

**AN ANALYSIS OF THE USE OF PICTURE IN HELPING STUDENTS'
GENERATING IDEAS IN WRITING DESCRIPTIVE TEXT**

THESIS

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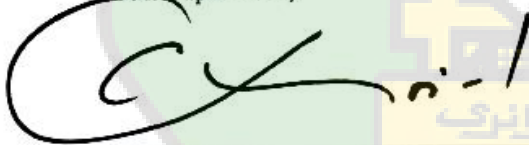
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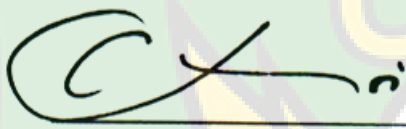
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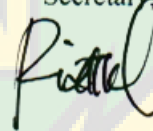
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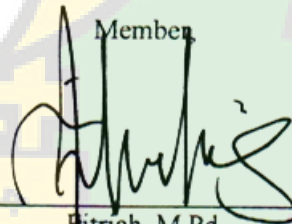
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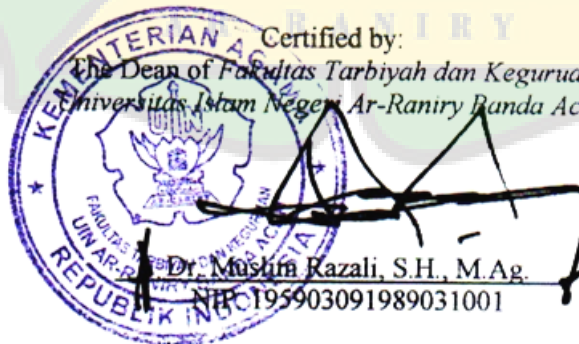
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**“An Analysis of the Use of Picture in Helping Students’ Generating Ideas
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adalah benar-benar Karya asli saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya,

Banda Aceh, 27 Desember 2019

Saya yang membuat pernyataan,

 
Purnama Berutu

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Alhamdulillah, all praises to Allah SWT who has given me health, strength, knowledge, and blessings in completing this thesis. Peace and salutation always be upon to our Prophet Muhammad SAW who has brought us to a better life.

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ABSTRACT

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Keyword : writing; descriptive text; picture; generating ideas

This research aims to investigate whether or not the use of picture helps students' ability in generating ideas in writing descriptive text and to explore the students' responses toward the use of pictures in generating ideas in writing descriptive text. This research used descriptive quantitative approach; and the data were collected through test and questionnaire. This research was conducted at second grade of SMPN I Danau Paris; and the writer took class VIII-A as the sample of this study by using random sampling. The result of the study revealed that the pre-test was 13, 40 and the post-test was 15, 88; it means that post-test was higher than pre-test. It can be concluded that picture helped students in generating ideas in writing descriptive text. Furthermore, the finding of the questionnaire showed that 10 students (37%) had high score while 17 students (63%) had very high score, and none of the students had very low score and low score. In conclusion, students gave positive responses toward the use of picture in helping them in generating ideas.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, research aim, scope of study, hypothesis, significance of study, and research terminologies. Each point is discussed below.

A. Background of the Study

There are four skills in English that must be understood by all students, they are speaking, writing, reading and listening. Writing is one of the important aspects in learning English. Writing is an activity to express ideas, feelings, and information in a written form. It is important because writing is frequently useful as preparation for some other activities. Writing can provide the students a chance to express their personalities, assist to consolidate learning in the other skill areas, and allow for conscious development of the language mastery. As Harmer (2004) states that writing encourages students to focus on accurate language use, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. Furthermore, writing is important in higher education and in the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with lecturers, employers, or anyone else. In addition, much of professional communication is also done in writing such as reports, applications, e-mail, or more that includes parts of the daily life.

However, writing is considered as a complicated language skill in English. It probably makes students confused and bored when learning English. Kroma (1988, cited in Amanah, 2006) defines writing as an ability to express thoughts and ideas through words. It seems that the ability to express thoughts and ideas through words is somehow difficult to master for students with basic level. Richard and Renandya (2002, p. 303) support it happens due to “the difficulties in generating ideas, organizing, and translating ideas into readable text.” Writing needs specialized skills that include the ability to express opinions or thoughts clearly and efficiently. Furthermore, Jacob (1981) also mentions that several language aspects that should be considered when writing, namely: content, organization, vocabulary, language use, and mechanics. Critical thinking and creative skill are also compulsory to produce a good writing (Suryani, 2016). Moreover, mastering vocabulary and tenses are other main keys to get a good writing. The writers have to choose appropriate vocabulary to arrange words in order to become a sentence and paragraphs. Therefore, writing becomes a challenging English skill that might be difficult to do among English foreign language students. Due to that fact, this study is concerned with writing skill.

Prior to this study, the writer did pre-observation at SMPN I Danau Paris, a school located in Aceh Singkil. The writer found that the students of the school faced difficulties in learning English; they received low score in writing. Many students complained when their teacher asked them to write in English. Students had difficulties in generating and developing ideas. They got confused to start writing, because they have no ideas what to write about. In addition, they were

also afraid of making mistakes in their writing. Besides, the students also seemed to not enjoy the learning process. The writer believes those problems were caused by several reasons. For instance, it is likely that the students had an assumption that writing is difficult. This situation caused them to feel bored and did not concentrate to listen to the material which is given by the teacher well. Furthermore, lack of vocabulary and motivation also lead them to experience difficulty to generate their ideas. Thus, the class atmosphere also tends to be silent and boring.

Referring to the statement above, the writer offers a possible solution to solve those problems by using visual media. Visual media is believed to be suitable solution for problems faced by students in the school especially for students at SMPN 1 Danau Paris. According to Arsyad (2003), visual media are things such as frame, photo, painting, picture and etc., which can be seen by teacher and students to obtain the knowledge. In visual media, teachers can select which one is best and suitable based on the material they deliver into the classroom and which one is easier to use and find. There are several types of visual media that can be utilized by an English teacher, one of them is picture. Protect (1995, as cited in Amanah 2016) states that picture is a representation of someone or something which is produced by drawing, painting, or taking a photograph. Furthermore, Hill (1990) promotes that “pictures do not only bring images of reality, but also has function as a fun element in the class” (cited in Munawwiroh, 2016). Besides, picture is kind of visual media that is easy to use by the English and it is also easier to find. In addition, teachers also can create the

picture by themselves based on their creativity to attract the students to learn English especially in learning writing descriptive text. Therefore, in this study the writer offers the solution that is using picture as media for English teachers.

There are some studies which have been conducted related to this topic. One of them was conducted by Suryani (2016), a student of English Department of IAIN Salatiga. Her thesis is entitled “The Implementation of Using Picture Media to Improve Students’ Writing Performance in Descriptive Text.” In her thesis, she mainly concerned to describe the students’ teaching learning strategy by using pictures as media to the descriptive writing performance of the Eight Grade Students of MTs Aswaja Tenggara in the academic year of 2015/2016. Her study shows that the implementation of using picture media can improve the students understanding in learning writing descriptive text. Another study was also conducted by Munawwiroh (2016) with the title ‘Improving Students’ Skill in Writing a Descriptive Text by Using Pictures. Her study focused on students at grade seventh. The aim of her study was to improve the writing skill of students at SMPN 5 Yogyakarta. To get the result of her study, she used field notes, observation’s checklist, scoring action and document as instrument. She found that picture is one of an effective media in improving the students’ writing skill. The students made a good improvement in grammar and organization mainly. They also showed enthusiastic and interested in doing the tasks given in post-writing process.

