TEACHING DESCRIPTIVE WRITING BY USING PHOTOS AS MEDIA TO THE EIGHTH GRADE STUDENTS OF SMP JATI AGUNG TAMAN SIDOARJO

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ABSTRACT

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Improving the student's writing achievement was very important for writing that is considered as one of the most difficult language skill. Since English is used as a foreign language, most students get difficulties in exploring their ideas, feeling and finding the appropriate words in English. This situation leads teachers to be more creative in motivating their students to write. Referring to this problem, teaching aids are needed in the teaching and learning process in order to make learning fun and everlastings. Here, such kinds of pictures are suitable in helping the students to get idea in writing. Pictures seem to be appropriate media for any text genres such as Descriptive text. Photos will attract students to pay more attention to the detailed of photos provided. Photos are a kind of individual picture. A collaborative action research was done to find out whether photos could improve the student's ability in writing Descriptive text. The research was conducted following cycles. There were three cycles, each of which comprised two meetings. During the research, the researcher acted as teacher and the real English teacher acted as observer who observed during the teaching and learning process. She also revised the lesson plan for each cycle. The instrument used in this research showed that the implementation of photos during the teaching and learning process succeed in reacting its goal. The result of observation checklist, students writing composition and questionnaire were quite satisfying. Moreover, the improving of students' scores in each cycle proved that photos could improve the students' ability in writing descriptive texts. In the first cycle, the students who got up to 66 were only 15 students so that the average scores were 50 %. It was far from the Minimum Standard of Mastery which required there were at least 75 % of students got scores up to 66. Then, it increased into 63, 3% in the second cycle. There were 21 students who got scores more than 66. Finally, the student's scores showed great improvement in the last cycle. There were 25 students or 83, 3 % of the whole students who have already reached the Minimum Standard of Mastery.

Keywords: Photos, Media, Descriptive texts, Students' Writing ability.

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CHAPTER I
INTRODUCTION

This chapter presents the discussion of some issues related to the topic being studied. They are background of the study, statement of study, purpose of the study, significance of the study, scope and limitation of the study and the definition of key terms.

A. Background of the study

Language has an important role as a medium of communication for helping people to share information, ideas and feelings. Language used in communication as a backbone of a human life and it is very important for people to know language for basic communication. They always interact with other people and use language as a means of communication to express their feelings, ideas, attitudes and concepts. The communication not only takes places among people from one country but also other countries. Moreover, the globalization era made people aware of importance of language as a tool for global communication.

One of the languages used by people in the world is English. Nowadays, English becomes an international language that plays an important role in many aspects such as education, science, commerce, technology and so forth. Therefore, English is very important to be mastered. Realizing the importance of English as an international language, it has been taught in almost all countries in the world.

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In our country, English is a foreign language which is taught from kindergarten to university or college. It is understandable since the government decides English as compulsory subject taught in school. Moreover, they have realized that mastering English will help them and their generation to get better in future.

Being a compulsory subject, English should be well mastered by the students as an international language. They are expected to be able to read, speak, listen and write in English. In the sense that they are not only able to create English sentence grammatically, but they are also expected to create discourse grammatically as well. This statement shows that writing is an important skill for students. In the newest curriculum or in the 2007 curriculum, writing is given more attention in English than the latest curriculum which emphasis on reading skill. This changing is giving more chances to students to have adventures with the language, to take any risks and to go beyond what has been taught by their teacher. When the students write, they become involved with the language, themselves and their readers. This situation leads into an everlasting learning since the students do the activity by themselves.

Basically, the aim of teaching English is to make the students be able to master four language skills namely listening, speaking, reading and writing. Among the four language skills, writing is considered to be the difficult skill in learning English. It is supported by Richards who states that there is no doubt that

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writing is the most difficult skill for second learners to master.[1] The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. In addition, Nunan states that in terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing to do in language.[2]

In Indonesia, English used as foreign language. Writing is said as a difficult skill because the main causes is lacking of time used to teach and practice writing. It is because, in every level of education except college, course or university, there is no specific skill of English which is emphasized such as speaking, listening, reading and writing class more over, less of practice raises another problem. Another problem are students usually faced many difficulties in exploring their ideas or even finding the appropriate words to what they want to write about consequently, teachers are forced to overcome this problem. They have to find out a way to motivate their students to write. It is supported by Byrne in his book who states that writing is regarded as the most difficult activity. The teacher has to give assignments to create the teaching of writing in such a way that students can see the goal of it and make measurable progress through the performance of realistic and relevant task.[3]

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[1] Jack C Richards, et al, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: University Press, 2002), p. 303.
[2] David Nunan, *Practical English Language Teaching*, (Singapore: Mc Graw Hill, 2003), p. 88.
[3] Donn Bryne, *Teaching Writing Skill*, (Hongkong: Longman Group Ltd, 1988), p. 47.

