly shown that t-test is higher than t-table at the confidence level of .05 (95 %). In short, the use of pictures with questions in teaching can significantly improve the students' ability in writing descriptive text.

From the analysis and the interpretation above, it is concluded that pictures with questions is effective to be used in improving students' ability in writing descriptive text for firstgrade studentsat SMPN 2 Alas Barat academic year 2014/2015. It is proved by the score of mean score of post-test which was higher than the mean score of pre-test. It is also proved by the t-test which was higher than t-table at the confidence level of .05 (95%).

D. Conclusion and Suggestion

From the analysis above, it can be concluded that pictures with questions is significantly effective to improve students' ability in writing descriptive text for first grade students at SMPN 2 Alas Barat academic year 2014/2015. It can be proved by the mean score of post-test which was 69 is higher than the means score of pre-test which was 43.67. The value of t-test which was

13.11 was higher than t-table at the confidence level of .05 (95%).

In this study, the writer would like to offer some suggestions to improve the students' ability in writing descriptive text to get the better result:

1. For several reasons, it will be very useful for both teacher and students to use pictures with questions in teaching and learning English, especially in teaching and learning a descriptive text.

1.1. For Teachers

By using this technique, teacher can:

- a. Improve students' motivation in learning especially in gathering students' ideas.
- b. Exploit materials in an appropriate way.
- c. Hold learners' attention

1.2. For students

By using this technique, students:

- a. Can experience a varied way of learning.
- b. Will be easier to understand the materials given, because the teacher uses pictures with questions which are appropriate with their needs.

- c. Can keep their attention to the teacher in the teaching and learning process.
 - d. Can keep their motivation.
2. For the next researcher
- a. Hopefully, there will be a better improvement for the next study of this problem.
 - b. The writer hopes that other researchers can use this as reference to conduct further researches on the same field.

Sari, Ida A.K. 2010. *The Effectiveness of Guiding Questions in Teaching Descriptive text Writing (An Experimental Study at second year students of SMPN 3 Lingsar in Academic Year 2009/2010)*. Mataram: Unpublished Thesis.

Wragg, E.C and Brown, G. 2001. *Questioning in the Secondary School*. New York: RoutledgeFalmer

REFERENCES

Harsyaf and Nurmaini, M.Y. 2009. *Teaching writing*. Jakarta: MGMP-BERMUTU

Priyoananto, L. 2008. *The Importance of English in the Field of Education*. Retrieved from <http://luluspriyo.wordpress.com/2008/08/03/the-importance-of-english-in-the-field-of-education/>. Accessed on Saturday July 30th 2014 at 11.30.

Wright, A. 1989. *Pictures for Language Learning*. Cambridge: Cambridge University Press

Yulianti. 2011. *The Effectiveness of Using Pictures in Teaching Writing Descriptive Text (A study at second grade student of SMPN 3 Madapangga Academic Year 2010/2011)*. Mataram: Unpublished Thesis.