Furthermore, Astuti (2010) also was conducted her research with entitled “A Descriptive Study On Teaching Writing Descriptive Text Using Picture To

The Second Year Students Of Smp Negeri 1 Prambanan In 2009/2010 Academic Year". The aim of her study were to describe the process of teaching writing descriptive text using picture to the second year students in SMP N I Prambanan in 2009/2010 academic year, and to know the students' responds toward the use of picture in teaching writing. In her study, she found that picture give big contribution for students in teaching writing, and most of students also give positive responds toward the use of picture in writing Descriptive text. However, those previous studies have different research method and data with this study, furthermore this study focus on generating ideas.

From the explanation above, the writer believe that the use of pictures in writing descriptive text especially in generating ideas is needed for students at SMP Danau Paris. Therefore, the writer intended to find out whether or not the use of picture can help students' writing skill in descriptive text especially in generating their ideas.

B. Research Question

Based on the statement above, the writer investigated some questions below;

1. Does the use of picture helps students' ability in generating ideas in writing descriptive text?
2. What are students' responses toward the use of pictures in generating ideas in writing descriptive text?

C. Aims of the Study

1. To investigate whether or not the use of picture helps students' ability in generating ideas in writing descriptive text?
2. To explore the students' responses toward the use of pictures in generating ideas in writing descriptive text.

D. Scope of the Study

This study is conducted to find out how the use of picture helps students' ability in generating ideas. The focus is on generating ideas in writing descriptive text at the second grade students of SMPN I Danau Paris, Aceh Singkil.

E. Hypothesis

Based on background of the study, the hypothesis for this thesis is set as follow:

1. Alternative hypothesis (H_a): using picture helps students in generating ideas in writing descriptive text.
2. Null hypothesis (H_0): using pictures does not help students in generating ideas in writing descriptive text.

F. Significance of the Study

The result of this research is expected to be contributing for teachers and students. For teachers, it is expected that they can consider to utilize picture to improve the quality of students in learning English and motivate them to learn it effectively. For the students, they can explore more in generating ideas in writing through pictures, especially in writing descriptive text. The result of this study

also can be used as a reference to next research in developing writing skill. It is expected that the data can open other researcher's mind in completing field research.

G. Terminology

The writer explains more about some essential terms to this research, including:

a) *Generating ideas*

Generating ideas is one of important components in writing. When people write something, they definitely must know what topic they want to write about and what things that they want to tell in their writing. Crossley and Muldner (2016, p. 1) argue that "Idea generation is an important component of most major theories of writing". Generating idea is a very common problem faced by students when they start to write something especially for foreign language learners. Students often find problems in generating their ideas when they are asked by their teacher to write something.

b) *Writing*

Writing is one of ways to communicate; it is a visual form of communication. Writing means trying to produce a written message and express the ideas from the writer into the reader. Nunan (2003, p. 43) states that "writing is a process of thinking to get ideas, express it, and put them into the form of sentences and paragraphs."

c) Descriptive text

Descriptive text is one of type of texts. This text is aimed at giving description of things, animal, or human, place or certain place. Zaida (2013) says that descriptive text is about description of something or someone that consist of characteristics. A descriptive text usually uses simple present tense, use of adjectives and adverbs, and employs the reader's five senses (how something feels, smells, looks, sounds, and tastes).



CHAPTER II

LITERATURE REVIEW

This part of study deals with a description about relevant literature. To support the understanding of the problem formulated in chapter I, some theories are reviewed related to the concepts of writing, descriptive text, media picture in writing descriptive text.

A. Writing Skill

1. *Definition of Writing*

Writing is one of language skills which have to be possessed by the language learners. Besides, writing also will never be separated in education. In the end of the lesson, the learners are required to produce the written product. Durga and Rao (2018, p. 1) define that “writing is one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms- capitalization, spelling and punctuation, word form and function”. Brown (2001, p. 335) also describes written products as “the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally.”

Furthermore, Nunan (2003) investigates that writing can be well-defined by a series of contrast: which are: (1) it includes physical and mental act; (2) its

purpose is both to express and impress; and (3) it is both a process and a product. In this context, physical and mental mean that writing is physical action to transfer some words or ideas to some medium. Meanwhile, at the same time, our mental works to develop ideas, to express them into words and arrange them into statements and paragraphs that are able to be understood by the readers. According to Harmer (2001: 258), there are six steps of creating written work. There are drafting, structuring, reviewing, focusing, generating ideas and evaluating. From the statements, it can be concluded that writing is one of difficult skills; it is not a simple and instant process. However, it needs a skill to create a readable writing. Therefore, to be able to write something good, students must do a lot of practices. It is done to get them used to write anything in the well-ordered steps.

Richards and Schmidt (2002) classify modes of writing into four. They are descriptive writing, narrative writing, expository writing, and argumentative writing. This study concerns with descriptive writing. In descriptive writing, the learners are required to write a verbal picture or account of person, animal, place, or thing.

2. Aspects of Writing

It is not an easy thing to make a good writing. Therefore, students need to have a lot of practices to write in English, especially for foreign language learners. To be able to write, they also have to possess many vocabulary in order to make them understand what they are supposed to write. Besides, to make a readable and good writing, students need to understand some aspects in writing as well.

According to Brown (2004, p. 244), there are five aspects in writing that students should be considered namely content, organization, grammar/Language use, vocabulary, and Mechanics.

1. Content

It refers to the substance of writing, the experience of the main idea (unity). It is identified by working on the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph. Sometimes, the students cannot organize the paragraph well; it seems that they cannot develop the ideas of their writing well.

2. Organization

It refers to the logical organization of content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.

3. Grammar/Language use

It refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

4. Vocabulary

It refers to the selection of words that are suitable with the content the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

5. Mechanics

It refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph.

In conclusion, before generating ideas students need to pay attention first to all aspects of writing above; content, organization, grammar, vocabulary, and mechanics in order students can produce a good and readable writing.

3. *The Process of Writing*

According to Harmer (2004) there are five processes in writing namely: Pre-writing, drafting, revising, editing, and review activities.

a. Planning (Pre-writing)

Pre-writing is the first step of the writing process before a writer actually starts writing and this is also where a writer starts generating their ideas. As Richards and Renandya (2002) state that pre-writing stage is an activity that can promote students to write. Since it is the first stage in writing, the students should be stimulated so that they can get information and ideas what to write.

In addition, Grenville (2001) points out four ways in generating ideas; that is instead making list, making a cluster diagram, researching or independent investigation, and free writing. Making a list is a kind of brainstorming. It involves writing anything that comes to mind. Making cluster is grouping the same ideas so that the writer can develop them easily. In researching or independent investigation, the writer finds out some information to use in the writing, while free writing means ‘non-stop talking onto the page.

b. Drafting

Ideas are collected at planning stage, and then they are formulated to be a draft. At this stage, writers develop the ideas and are focused on the fluency of the

writing. In the classroom writing activity, a teacher is an audience for students' writing. The students may also be encouraged to write for different audience such as for their peer, classmates, or family members. After getting the draft, the writers will have the first product of writing. In classroom activity, the teacher responds to the students' products. However, responding to students' writing can be accomplished by their peers. Responding to students' writing is an important point to achieve good writing because there will be feedback from responders about the draft. Richards and Renandya (2002) explain that to respond students' writing can be oral or written, and it has a central role to play in the successful implementation of process writing. It is helpful for the improvement of writing draft.

c. Revising

At this step, the writers review the texts based on feedback given in the previous phase. Revising step includes checking for language errors, content, and ideas organization. According Muschla (2006), revising as the activity that makes draft better such as rereading, rewriting, reviewing, rethinking, rearranging, restructuring, tightening, deleting, moving, expanding, unifying, correcting, and redrafting. For many students, this phase can be both confusing and frustrating since they work hard on draft but do not understand how to make it better. Regarding to this problem, guidance and encouragement of the teacher are really required by the students.

d. Editing

This stage includes checking and tidying up the texts since the writers prepare the final draft. A writer should ensure whether they do a lot of mistakes or not in their writing, for instance checking grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material as well. Evaluating is accomplished after editing stage. It is the teacher's work to evaluate students' writing in classroom writing. When teacher evaluates the students' writing, the form of the scoring may be analytical or holistic. Post-writing is the last phase in writing. It includes publishing, sharing, read aloud, transforming text for stage performance, or merely displaying the texts.

e. Review Activities

This process demands students to review all activities that they have done from pre-writing until editing.