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A teacher should not suppose to be hesitated to give writing practices and exercises to his students. Still, he should be clear on what skills he is trying to develop. A teacher needs to decide on which means or type of exercise which supportive to the aims of learning process. A teacher should know that the most important factor in writing is involvement of the students. The students need to be personally involved to make the learning experience of lasting value, interesting and fun. In order to make the learning experience fun and interesting should be supported by good and interesting techniques and media.

There are many kinds of media which can be used to reduce the less motivation and students' boredom. It is also supported by Cahyono in his book he states that media is the carrier of message or information between source and the receiver of information.[4] Good media can help the teachers transfer the message or information to the students effectively. The teacher may use picture such as drawings, photos, posters, slides, cartoons, advertisements, diagrams, graphs, tables, charts and maps can be valuable resources for teaching writing.[5] Moreover, the use of certain and appropriate media can motivate the students in learning.

In this case, photos picture can be one of the media suggested. Photos are such kind of picture which easy to bring and fun to implement. The large shape of photos can be called a poster. In addition, there are many kinds of photos such as individual picture, series picture and composite picture based on the purpose in

[4] Bambang Yudi Cahyono, *Technique in Teaching EFL Writing*, (Malang: State University of Malang Press, 2009), p.22.
[5] A Raimes, *Technique in Teaching Writing*, (New York : Oxford University Press, 1983), p. 2

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usage. Photos are not strange thing for students. Most of them have photos stuck on the wall, door, wallet, and a single photo at least. They usually display their favorite public figure, close friend, boy or girl friend, soul mate or parents and etc.

Photos are not only available in humans figure but also other figures such as sceneries, animals or plants. This kind of picture is appropriate to be given as media to teach descriptive writing. The students are usually asked to describe people, things and certain places. Every detail of the description object is important. Whereas, most students get difficulties in mentioning details which are required in descriptive texts it becomes worse when they are asked to imagine and write a description without any media such picture to help them, therefore. The fact that photos provide the clear picture, real shape and colorful appearance become the advantages offered by this media. It is supported by Wright who says that picture can motivate students and make him or her pay attention and take a part.[6] Moreover, El-Araby in his book also states that pictures are interesting because they make the class livelier and contribute a great to make learning more enjoyable.[7] By looking at the photos, the students can determine new vocabulary which is relevant to the photos, which then used to describe the photos in a written or oral language.

In teaching and learning descriptive text photos is considered as an appropriate media. By using photos it is supposed that the students will get

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[6] A Wright, *Visual Material for the Language Teacher*, (Hongkong: Wilture Enterprise Ltd, 1983), p. 17.
[7] El Araby, *Audio-Visual Aids for Teaching English*, (London: Longman Group Ltd, 1974), p.90.

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attracted and pay more attention to the teachers. Moreover, the teachers have to be creative in developing and using the media. The teacher can minimize their difficulties in leading their students to write by using photos. Photos can help the teacher delivering the information to their students and give both directions and ideas for the students especially in writing. Therefore, the condition of having no idea and getting bored of what the students have to write will not become the most difficult problem any more. Based on the descriptive above, the researcher tries to observe and find out if the uses of photos in teaching descriptive texts improve the eighth grade students' writing ability. Moreover, this study is limited to the eighth grade student of SMP Jati Agung Taman Sidoarjo. The reason why the writer chooses them is that their proficiency in English is low because they are seldom given such media in learning English. In conclusion, they are less motivated.

B. Statement of the problems

Referring to the background of the study, the researcher formulates statement of the problems as follows:

1. How are photos used to teach writing descriptive texts to the eighth grade students?
2. How does the use of photos improve the students' ability in writing descriptive texts?
3. How are the students' responses toward the implementation of photos as media in writing descriptive text?

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C. Objectives of the study

Related to the research problem, then the researcher formulates objective of the study as follows:

1. To describe how to use photos in teaching writing descriptive text to the eighth grade students.
2. To investigate how the use of photos can improve the students writing descriptive texts.
3. To find out and describe the students' responses toward the implementation of photos as media in writing descriptive texts.

D. Significance of study

The research results are expected to give significant input to the following people:

1. The students

   The research result will be useful as an input for understanding how to compose a good descriptive writing. Then they will be more encouraged to practice descriptive text for improving their writing.

2. The English teacher

   The research result will be useful as an input for inspiring such fun way to teach writing descriptive text to students.

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3. The school of SMP Jati Agung

   The research result will be useful as a facilitating both teachers and students with various media needed in teaching learning process.

4. The other researcher

   The research result will be useful as an input for other researchers to conduct further research dealing with the writing skill using a different research design such as an experimental research or another research to improve the students' writing skill through photos as media.