Therefore, before students get started in writing, they need to understand the knowledge about the process of writing itself so that they are able to know how to make a good writing especially in writing descriptive text. Moreover, each expert has his own statement about the process of writing. The terms of the stages may differ from one to another. However, the processes are almost the same.

B. Descriptive text

1. Definition of Descriptive Text

Based on Indonesian curriculum, descriptive text is one of texts in English that must be learnt by students to understand how to describe things, places, people and animals. According to Zaida (2013), descriptive text is a factual text that used to describe specific living and nonliving things or clear description of people, places and objects; it tells how something looks, sounds and tastes. Sarwakono (2016) also adds that descriptive text as a kind of text which explains something in a verbal description. Meanwhile, Ratnaningsih (2019, p. 177) said that “descriptive is text that tells in detail about all things of something clearly”. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and etc. As a result, the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes (Zaida, 2013). This means that descriptive text presents an information of something that should be described with detailed information by someone based on facts from the object which it can be person, animals, places and etc.

In addition, descriptive has a range of purposes. Furthermore, description text tends to be more expressive. It most regularly gives benefits to the writers in order to share their insights. Basically, as social beings, people want to share their experience, hence they write to others to describe things around us such as animals, vacations, childhood homes, and people they encounter. Sometimes

people even use description to persuade others to think or act in certain ways: advertisers describe products to persuade us to buy them; travel agents describe locales to attract us to visit them; and real estate agents describe properties to stimulate a desire to see them. Description allows us to entertain, express feelings, relate experience, inform, and persuade. However, in the context of education, the writer only focuses on descriptive text which is mostly purpose to describe a particular person, thing or place. This study specifically focuses on describing an animal; that is cat.

2. Characteristics of Descriptive Text

In a descriptive text, definitely there are several features that students need to pay attention. A kind of text that shows the characteristic of descriptive text is a text that can describe something clearly, so that the readers are able to imagine the object that has been described. A descriptive text also should be provided with an attractive style that can attract the readers to read it. Descriptive text can be heard, felt, and seen as well. As Zaida (2013 p. 10) argues that there are several characteristics in a descriptive text as mentioned below:

- a. Descriptive text is more detailed in describing an object.
- b. Descriptive text tries to influence someone to build imagination.
- c. Descriptive text is delivered in an attractive style.
- d. Descriptive text describes something that can be heard, seen, and felt.

In addition, Surwoko (2016, p.94) describes there are some grammatical features of descriptive writing as mentioned below:

- a. Focus on specific participants as the main character;

- b. Use present tense.
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant).
- d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text;
- e. Use mental verb or mental process when describing feelings;
- f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic.
- g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstance.

3. *Generic Structures of Descriptive Text*

Like other genres, descriptive text also has its structure or steps. According to Sarwoko (2016), there are two generic structures of descriptive text:

- 1) Identification. This part introduces the subject matter that the writer will write about, whether it is people, place, or thing.
- 2) Description. In this part, the particular people, places and things will be described clearly. In the description, there are many adjective words that explain the characteristics, qualities, shape, sound, or feel of the subject

matter (particular people, places, and things).

To illustrate the generic structure of descriptive text, Sarwoko (2014, p. 54) provides examples of how descriptive text is organized.

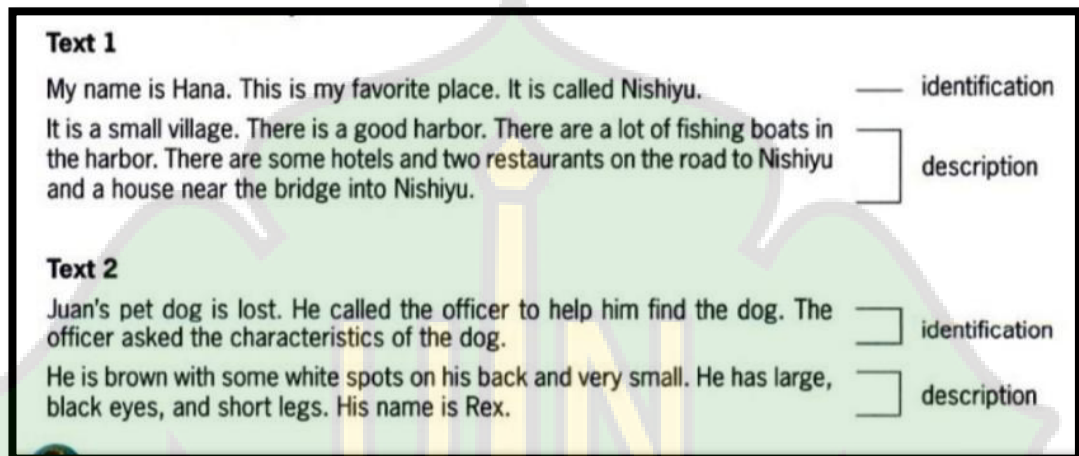


Figure 2.1 Example of Descriptive Text

In the examples above, Text 1 the writer describes about place whereas text 2 describes about an animal. The two examples explain that in the first step of writing descriptive text, students should identify first the object to be described as the identification; and describe parts, qualities, characteristics and etc. In writing descriptive text, students need to understand the generic structures and able to differentiate which is the identification or description in a text description.

C. Media Picture

In order to improve and help students' generating ideas in writing descriptive text, one of the ways that teacher probably can use is by showing a media to the students. Media is something that can be used to delivered message from the sender and receiver so that it can stimulate thoughts, feelings, interest and concern.

According to Sudjana and Rivai (2013) state that media can be classified as follows:

1) Audio media: media which can be heard or only has voice element like radio and recorded.

2) Visual media: media which can be watched and does not have voice element like photo transpiration, printing picture.

3) Audio visual media: media which not only has voice but also has visual element which can be watched like video recorded, film and television.

From all three types of media above, this study only focuses on visual media that is picture. A picture can be real object (single object person), for example a picture of animal, family, vehicle or transportation, scene, painting or photograph, public place room, map, and so on. Pictures can be found almost everywhere in magazines, newspaper, albums, textbooks, or outdoors as a sign either at billboard or cans. Pictures can be drawn by the students or teachers, from magazine and newspaper.

According to Arsyad (2003), there are four functions of picture as follows:

1. Attention function; engaging and leading students' attention to focus on the content of material related to picture that is shown or espousing a text of subject.

2. Affective function; picture or visual sign can encourage students' emotion and attitude, for instance information related to social problem.

3. Cognitive function; visual media can be seen from artifacts or research

reveal that visual picture will make the achievement of purpose easier to be understood and remains information or message that is in the picture.

4. Compensatory function; the learning media can be seen from the result of research that visual or picture can provide a context to comprehend a text and support students in lacking of reading

From the explanation above, it can be concluded that media can be a solution that can be used in increasing students' interest in the learning process. Hence, this research proposed pictures as media to be utilized in generating ideas in writing descriptive text.

D. Generating Ideas by Using Picture

Generating idea is one of important components in writing. It is necessary for students to understand what topic they want to write about and what particular things that they want to tell in their writing as well. Crossley and Muldner (2016, p. 1) argue that "Idea generation is an important component of most major theories of writing". Generating idea is a very common problem faced by students when they get started to write especially for foreign language learners. Students often find problems in generating their ideas when they are asked by their teacher to write something. Besides, another problem is also caused by lack of vocabulary. In addition, generating idea is also part of someone's cognitive skills in writing which is certainly not all people are really good at generating their ideas when writing. As Crossley and Muldner (2016) explained for many writers, specifically for children and less skilled individuals, idea generation can be a tough possibility for them.

Furthermore, as explained above it is believed that the use of picture can give contribution towards students' writing skill especially in writing descriptive text. Munadi (2008) declares that pictures make students easy to catch ideas or information carried in them clearly, more than if merely expressed verbally. In addition, when teachers use picture to teach descriptive text in the classroom, students can also get the information easily based on the object they see from the picture. They are allowed to share what they find from the picture with their friends verbally as well. Moreover, Wening (2016) states that the aim of using picture as visual media during teaching learning process is to make the process of learning more effective and sufficient in improving students' writing ability.

In addition, before students start to write, it is better if they understand some techniques in generating ideas in order to create a good writing. According to Marse (2008), there are some techniques in generating ideas as mentioned below:

a) **Brainstorming**

Brainstorming is one of techniques to generate ideas. This technique is usually done in a group discussion to find ideas and solution.

b) **Free Writing/Prewriting**

Free writing is also known as prewriting. It is a technique in writing that is done by students to write continuously for a set period of time without being worried with the spelling, grammar or topic they will write.

c) Looping

Looping is a continuation of free writing. It involves taking a sentence or idea out of a free writing product and using it as a basis for additional free writing. This technique is simple; students can choose a sentence or idea that stands out because of originality, quality, or interest.

d) Listing

Listing is a method of free association of ideas. Students just let their mind wander freely over their topic, taking down key words and phrases as they come to them. In this point, students do not even bother trying to write out their ideas in complete paragraphs or sentences.

e) Clustering or Mapping

Clustering also called mapping. In this technique, students try to build their ideas by free writing or listing and organizing those ideas into a visual diagram or chart. Like a more formal outline, a cluster diagram is especially helpful in understanding and representing the relationships among ideas.

In conclusion, generating ideas is one of crucial components in writing that students need to pay attention on. However, generating ideas is often considered difficult by students especially for foreign language learners, especially when they are not very familiar with English. Another factor that makes them difficult to generate their ideas in writing is also due to the lack of vocabulary. Therefore, during the process of writing in classroom, students need media that can help them to improve their skill in generating ideas when writing.

In this study, the use of picture can be the solution to assist students in generating ideas in writing descriptive text. Picture is one of best solutions to assist students in generating their ideas when learning writing descriptive text. Besides, picture can be found so easily by the teacher. It can also give contribution towards students' interest in learning writing especially in writing descriptive text. Picture can be used by students in generating their ideas based on what they see through the picture. In addition, they can also increase new vocabulary from the object they see on the picture. It is also needed to understand some techniques in generating ideas before students start to write in order they can make a good writing.

E. Previous Studies

There are two of studies related to the use of picture in writing descriptive text. One of study was conducted by Amelia (2014) entitled "The Use of Pictures Media in Teaching Descriptive Text to Improve The First Grade Students' Writing Ability At Smp Al Badri Gumuksari In The 2013/2014 Academic Year". To find the result of her study, she applied Classroom Action Research (CAR). She found that picture can help the students to write well, making the students more interested, motivated and easier to understand. She also explained that the use of picture can give students new experiences in learning descriptive text.

Kurotun (2015) also conducted a research related to the use of picture in descriptive writing. She found that picture was very useful because the pictures made the students easier to write the description of person, place or thing. The pictures gave students some inspirations, so that they could state or write more

easily from the pictures they saw.



CHAPTER III

RESEARCH DESIGN

This chapter provides and explains the information about the research design of this study. It consists of detailed description of research sites and participants, research method, methods of data collection, and methods of analysis.

A. Research Sites and Participants

This study was conducted at SMPN I Danau Paris which is located on Jln. Iskandar Muda, Biskang, Aceh Singkil. This school has 7 rooms which consists of two rooms for first grade, three rooms for second grade, and two rooms for third grade. There are also one library, one teacher's room and one musalla in that school.

According to Arikunto (2013), population is the whole object consists of people, things, animals, and score. The population of this study was all the second grade students. The second grade of SMPN I Danau Paris was divided into three classes: the first class is class VIII-A which consists of 27 students; the second is class VIII-B which consists of 28 students; and, the third class is VIII-C which consists of 24 students. From all the classes, only one class was selected to be the sample in this study by using random sampling.

There were two steps in choosing the sample of this study. First step was the number of classes written down; VIII-A, VIII-B, and VIII-C on the small

papers and rolled up. In addition, the writer put them in a bowl and thoroughly mixed, and the writer took one rolled paper, Class VIII-A which consists of 28 students was chosen as the participants of this study.

B. Research Method

This study used descriptive quantitative approach. According to Williams (2007), descriptive research approach is a basic research method that examines the situation, as it exists in its current state. Descriptive research involved identification of an attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena. Meanwhile, quantitative research is a research technique that is used to collect quantitative data – information dealing with numbers and anything that is measurable (Arikunto, 2006). The descriptive quantitative method was used to provide a systematic and factual description of the differences result between students' generating ideas in writing descriptive text by using pre-test and post-test.

For this study, test was used as an instrument for answering the first research question, while questionnaire was used as instrument for answering the second research question. Test was given to the students in order to get the result of students' writing. Meanwhile, questionnaire was also given in order to know students' responses toward the use of picture in helping students' generating ideas in writing descriptive text.

C. Method of Data Collection

In collecting the data, I used two instruments which are a test and questionnaire.

1. Test

In order to answer the first question of this study, test was given to the students. According to Margon (2010), test is a procedure used to measure something (ability, attitude, achievement and intelligence) by the manner and the rules that have been determined. In this study, pre-test is given in the first meeting and post-test in the second meeting. The tests were given to the students in order to obtain the comparison result from students' writing answer sheet.

This study was conducted in two days, and was reported as the following: in the first meeting, the writer came to the school especially class VIII-A accompanied by English' teacher in that school. She introduced herself to the students and told to the students that they would be participants for this research. After giving them the explanation about this research, pre-test (test without using picture) was given to the students; they were asked to write a descriptive text about cat, then students' writing sheet would be collected and analyzed to get the score of students' pre test. At the second meeting that is post-test was given to the students. In this test, the writer asked the teacher to help her to explain descriptive text by using media (picture). In this meeting, the teacher reviewed descriptive text by asking what the students have understood about descriptive text. Some students answered the questions based on their understanding, while some others

chose to keep quiet. When the teacher already had the picture about students' understanding, the teacher gave brief explanation about descriptive text and also gave an example to the students along with picture about family. The following is example of picture that the teacher used in reviewing descriptive text.



Figure 3.1 Picture of a Family

Furthermore, at the end of meeting, students were also asked to write a descriptive text in the same topic. However, they were provided a picture. The second test is aimed to obtain students post-test result by using picture.

2. Questionnaire

In order to answer the second research question of this study, questionnaire was also given to the students. According to Arikunto (2010), questionnaire is a way to collect the data from respondents and usually consists of several written questions related to the topic; it is divided into two types, they are opened and closed questionnaire. In opened questionnaire, respondents answered the questions in their own words while closed questionnaire allowed the respondents to choose one from the available choices.