E. Scope and limitation

There are several text types / genres which are taught to eighth grade the students. However, in this study, the researcher focuses on descriptive text taught by using photos in order to improve the students writing ability. So that the researcher will do the collaborative research on the scope and limitation as follow:

1. This study will be implemented to the eighth grade students of SMP Jati Agung Taman Sidoarjo.
2. Among the four skills of English such as listening, speaking, reading and writing. The researcher taught more in writing skill.
3. The researcher will introduce and use a technique of photos as media in teaching writing.

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4. The topics of using photos are limited into: Animals, My favorite cartoon, and My super hero.

F. Definition of key terms

The definition of key terms is intended to avoid misunderstanding and misinterpretation so that, the researcher would like to describe some terms used in this research as follows:

1. Photos

   Photos are picture formed by means of the chemical action of light on film and then transferred to specially prepared paper.[8]

2. Media

   Media is the main means of communicating with large numbers of people especially television, radio and newspaper.[9]

3. Writing

   Writing is one of language skills which are used for medium of communication, especially indirect communication.[10] Writing is one way to express humans' ideas, opinion and thought about everything in mind and around them. In other word, writing is activity of composing ideas in sentences which have to be well organized in order to be understood by the readers.

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[8] Oxford Advanced Learner's Dictionary, (New York: Oxford University Press, 1995), p. 868.
[9] Ibid, p. 727.
[10] Donn Bryne, *Teaching Writing Skill*, (Hongkong: Longman Group Ltd, 1988), p. 47.

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4. Descriptive text

Descriptive text is a text used to give a description about a person, a place and a thing in word form.[11]

[11] George E Winshon, Julia M Burks, *Let's Write English*, (New York: Litton Educational Publishing.Inc, 1980),p. 128.

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CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher will describe the theories that related to this study in order to give relevant knowledge to the topic. This chapter reviews the related literature about the nature of writing, the teaching and learning of writing, teaching aids, visual teaching aids, the nature of picture, the types of picture, photos, the advantages of using picture, descriptive texts and the use of photos in descriptive texts.

A. Writing

In real life, the important role of writing in communication cannot be denied. By writing someone can share their thought, feeling, ideas freer than the other language. Writing is only skill that provides understanding, involvement and power to affect experiences and events at the same time. Unfortunately, some people do not always have the ability to use and conduct this activity well. A communicative orator does not always have a good writing ability event though he has an amazing skill of speaking.

1. Nature of Writing

In learning English, there are four language skills namely listening, speaking, reading and writing which have to be mastered. Writing in English is very different from good writing in other language such as Japanese or Arabic. Everyone expects in grammar but there is another difference that is

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equaled important. The difference is the way to organize and express their ideas.

Bram states that writing becomes the way of communication. This statement is acceptable and reasonable since writing is one way for someone to express his feeling, ideas, thoughts and opinions.[12] It is supported by Nunan who states that writing is the physical act of committing words or ideas to some medium.[13] It means that writing is one ways to communicate with other without any involvement of physical appearances from somebody.

Since the writing skill can not come automatically, writing is an action time for writers to reflect, plays with their ideas, practice, gain new and deeper knowledge into what they feel.[14] It is not acquired through study but practice. Most people think that writing is the most complicated skill to learn. It is because the process of writing usually takes much time and certain strategies of working. Moreover, writing as a product which can be improved step by step. Everyone should know that a good writing does not only mean arrange sequence words, phrase in good arrangement but also know how to write an meaningful writing and understandable. For that reason a promising way to enable the students to write is by providing them with practice rather than theories of writing.

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[12] Barli Bram, *Write Well: Improving Writing Skill*, (Yogyakarta: Kasinius, 1995), p. 1.
[13] David Nunan, *Language Teaching Methodology: A text Book for Teacher*, (UK. Prentice Hall.Inc, 1991), p. 88.
[14] Bernard Percy, The *Power of Creative Writing*, (New Jersey: Prentice Hall Inc, 1981), p. 6.

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The writers have to choose the best form or type of writing based on their purposed to practice their writing. Hedge mentions a typology of types of written language as follows:[15]

1. Personal writing

   Personal writing is writing for one self and includes various types of aid-memories, as well as diaries and journal. These writing activities would normally be carried out in the first language but there may be good motivational reasons for using them in the English-language classroom.

2. Study writing

   Study writing is writing for academic or educational purposes and includes all those tasks students perform, either writing notes and summaries for themselves or writing essays, report, reviews, etc, which are read and often assessed by teachers.

3. Public writing

   Public writing is writing as member of general public to organizations or institutions. It includes such activities as writing letters of inquiry, application and form filling of various kinds.

4. Creative writing

   Creative writing can include poems, stories, rhymes, drama and all of which can be for one self or shared with others.

[15] Tricia Hedge, Writing, (Oxford: University Press, 2005), p. 86.