In this study, questionnaire was given to the students at the last meeting after giving pretest. The format of questions that used was closed ended format. There were 10 questions concerning with the use of picture in helping students' generating ideas in writing descriptive text. In addition, the questionnaire was also used in the form of Likerts Scale. According to Nemoto and Beglar (2014, p. 12), Likert Scale is a "psychometric scale that has many categories from which respondents choose to express their opinions, attitudes, or feelings about a particular problem". It is used to count percentage from all alternative of the answer of every question with 4 points where in the level was made up from 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree).

D. Methods of Analysis

After all of data in this study were collected, this data is ready to be analyzed.

1. Test

Before the data was analyzed descriptively, first of all the writer scored all students' writing answer sheet by using specific rubric which is adopted from Crossley & Muldner (2016), (see Appendix for the rubric). There were four aspects that needed to be analyzed; students got the highest score if they write small moment topic, at least 3 supporting ideas, ideas make sense with the topic, and legibility. Then, the writer compared the result on pre-test and when post test; it counted both the space of the students' test.

The scale of students score based on the rubric can be seen below.

Table. 3.1
The Scales of generating ideas

Number	Criteria	Scales
1	Very low	1-5
2	Low	6-10
3	High	11-15
4	Very High	16-20

Then, the writer computed the sum of square deviation shown below:

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

After having the sum of square deviation, it is needed to analyze the data statistically in order to know the significant difference between pre-test and post test by using picture using t-test of formula as shown below:

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

To know the mean score of pre-test and post test, the writer used this formula:

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

The formula of standard deviation were;

$$SD = \sqrt{\frac{\sum X^2}{n} - \left(\frac{\sum X}{n}\right)^2}$$

2. Questionnaire

The descriptive analyzing of questionnaire was conducted to find the distribution frequency of each item of questionnaire. The questionnaires consisted of ten questions that were designed to receive the information about the students' opinion towards using picture in helping students' generating ideas in writing descriptive text. The questionnaire was analyzed by using the following formula as stated by Anas (2002)

$$p = \frac{f_i}{n} \times 100\%$$

Where,

P : percentage

Fi : Total of frequency

n : Number of sample

Furthermore, the use of the questionnaire in this research was to know the students' perception about the research title which was called a survey, checklist or schedule response by participants. The questionnaire which was given to the students adopted from Astuti (2010) and the writer modified some questions. It is used checklist instrument. The questions consisted of ten questions and the data were counted based on how many SD = Strongly Disagree (1), D = Disagree (2), A = Agree (3), SA = Strongly Agree (4) from the 10 questions available.

Table 3. 2
The Likert Scales

Alternative options	Score	
	Favorable	Unfavorable
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

Then, the level of students' score adopted from the percentage scales by Arikunto (2010). It can be seen from the table below:

Table 3.3
The Rating score

Rating score	Descriptions
1-10	Very low
11-20	Low
21-30	High
31-40	Very High

The table above indicated that the level of students' perceptions based on the result of the questionnaire responses; it arranged the level of students' and showed the range of scores from the lowest to the highest score of students.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains about the result of the research. As mentioned in previous chapter, the writer used two instruments in collecting the data which were test and questionnaire. For answering the first research question the writer used test, meanwhile for the second research question the writer used questionnaire. The purpose of the test was to compare the students' test result; first test is named with pre-test and the second one is post-test. Meanwhile, the purpose of giving the questionnaire to the participants was to count the percentages from all alternative of the answer of each question. After obtaining the data, the writer processed them in several steps that are also mentioned in the previous chapter.

A. Findings of The Research

This part presents the analysis of data obtained from the two instruments. Accordingly, this part is divided into two topics; the first is the analysis of students' score of test, and the second one is the analysis of questionnaire. The test was conducted in two times in class VIII-A SMPN I Danau Paris on December 4th and 5th, 2019. On the pre-test, the test was given to the students without picture and later on at the second meeting that is post test, the students were assisted with the use of picture.

1. *The Result of Tests*

In the following table, the writer determined the result of students' test score based on rubric of generating idea adopted from Crossley & Muldner (2016).

Table 4.1
Students' score

NO	INITIAL	PRE-TEST	POST-TEST	DEVIATION $D=X^2-X^1$	D^2
1	IK	12	16	4	16
2	JYM	15	18	3	9
3	JLT	15	18	3	9
4	JP	10	15	5	25
5	LS	15	18	3	9
6	MP	13	15	2	4
7	MP	14	15	1	1
8	ME	14	16	2	4
9	MFB	17	20	3	9
10	NL	15	18	3	9
11	NDB	10	13	3	9
12	NAA	14	15	1	1
13	PS	12	14	2	4
14	RWL	13	16	3	9
15	RT	16	19	3	9
16	RL	18	20	2	4
17	RK	11	13	2	4
18	RWL	12	14	2	4
19	SM	13	15	2	4
20	SDT	12	17	5	25
21	ST	15	17	2	4
22	SEB	14	16	2	4
23	TLT	17	20	3	9

24	TPM	12	15	3	9
25	TSN	10	13	3	9
26	UJB	10	14	4	16
27	YZ	13	18	5	25
	The total	362	438	76	5776
	Mean score	13,407	16,2222	2,81481	213,92

Then, the writer computed the sum of square deviation as shown below:

$$\begin{aligned}
 \sum X^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\
 &= 5776 - \frac{(76)^2}{27} \\
 &= 5776 - \frac{5776}{27} \\
 &= 5776 - 213,9 \\
 &= 5,56
 \end{aligned}$$

After having the sum of square deviation, the writer needed to analyze the data statistically in order to know the significant difference between pre-test and post test by using the picture using t-test by formula as shown below:

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(n-1)}}} \\
 &= \frac{2,814}{\sqrt{\frac{5,56}{27(27-1)}}}
 \end{aligned}$$

$$= \frac{2,814}{\sqrt{\frac{5,56}{27(26)}}}$$

$$= \frac{2,814}{\sqrt{\frac{5,56}{702}}}$$

$$= \frac{2,814}{\sqrt{0.008}}$$

$$= \frac{2,814}{0,089}$$

$$= 31,61$$

From the computation above, the writer found that the difference between the pre-test and post test results were 31,61.

a. The calculated score of pre-test
Table 4.2

Initial	Score of Students' Pre -Test	X2
IK	12	144
JYM	15	225
JLT	15	225
JP	10	100
LS	15	225
MP	13	169
MP	14	196
ME	14	196
MFB	17	289
NL	15	225
NDB	10	100
NAA	14	196

PS	12	144
RWL	13	169
RT	16	256
RL	18	324
RK	11	121
RWL	12	144
SM	13	169
SDT	12	144
ST	15	225
SEB	14	196
TLT	17	289
TPM	12	144
TSN	10	100
UJB	10	100
YZ	13	169
Total : 27	$\Sigma X = 362$	$\Sigma X^2 = 4840$

The table above means that the total score (ΣX) For the pre-test is 362. The highest score is 18, while the lowest score is 10. ΣX^2 is the amount from each score after quad rated (4840).

The mean score:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{362}{27}$$

$$\bar{X} = 13,40$$

The table shows that students got various score in the pre-test, the average score is 13, 40.