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5. Social writing

Social writing is all the writing that establishes and maintains social relationships with family and friends. For example, personal letters, invitations, personal email, etc.

6. Institutional writing

Institutional writing relates to professional roles. It may well be possible to draw up a core list of this type writing, for example, agendas, minutes, reports, memos.

In summary, writing is a skill used for communication with other in written form or in indirectly situation. However, in order to make a good writing, someone should fulfill the elements of writing so that he could present a communicative, clear and understandable writing.

2. Teaching and Learning of Writing

Indonesia is a country which uses English as a foreign language. Writing in English may become the most difficult subject for students. It is because they consider English as strange thing. They also seldom read any literature or books which are available in English. Consequently, they do not have enough vocabulary and skill in using or writing any composition into a good order. They are not used to using English to express their ideas, feeling and finding the most appropriate word for what they want to write about.

There are many difficulties faced by the students when they want to write. It is agreed by Richards who states that the difficulty lies not only in

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generating and organizing ideas, but also in translating these ideas into readable text.[16] The skills involved in writing are highly complex. The writer have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and soon. The difficulty becomes even more pronounced if their language proficiency is weak.

Jim Scrivener also states that writing involves a different kind of mental process. There is more time to think, to prepare, to rehearse, to make mistakes and find alternative and better solutions.[17] These three aspects are really inseparable, and any piece of written practice may be expected to contribute to all them.

Moreover, the elements of a good writing may become the other problem for students as a learner. Lacking of practice and explanation from teacher are the main cause of the disability in making a good composition. Another aspect that should come into consideration of the teacher in teaching writing is that a teacher must be able to motivate the students to write. Cahyono states that the problem that may appear include students inability to convey their ideas and present them in an organized way, students' limited opportunity to have intensive practice in writing due to the large number of

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[16] Jack C Richards, et al, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: University Press, 2002), p. 303.
[17] Jim Scrivener, *The Teacher Development Series Learning Teaching*, (Thailand: Mac Millan Education, 1994), p. 156.

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the class members, students' low motivation which may be monotonous methods of teaching.[18]

It is important for the teachers to make the students get motivated of what they ask their student to write about. Both element of good writing and students' motivation should go hand in hand. A student with a good mastery of elements of good writing may not be able to write well if he has no motivation to write. In this case, a teacher should be more creative in teaching writing and offer students with an interesting and useful strategy. In addition, Jonathan Marks states that there are three aspects of learning and teaching of written English as follows:[19]

a. Writing as a channel

   That is the use of writing alongside listening, speaking and reading in the process of learning important elements of the language and developing command of the language.

b. Writing as a goal

   The development of writing skills to fulfill such purpose as note-taking, summarizing, narrating, reporting and replying required for various real-life situation.

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[18] Bambang Yudi Cahyono, *Technique in Teaching EFL Writing*, (Malang: State University of Malang Press, 2009), p.17.

[19] Jonathan Marks, *Inside Teaching Option for English Language Teacher*, (Oxford: Heinemen Publishers, 1994), p. 140.

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c. Writing with cohesion

That is, employing the various linguistic means by which the parts of any written text are made to relate to one another and to constitute a continuous, organized whole.

These three aspects are really inseparable, and any piece of written practice may be expected to contribute to all them.

B. Teaching Aids

There are many kinds of media are made for various purposes. Teachers should not stick on such media which are made for educational purposes only. They are allowed to use any media since it can support the material given to the students. No matters what the media are, event though they do not contain any educational purpose, as long as it can support the teaching and learning process, they are suggested as teachers' additional teaching aids.

It is possible for teacher to use everything as teaching aids to support the process of teaching and learning in class. Cahyono states that media is carrier of message or information between he source and the receiver of information.[20] Good media can help teacher transfer the message or information to the students effectively. Appropriate media lead to a successful teaching and learning process. In addition, the use of certain media can motivate the students in learning. According to Alexander, the use of media is often effective in awakening

[20] Bambang Yudi Cahyono, *Technique in Teaching EFL Writing*, (Malang: State University of Malang Press, 2009), p.22.

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students' interest. So, it is important for teachers to user certain media in the teaching and learning process.[21]

The purpose of teaching aids is to help the students to understand of what the teacher is explaining. It also to minimize the boredom faced by the students wherever their teacher conduct the teaching and learning process classically. In this case, some teachers do not realize how useful and effective the teaching aids are. Teacher usually do their best to avoid using teaching aids, work long hours in crowded classes, taking home with them exercises-books to correct and giving a variety of excuses. It is supported by El Araby states that:[22]

> Teaching aids are designed to help the teacher save time and effort. Many of them can be effectively used in large classes. All of them make the class livelier and more interesting for the teacher and the students. Especially in the field of language-teaching aids have contributed a great deal to make learning more enjoyable and more efficient.

There are many kinds of teaching aids available such as audio, visual, audio-visual aids. That is way the usability and the effectiveness of instructional media depend on the teachers. In this case, the teachers have to be creative in developing and using the media. The use of media should also be made relevant with the objectives of the teaching and learning process.

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[21] J. E.Alexander, et.al, Teaching Reading, (New York: Scoot Forestman and co, 1987), p.253.
[22] El Araby, *Audio-Visual Aids for Teaching English*, (London: Longman Group Ltd, 1974), p. 2.

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1. **Visual Teaching Aids**

In the face of such a situation, visuals are a way forward. By the term visuals means the kind of photographic or drawn picture which are commonly found in magazines of all sorts. Visual teaching aids are everything used as teaching aids emphasize on objects which visual presented. They can be in form of pictures, films, videos, and any other thing which are visible. These aids are used to make the material easier to understand by students. Kriedler states if visuals aids are help a teacher with the task of teaching a new language; they must be suitable for the classroom situation in which the teacher is working.[23]

The advantages of visual within the whole of materials and techniques open to the teacher of English. It is supported by David who divided the advantages of visual aids as follows:[24]

a. Well-chosen visual, imaginatively used, evoke an immediate response from learners in any class- a personal reaction which is the vital seed of all meaningful language-learning.
b. Visuals are always fresh and different, the format is variable (large for everyone to see, small for passing from hand to hand) the style is variable (black and white photographs, color drawing, famous paintings, unknown

[23] Carol J Kriedler, *Visual Aids: For Teaching English to Speaking of Other Languages*, (Washington DC: Us Information Agency, 1968), p. 3.
[24] David A Hill, *Visual Impact: Creative Language Learning Through Picture* (England: Longman Group, 1999), p. 1.

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portraits) and the subject matter is surprise (the learner never knows exactly what is coming next)

c. Visual materials are highly flexible; they can be kept in discrete sets dealing with a particular subject (people, places) they can be used for almost every aspect of language teaching, from drilling to discussion, from essay writing to description.

In this case, the teachers should be selective in selecting the appropriate aids which are in line with the material taught. In the other words, teachers are expected to find out teaching aids which suit to the material and can attract students' attention. Morgan explains that the benefits using visual aids for the students in teaching and learning process as follows:[25]

a. They encourage the l earners to lift their eyes from their books which make it easier and more natural for one to speak to another.

b. They allow the teacher to talk less, by diminishing the importance of the verbal stimuli provided by the teacher's voice and allow the students to talk more.

c. They enrich the classroom by bringing in topic from inside world which are made real and immediate by the pictures

[25] Betty Morgan, Bowen, Visual Aids in Language Teaching, (London: Mac Millan Publishers Ltd, 1982), p. 115.

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d. A student with a creative imagination will often find a new language easily and enjoyably through the use of pictures while he finds it difficult to learn just from a textbook and dictionary.

e. They make a communicative approach to language learning easier and more natural.

f. They inspire imaginativeness in the teacher and students, comments, guesses, interpretations and arguments.

It is important in creating a good and fun situation so that the students can easily get the points of what the teacher is explaining. It is supported by Wright who stated that using visual aids will make teaching more effective, communicative and interesting.[26] In this case, pictures may become one of the suitable visual teaching aids used by teacher.

C. Nature of picture

Basically, teaching learning activity is a process of communication.[27] The process of communication must be created through delivering and receiving message or information between a teacher and students. In order to make the communication easier, the use of media is very useful to build students motivation. There are many kinds of media can be used as supplementary material for teaching and learning such as picture, film, radio, map, etc. Picture is

[26] A Wright, *Visual Material for the Language Teacher*, (Hongkong: Wilture Enterprise Ltd, 1983), p. 15.
[27] Ahmad Rohani, *Media Instructational Edukatif*, (Jakarta: Rineka Cipta, 1997), p. 1.

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a kind of media that is used in teaching learning process. The effectiveness in using picture is undoubted. Every aspect in human life can not be separated from the use of pictures. It is agreed by Cahyono that picture can be used to give interesting, meaningful; practices dealing with the sounds, grammatical, structures and vocabularies of the foreign language.[28] According to Wright who states that pictures are appropriate for young learners because they are interesting, easy to prepare and easy to organize. Therefore, pictures are often used to develop writing skills.[29]

Through pictures, someone can easily get the point of what someone else trying to say even though he becomes from different background of nation and language. It happens because pictures provide a worth of thousand words. They are able to say much than words. Pictures are representative of real world. Therefore, someone has to be careful in selecting the appropriate pictures for any purposes. The pictures should be clear and simple, giving the basic idea which the word represents. The purpose in selecting clear and simple pictures is to avoid the ambiguity or confusion that may appear in someone's mind.