The standard deviation of pre-test is:

$$SD = \sqrt{\frac{\sum X^2}{n} - \left(\frac{\sum X}{n}\right)^2}$$

$$SD = \sqrt{\frac{4840}{27} - \left(\frac{362}{27}\right)^2}$$

$$SD = 8,34$$

b. The calculated score of post-test

Table 4.3
Score of Students' Post-Test

Initial	Score of Students' Post-Test	X2
IK	16	256
JYM	18	324
JLT	15	225
JP	15	225
LS	18	324
MP	15	225
MP	15	225
ME	14	196
MFB	20	400
NL	18	324
NDB	13	169
NAA	15	225
PS	13	169
RWL	16	256
RT	19	361
RL	20	400
RK	13	169
RWL	14	196
SM	15	225
SDT	17	289

ST	17	289
SEB	15	225
TLT	20	400
TPM	15	225
TSN	11	121
UJB	14	196
YZ	18	324
Total : 27	$\Sigma X = 429$	$\Sigma X^2 = 6449$

This table means that the total score (ΣX) for this test is 429. The highest score is 20, while the lowest score is 11. ΣX^2 is the amount from each score after quad rated (6449).

The mean is:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{429}{27}$$

$$\bar{X} = 15,88$$

The standard deviation of post-test is: جامعة البراءة

$$SD = \sqrt{\frac{\Sigma X^2}{n} - \left(\frac{\Sigma X}{n}\right)^2}$$

$$SD = \sqrt{\frac{4840}{27} - \left(\frac{362}{27}\right)^2}$$

$$SD = 8,53$$

After getting the mean score (X) and the standard deviation (SD) of both test, the writer analyzed the data. The writer also used t- score formula in order to know whether there is significant between pre-test and post test.

Table 4.4
The data analysis

Test	Mean score (X)	Standard Deviation (SD)	Number of Students
Pre-test	13,40	8,34	27
Post-test	15,88	8,53	27

Furthermore, the data are applied t-score formula to see the different from tests whether significant or not; for the first test and second test (pre-test and post test).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}}$$

$$t = \frac{13,40 - 15,88}{\sqrt{\frac{(8,34)^2}{27} + \frac{(8,53)^2}{27}}}$$

$$t = 4,88$$

The table 4.2 and 4.3 show the different result of pre-test and post test. In pre-test, the highest score is 18 and the lowest score is 10. Students who got very high level were 4 students, 19 students who got high level, 4 students who got low score, and no one got very low score. Meanwhile, for the post-test the highest score is 20, and the lowest score is 14. There were no students who got very low and low score, 12 students who got very high score and 15 students got high score. The mean score (X) is used to know the average score of students. The mean score for the T1 is 13,40, while the mean score for the T2 is 15,88. These score are from the total score divided by the total of sample. Meanwhile, Standard

deviation (SD) is the useful measure to know the variability or spread of score. SD for the T1 is 8,34 for the T2 is 8,53.

Furthermore, as the matter of fact, the result of pre-test was 13,40 and post-test was 15,88; it means that students' score on post-test was higher than their score on pre-test. It can be concluded that students got different score between the tests. Then, the t-score was used to know whether there is significant difference between tests. After getting t-score, we have to see the t-table. If t score is below from t-table, it means there is no significant difference but if the t-score is bigger, it means there is significant difference between the tests. T-score of test 1 and test 2 is 4,88. The limit given from t-table is $1,70 \geq t \geq +1,70$ at that level of significant 0,05. T-score (4,88) is bigger than t-table (1,70) it mean that there was a significant different between the tests.

B. The result of Questionnaire

The questionnaire was distributed to investigate students' perceptions on the use of media picture to help students in generating ideas in writing descriptive text. The lists of questionnaire were divided into three parts; there were generating idea, the use of picture, and writing descriptive text. The questions related to positive and negative statement. The totals of the statement were 10 statements. In this study, the writer used four-point likert scale to interpret students' response as discussed in the previous chapter. The questions consisted of 10 questions and divided into 4 option answers. The highest score started from 4 (Strongly agree), 3 (Agree), 2 (Disagree), and 1 (Strongly disagree). The result of questionnaire can be seen as follow:

Table 4.5
The result of questionnaire

NO	NAME	1	2	3	4	5	6	7	8	9	10	Total score
1	IK	4	3	3	3	4	4	2	2	3	3	31
2	JYM	3	4	3	3	3	4	3	3	4	4	34
3	JLT	4	4	3	2	4	4	2	3	4	4	34
4	JP	3	3	4	2	3	3	3	3	3	3	30
5	LS	4	3	3	4	4	4	1	4	3	1	31
6	MP	4	3	4	4	3	1	3	4	4	4	34
7	MP	2	3	4	4	3	4	4	4	4	4	36
8	ME	4	3	2	4	4	4	1	3	3	3	31
9	MFB	3	1	4	2	2	3	3	2	3	3	26
10	NL	4	3	4	2	4	4	2	1	4	4	32
11	NDB	4	3	3	2	3	4	2	3	3	4	31
12	NAA	3	3	4	3	4	4	2	3	4	3	33
13	PS	4	4	3	3	3	3	1	3	4	3	31
14	RWL	4	4	4	3	3	2	4	3	1	4	32
15	RT	3	2	1	4	3	4	2	3	4	2	28
16	RL	3	1	4	3	3	4	3	3	3	1	28
17	RK	4	4	3	1	3	3	2	3	1	4	28
18	RWL	1	3	3	4	4	2	2	4	3	3	29
19	SM	4	4	4	3	4	3	4	3	3	4	36
20	SDT	4	3	3	2	3	3	1	4	3	3	29
21	ST	4	2	3	4	3	3	1	3	4	3	30
22	SEB	3	3	3	2	1	3	3	4	3	3	28
23	TLT	4	3	1	3	4	3	1	3	3	4	29
24	TPM	4	4	4	3	4	4	2	3	4	3	35
25	TSN	4	4	3	3	4	4	2	2	3	3	32
26	UJB	3	4	4	3	4	4	3	3	2	3	33
27	YZ	4	4	3	3	3	4	1	3	3	4	32
	TOTAL	95	85	87	79	90	92	60	82	86	87	843

Table 4.6
Students' percentage of questionnaire

Opt. Answers	Strongly Disagree	Disagree	Agree	Strongly Agree
Question.1	1 (4%)	1 (4%)	7(26%)	18 (67%)
Question.2	2 (7%)	2 (7%)	13(48%)	10 (37%)
Question.3	2 (7%)	1 (4%)	13 (48%)	10 (37%)
Question.4	2 (7%)	1 (4%)	13 (48%)	11 (41%)
Question.5	1 (4%)	7 (26%)	7 (26%)	12 (44%)
Question.6	1 (4%)	1 (4%)	11 (15%)	14 (41%)
Question.7	1 (4%)	2 (7%)	9 (33%)	15 (56%)
Question.8	7 (26%)	10 (37%)	6 (22%)	3 (11%)
Question.9	1 (4%)	3 (11%)	17 (27%)	6 (22%)
Question.10	2 (7%)	1 (4%)	14 (15%)	10 (37%)

Furthermore, the result of the questionnaire can be seen in the following discussions. The results from question 1 to 3 are not shown in the description below, since they are only warming up questions for students.

Table 4.7
Students' interest in learning writing by using media (question number 4)

Number score	Criteria	Frequency	Percentages
4	Strongly Agree	12	44%
3	Agree	7	26%
2	Disagree	7	26%
1	Strongly Disagree	1	4%

According to the table above it shows that only 1 student (4 %) chose strongly disagree, 7 students (26 %) chose disagree, 7 students (26 %) chose agree as well and 12 students (44 %) chose strongly agree. It can be explained that 44 % of students preferred to choose strongly agree which means that they really felt

helpful in learning writing by using visual media such picture. Meanwhile, the rest of the students chose other points based on their own experience.