1. Types of Picture

Pictures are available in various types. They can be adapted and used in every sector of human life. In teaching and learning process, English

[28] Bambang Yudi Cahyono, *Technique in Teaching EFL Writing*, (Malang: State University of Malang Press, 2009), p.17.
[29] A Wright, *Visual Material for the Language Teacher*, (Hongkong: Wilture Enterprise Ltd, 1983), p. 17.

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teacher often use pictures as media. Finocchiarro divides picture into three types. Three are individual picture, series picture and situational picture.[30]

a. Individual Pictures

Individual pictures are single pictures of object, person or activities. This kind of pictures is varying in size from small newspaper pictures and full-page magazine picture to poster-sized pictures. Individual pictures can be found in newspapers, magazines, catalogues, advertisements old book or even wrapping paper.

b. A series picture

A series picture is the picture that tells a story in a sequence n one chart, for instance one for count nouns, one for work activities, etc. According to Wright who states that picture series are pictures which show some actions or events in a chronological order.[31] They usually tell some sort of stories but they may also be used to depict a process.

c. Situational picture

Situational picture is large single pictures which show scene (bus station, street, hospital, bank and supermarket) in which a number of people can be seen "doing something ". Because of its large size, situational picture is appropriate for whole class teaching.

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[30] Mary Finnocchiarro, *English as a Second Language from Theory to Practice*, (New York: Regents Publishing Company Inc, 1974), p. 100-102.
[31] A Wright, *Visual Material for the Language Teacher*, (Hongkong: Wilture Enterprise Ltd, 1983), p. 25.

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2. Selection of Pictures

A teacher has to choose the most proper pictures which will be used in teaching and learning process. In selecting pictures, there are some criteria that must be considered by the teacher in order to know whether the pictures are good and effective or not. Here are some considerations in selecting pictures that are states by Cameron as follows:[32]

a. Appealing

The appeal is greater if the pictures are attractive in appearance and well printed.

b. Relevance

Pictures that are going to presents should be appropriate and relevant to the theme.

c. Recognition

The significant features of the pictures should be within the students' knowledge and culture understanding.

d. Clarity

The picture must be clear and simple. It should be able to see the relevance detail clearly. Strong outline and contrast is tone and colors are important to avoid an ambiguity.

[32] Lynne Cameron, *Visual Aids in the Language Classroom*, (Cambridge: University Press, 2001), p. 5.

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e. Size

A picture should be large enough to be seen clearly by all. The details of pictures of the pictures should be visible from the back of the room.

3. The Advantages of Using Pictures

1. Pictures are economical

A good teaching aid does not always need much money to spend. Here, pictures are such teaching aids which are easy to find and cheap to buy. Wright states that for most teachers, pictures are cheap and readily available sources.[33] It means that pictures materials are not only easy to collect and make, but also do not have to spend much money to get them.

2. Pictures are practical

Picture can help the teacher to explain the materials easier. Consequently, teacher does not have to spend a lot of time in elaborating the material. Teachers just give the important information, stick the pictures and let them work by their own. They are easy to use since they do not need any requirement.[34]

3. Pictures are interesting

Picture can attract the students' attention. The clear pictures, large shapes and appearances become the advantages offered by this media. By displaying pictures, the students are expected to get motivated in writing.

[33] A Wright, *Picture for Language Learning*, (New York: Cambridge University Press, 1989), p. 182.
[34] Bambang Yudi Cahyono, *Technique in Teaching EFL Writing*, (Malang: State University of Malang Press, 2009), p.17.

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Finocchiarro states that pictures will often create unusual interest as a substitute for words. Therefore, they can make the students interest in the material.[35]

4. Pictures are realistic

Pictures provide concrete object which make the students do not have to imagine the certain abstract object asked by their teacher. Picture helps students to visualize the object easily. Students only have a look to the pictures displayed and do what they are asked to do. And also the pictures are one recognized way of representing a real situation. They can serve as an example of the advantages in using visual aids.

5. Pictures are effective

It means that pictures are effective to help the students to understand the meaning of word better because pictures can bring them into real life situation. Moreover, pictures can help the students predict what the text might be about. Wright states that pictures are painting or drawing which present real thing and situation that sometimes difficult or even impossible to be describe in any other way.[36] It is impossible to bring out a various kind of animals occupations, etc into the classroom.

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[35] Mary Finnocchiarro, *English as a Second Language from Theory to Practice*, (New York: Regents Publishing Company Inc, 1974), p. 266.
[36] A Wright, *Picture for Language Learning*, (New York: Cambridge University Press, 1989), p. 183.

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D. Photos

Teacher can use pictures or graphics taken from everywhere to facilitate teaching and learning process. Fortunately, there are many kinds of pictures are available which could be used by teacher. Pictures means drawing, printed pictures of photograph. Pictures can be also in the form of flashcards which can be held up for students to see, large wall pictures such as wall charts or photos which are big enough to see the detail, cue cards which are used in group work, photographs or illustrations. Considering its form, photos are included as pictures

As states before, there are many kinds of pictures which are available for teaching aids. Photos can be categorized as individual pictures. It is because they provide a single picture of object, person or thing. The size of photos is also varying from small to large ones. The large photos are poster. Moreover, there are many topics or themes offered by photos. They can be in the form of human figures, animals, fruits, sceneries, etc. Yet, photos which present human figures are the most familiar of all. They usually present public figures such as special person, singers, actors/ actress, film figures, cartoons or even nation heroes who may inspire someone in life.

Photos are such kind of pictures which are easy to find and cheap to buy. They also effective and practical since they are easy to bring and fun to implemented. More over photos are not a strange thing for students. Most of them have photos stuck on the wall, keep on their pocket. It is useful since the students do not have to adapt to something which are familiar to them. In the end, photos

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are expected to help the teacher delivering the information to their students and give both directions and ideas for the students especially in teaching and learning writing.

E. Descriptive Text

Descriptive text is one of text taught in Junior High School and Senior High School. Even some elementary schools have introduced this text to their students. Therefore, the students are expected to be able to understand and produce a good descriptive text by their own. Basically, description is a form of writing that describes person, thing or certain place.

Descriptive text usually focuses on words that relate to human senses, such as sights, sounds and smell. Emotion may be described feelings such as happiness, fear, loneliness, gloom and joy. It is also supported by Wishon who states that description provides sense of impression the feel, sound, taste, smell, and look of things. It will help the readers through their imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

The aim of descriptive writing is to show rather than tell reader what something or someone is like. It relies on appropriate vocabulary with appropriate adjective and adverb, the use of similes and metaphors to create images in the noun, and also strong development of the experience, focuses on key details and precise nouns. Then, Wishon and Burks states that a good description asks the

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writer to establish he point of view, give the general overall view or impression and give the details of the description in a logical sequence.[37]

According to Depdiknas the components of descriptive text are:[38]

1. Generic Structure
   - Identification

     It identifies thing, person, or something to be described.
   - Description

     It describes the characteristic of thing, person, or place. This description only gives information about particular thing, person that to be described
2. Language Feature
   - Using specific nouns

     In descriptive text, the writers have to use a specific noun that will be described such as cat, dog, house, teacher, etc.
   - Using simple present tense

     In descriptive text, the writer has to use simple present tense in describing thing, person and place.
   - Using detailed noun phrase

     It is used to give information about subject. For example: a sweet young lady

[37] George E Winshon, Julia M Burks, *Let's Write English*, (New York: Litton Educational Publishing.Inc, 1980),p. 128.

[38] Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajoran Bahasa Inngris SMP dan MTS*, (Jakarta: Pusat Kurikulum Balitbang Depdiknas), p. 52.

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- Using many kinds of adjective

  Adjectives are used in descriptive text to describe, give number and classify an object. For example: two strong legs, sharp white fangs, etc.

- Using relating verbs

  Relating verb used to give information about subject such as: My mum is really cool; it has very thick fur, etc.

- Using action verbs

  It is important to ell the condition clearly. For example: Our new puppy bites our shoes, etc.

- Using thinking verbs and feeling verbs

  They are used to express the writer's point of view about subject, for example: I think it is a clever animal, Police believe the suspect is armed.

- Using figurative language

  It is used figurative language such as simile, metaphor, for example: John is white as chalk, etc.

- Using adverbials

  It is used to give the additional information in order to make the text more clear to be understood. For example: fast, at the tree house, etc.

F. The Use of Photos in Descriptive Text

In teaching descriptive writing, teacher usually gives explanation about descriptive text by using some examples in the textbooks or magazines. It is

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acceptable since the teacher wants to show the correct example of writing a descriptive text. Unfortunately, some teachers ask their students to write such a descriptive text by referring to the previous example given by them. They do not give any media to make them easier to do their work. Therefore, the use of media such as photos is needed in learning process, especially in writing a description composition. A student will creative imagination will often find that he learns a new language easily and enjoyable through the use of pictures, while it is difficult to learn just from the textbook or dictionary.

The use of photos in writing activities may give motivation and fun situation. In writing descriptive text, photos are useful and help the students to give such a brainstorming. Heaton states that a picture not only provides students with basic material for composition, but also stimulates their imaginative powers.[39] It means that by using a picture, the students' imaginative power can be stimulated and they will have a concept in their mind about what they are going to write. In other words, photos also help the students to visualize the object before they start to write a descriptive text. They can compose their ides easily because photos can give information about the object clearer by looking at the photos.

G. Review of Previous Studies

In research, it is necessary to enclose review of previous studies to avoid replication. Some similar studies have been conducted to find out the

[39] JB. Heaton, Composition Through Picture, (London: Longman Group Limited, 1996), p. 33.