Table 4.8

The use of media picture in helping students to create more ideas (question number 5)

Number score	Criteria	Frequency	Percentages
4	Strongly Agree	14	41%
3	Agree	11	15%
2	Disagree	1	4%
1	Strongly Disagree	1	4%

The table shows that only 1 student (4 %) chose strongly disagree, another 1 student (4 %) chose disagree, 11 students (15 %) chose agree and 14 students (41 %) chose strongly agree. Therefore, it can be concluded that most of the participants with 41 % preferred to choose strongly agree, in this part the students felt that the use of medias could assist them more in generating their ideas when writing descriptive text than when learning English without medias. The use of media picture and help me to generate ideas easily in writing descriptive text

Table 4.9

Picture as an interesting media in helping students when writing descriptive text (question number 6)

Number score	Criteria	Frequency	Percentages
4	Strongly Agree	15	56%
3	Agree	9	33%
2	Disagree	2	7%
1	Strongly Disagree	1	4%

The table above shows that only 1 student (4 %) chose strongly disagree, 2 students (7 %) chose disagree, 9 students (33 %) chose agree and 15 students (56 %) preferred to choose strongly agree. From the description, it can be seen that the number of the participants preferred to choose strongly agree point, because according to them picture is one of interesting medias that could make them more excited when learning English especially in writing descriptive text. Meanwhile, only 1 student chose strongly disagree that picture can be such an interesting media that can be utilized in classroom to teach writing descriptive text.

Table 4.10

The use of picture in writing descriptive text helped me during learning process (question number 7)

Number score	Criteria	Frequency	Percentages
4	Strongly Agree	7	26%
3	Agree	10	37%
2	Disagree	6	22%
1	Strongly Disagree	3	11%

Based on the table above, it shows that 7 students (26 %) chose strongly agree, 10 students (37 %) chose agree, 6 students (22 %) chose disagree and only 3 students (11 %) chose strongly disagree. It can be concluded that most of the students with number of 10 participants preferred agree that pictures can help them in writing descriptive text during learning process; it means that picture is helpful for them in helping them in generating ideas when writing descriptive text.

Table 4.11

Descriptive text is one of text that needs a lot of vocabularies (question number 8)

Number score	Criteria	Frequency	Percentages
4	Strongly Agree	6	22%
3	Agree	17	27%
2	Disagree	3	11%
1	Strongly Disagree	1	4%

It shows that only 1 student (4 %) chose strongly disagree, 3 students (11%) chose disagree, 17 students (27 %) chose agree and 6 students (22%) chose strongly agree. It can be inferred that most of the participants which consisted of 17 students preferred to choose agree because they agreed that descriptive text is one of texts that needs a lot of vocabulary.

Table 4.12

Pictures helped students in increasing new vocabulary when writing descriptive text (question number 9)

Number score	Criteria	Frequency	Percentages
4	Strongly Agree	10	37%
3	Agree	14	15%
2	Disagree	1	4%
1	Strongly Disagree	2	7%

This table shows that there were 2 students (7 %) chose strongly disagree, only 1 student (4 %), 14 students (15 %) and 10 students (37 %) chose strongly agree. From the table above, it can be inferred that there were 14 students who preferred to choose agree because they were helpful in increasing new vocabulary when writing descriptive text through the use of media picture.

Table 4.13

Students found many difficulties in generating ideas when writing descriptive text (question number 10)

Number score	Criteria	Frequency	Percentages
4	Strongly Agree	11	41%
3	Agree	13	48%
2	Disagree	1	4%
1	Strongly Disagree	2	7%

From this table, it can be seen that there were 11 students (41 %) chose strongly agree, 13 students (48 %) chose agree, only 1 students (4%) chose disagree and there were 2 students (7%) chose strongly disagree. From those percentages, the highest percentage was on point strongly agree; 13 students (48 %) preferred to choose this point. It can be concluded that most of students face many difficulties in generating ideas when writing descriptive text.

Furthermore, here the description of rating scales of questionnaire. The score value is very low (1-10), low (11-20), high (21-30), and very high (31-40). The total numbers of students were 27. It can be seen from the table above that 10 students (37%) had high score while 17 students (63%) had very high score, and none of the students had very low score and low score. In other words, it can be concluded that the used of picture in writing descriptive text helped students more to generate their idea than without picture.

B. Discussion

After collecting and processing all data that were taken from test and questionnaire, it is necessary to discuss the result of the research. The purpose of this study was to investigate whether or not the use of pictures helps students' in generating ideas in writing descriptive text, and the second purpose was to explore the responses of the students at SMPN I Danau Paris towards the use of pictures in generating ideas in writing descriptive text.

Generally, based on the statistical procedure, the result of test was briefly summarized that the use of media picture helps students' in writing descriptive text especially in generating ideas. It is proved from the comparison result of students tests score (pre-test and post-test). The tests show different result. It has been proved by the highest score of test without picture on pre-test was 18 and the lowest score was 10. The highest score of test by using picture on post test was 20 and the lowest score was 14. In the pre-test, students who got very high level were 4 students, 19 students who got high level, low score as much as 4 students and no one got very low score. Then, the result of students' score on post-test by using picture ; there were no students who got very low and low score, 12 students who got very high score and 15 students got high score. In conclusion, the use of picture gave contribution in writing descriptive text. It helped students in generating ideas. Furthermore, the result of t-score (4, 88) is bigger than t-table (1, 70). It indicates that there was a significant difference between the tests.

In addition, this study also analyzed the students' responses toward the use of picture in writing descriptive text. The total numbers of the students were 27.

The finding of questionnaire showed that 10 students (37%) had high score while 17 students (63%) had very high score, and none of the students had very low score and low score. In brief, the result of questionnaire dominated to very high perceptions.

In summary, the result of the test in this thesis indicates that there is a significant different between pre-test and post-test in generating ideas in writing descriptive text. The research hypothesis (Ha) is accepted. Students had good improvement when they used picture in writing descriptive text. Students could concentrate more and focus on the content of the material related to picture that was shown to them. In conclusion, they could easily generate their ideas and could produce a good writing as well. Furthermore, students' responses toward the use of picture in writing indicated that most of the students enjoyed the writing. The findings of the study were in line with the theory of Arsyad (2003), he says that one of the functions of picture is engaging and leading students' attention to concentrate with the content of material related to picture that is shown or espousing a text of subject.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description in the previous chapter, there are some conclusions that can be drawn from this research. For the first is the use of picture improved students' SMPN I Danau Paris ability in writing skill. Not only that, the use of picture was also helpful for their writing ability especially in generating ideas in writing descriptive text. Students felt easier to generate their ideas based on picture that was shown to them. It assisted them to imagine the material on the picture directly. Furthermore, the second grade students of SMPN I Danau Paris also felt more excited, focused, motivated, and creative in writing descriptive text. It can be seen from the table of analyzing questionnaire that most of students agreed with the use of picture in helping them in generating ideas in writing descriptive text.

B. Suggestions

The writer realizes that this thesis still needs more advices from the readers. However, the writer would like to give some suggestions that might be helpful to settle the problem. In order to improve students' ability in writing English, the writer would like to suggest that English teacher can utilize some media such as pictures in teaching English. The media in learning process is very helpful to attract students' attentions during teaching learning process. It also helps the teacher easier to explain the material. Therefore, for the future teacher or

older teacher, it will be better if they can teach students by using media such as picture, video, and so on.



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TENTANG
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- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-4781/UN.08/FTK/KP.07.6/06/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
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 Untuk membimbing Skripsi :
 Nama : Purnama Berutu
 NIM : 140203260
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : An Analysis of the Use of Picture in Helping Students' Generating Ideas in Writing Descriptive Text
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
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 Pada Tanggal: 02 Desember 2019

An: Rektor

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Nomor : B-16413/Un.08/FTK.1/TL.00/12/2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

06 Desember 2019

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Purnama Berutu
N I M	: 140 203 260
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: XI
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl.Inong Balee Lr.Ayahanda Darussalam Banda Aceh

Untuk mengumpulkan data pada:

SMPN 1 Danau Paris

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An analysis of the Use of Picture in Helping Students' Generating Ideas in Writing Descripttve Text.

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa
Mustafa

PEMERINTAH KABUPATEN ACEH SINGKIL
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 DANAU PARIS

Jln. Iskandar Muda Biskang No.- Kode Pos : 23784

SURAT KETERANGAN

Nomor : 424 / 191 / 2019

Kepala sekolah Menengah Pertama (SMP) Negeri 1 Danau Paris dengan ini menerangkan bahwa:

Nama	: Purnama Berutu
NIM	: 140203260
Jenjang	: S-1
Prodi	: Pendidikan Bahasa Inggris (PBI)

Benar yang namanya tersebut diatas telah mengadakan penelitian/ Pengumpulan data pada SMPN. 1 Danau Paris pada tanggal 4 s/d 5 Desember 2019 dengan judul skripsi:

“An Analysis of the Use of Picture in Helping Students’ Generating Ideas in Writing Descriptive Text”

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Biskang, 5 Desember 2019

Kepala Sekolah SMP Negeri 1 Danau Paris



RITMAN ELIAS GINTING
NIP. 196606181990031008

Assalamualaikum Warahmatullahi Wabarakatuh

Nama saya Purnama Berutu, Mahasiswa Pendidikan Bahasa Inggris (PBI) tingkat akhir di UIN Ar-Raniry Banda Aceh. Untuk penyelesaian tugas akhir tersebut, saya memerlukan bantuan adik-adik untuk menulis satu paragraph teks Deskripsi. Saya sangat mengharapkan bantuan dari adik-adik semua. Atas bantuannya saya ucapkan terimakasih.

No hp : 082240368978

Answer Sheet

~~Test~~ using picture

School SMPN 1 Danau Paris

Class VIII/A

Name Raja Limbong

Date 5 Desember 2019

Please write a short descriptive text about "My Cat".

Identification Identification

I have a cat. He is really playful. He loves to play with me and things beside. My cat have orange and white fur, his fur is so soft. He has a long tail. He likes to play with her long tail.

Description description

SMF : 5

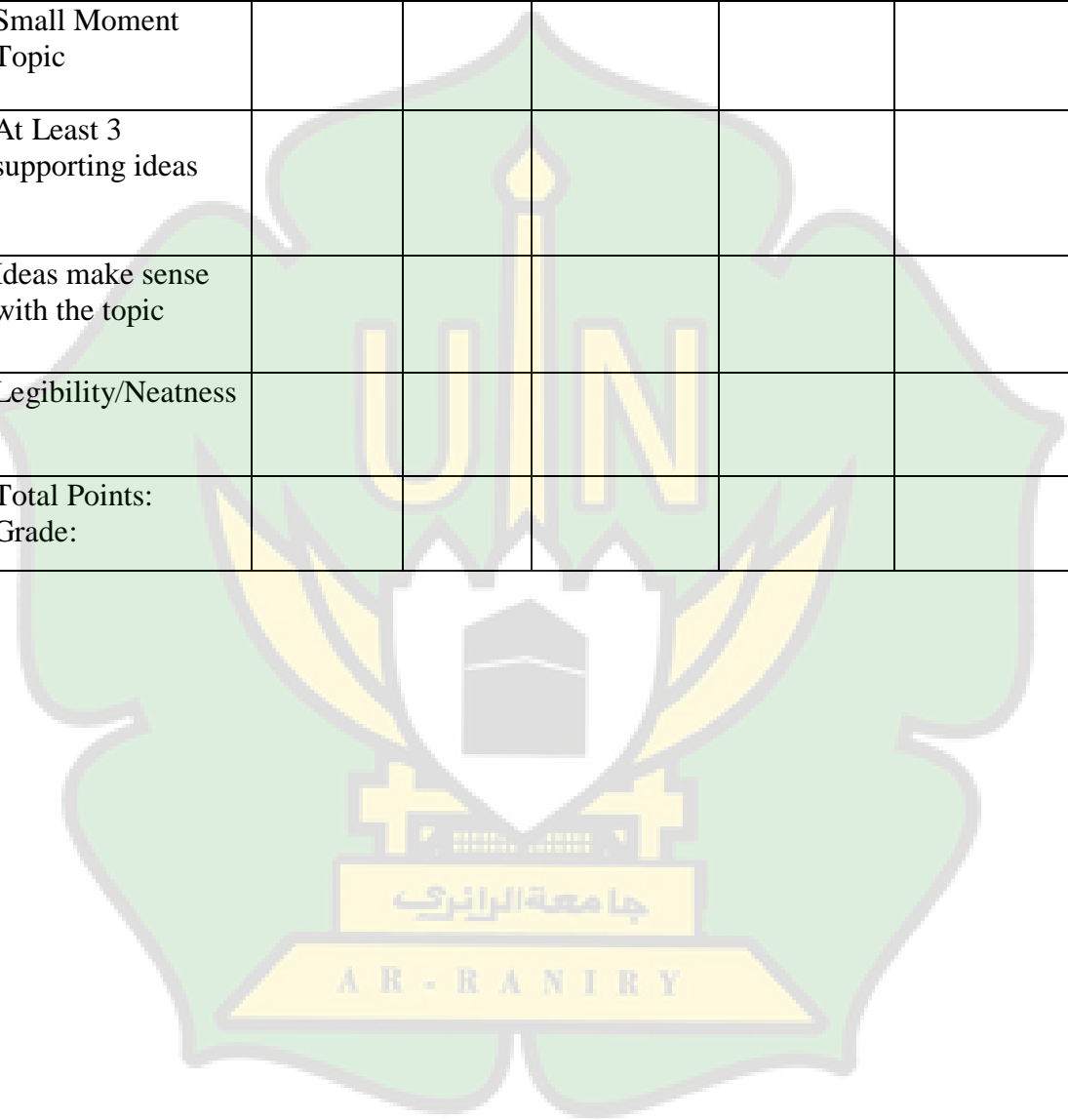
SMF : 5

IDEAS : 5

Supporting Idea : 5

L/N : 5

	Excellent (5 Points)	Good (4 Points)	Needs Improveme nt (3 Points)	Attempting (2 points)	Not Attempting (1 point)
Small Moment Topic					
At Least 3 supporting ideas					
Ideas make sense with the topic					
Legibility/Neatness					
Total Points: Grade:					



The students are doing tests



AUTOBIOGRAPHY

Name : Purnama Berutu
 Place/date of Birth : Takengon, 15 Oktober 1995
 Sex : Female
 Religion : Islam
 Nationality : Indonesia
 Marital Status : Single
 Occupation : Student
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 Aceh

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 2007-2010 : SMPN I Danau Paris, Aceh Singkil
 2010-2014 : MAS Ar-Raudhatul Hasanah, Medan
 2014-2019 : UIN Ar-Raniry Banda Aceh

Parent's Background

Father's Name : Sinur Berutu S.Pd
 Father's Occupation : PNS
 Mother's Name : Asnawati S. Pd
 Mother's Occupation : PNS
 Address : Biskang, Kec. Danau Paris, Kab. Aceh Singkil

Banda Aceh, 27 Desember 2019
 The Writer,

Purnama Berutu