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effectiveness of using pictures in teaching writing. There are two previous studies about the use pictures as media of teaching descriptive writing. The first previous study is by Ika entitled " Using Situational Picture as an Alternative Media in Writing Descriptive Text at the Eighth Grade of Junior High School ". In her research, she took some observation in order to find out the implementation of the pictures in the teaching learning process and she also conducted the data of students' interest when they use these media.

Another research about the use of pictures as teaching media has been done by Nuril entitled "The effect of Using Situational Picture as Material of Senior High School Students' Ability to Write Descriptive Text in the Senior High School. In her research, she conducted the data by doing experimental research, because she wanted to know how the teacher used situational pictures in the teaching learning writing of descriptive text and also to find out the improvement of students writing ability after the picture is used as materials in teaching learning writing of descriptive text.

Overall, the writer thesis will be different from the two above. The writer focuses on the use of individual pictures as the teaching media to teach descriptive text in order to motivate the students to create better descriptive text and to know their descriptive writing after being taught by using individual picture.

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CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher will discuss the research design, the subject of the research, the setting of the research, the data, data collection technique, the instruments of the research, and data analysis.

A. Research Design

This study is classified as classroom action research. A collaborative action research is used in conducting the research in order to answer the statement of problem in chapter I. A collaborative action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.[40] Since, this study is a Collaborative Action Research, the researcher will act as a real teacher to teaches the students. Meanwhile the real teacher act as observer who observes the teaching and learning process in the classroom.

It is in line with McNiff who states that action research is participatory, in that it involves the teacher in his own enquiry and collaborative. In that in involves other people as part of a shared enquiry. Moreover, according to Harmer,

[40] Anne Burn. Collaborative Action Research for English Teachers (New York: Cambridge University Press, 2003) p.30. Retrieved on Sunday, June 13th 2010 at 19.00 from www. Cambridge. org.

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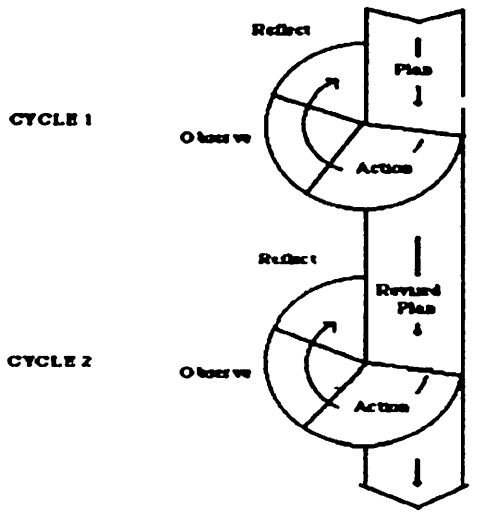
action research is seen as a way of characterizing a set of activities to improve it from the effect of the changes made.[41]

The detailed model of action research is illustrated as "spiral model" as follow:[42]



Since it deals with classroom setting, the study is director to develop the teaching strategy in order to find out the solution to the classroom problem in the teaching of writing. The researcher interviews the teacher whether there are any problem occurred during the teaching and learning process. Having interviewed, the researcher and the teacher will do a pre-research which continued by planning a classroom action research. To cope with classroom problem in teaching writing, the researcher applies such media to overcome the problem. The researcher will

[41] Jeremy Harmer, *The Practice of English Language Teaching*, (Hongkong: Wingkong of Chicago Press, 2001), p. 345.
[42] Jean McNiff, *Action Research Principals and Practice*, (London: Routledge, 1988), p. 4.

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act as a real teacher who teaches the students. Meanwhile the real teacher acts as an observer who observes during teaching and learning process.

There are some steps in conducting an action research. According to Stringer the design of classroom action research consists of four steps, which are planning, acting, observing and reflecting.[43] As stated by McNiff that those cycle continued until the action research approaches to solve the stated problem.[44] The cycle is lasting as long as the students can not fill the aims required. In other word, the research has not succeeded yet and still need revising in order to solve the problem.

To get the information about student's ability in writing descriptive texts, descriptive qualitative design is used. It is supported by Mills who states that the qualitative research uses narrative, descriptive approaches to data collection to understand the way things are and what it means.[45] The information obtained is the indicators whether the use of photos could improve the students writing ability of descriptive texts.

Below is the model of classroom action research according to Iskandar as follow:[46]

First cycle	1. Planning the action: problem identification and solving the problem.	1. Preparing lesson plan, instructional material and media, some instrument,

[43] Ernie Stringer, *Action Research In Education*, (New Jersey: Pearson Education Inc, 2004), p. 4
[44] Jean McNiff, *Action Research Principals and Practice*, op. cit, p. 22
[45] Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (New Jersey: Prentice Hall. Inc, 2000), p. 5.
[46] Iskandar, Penelitian Tindakan Kelas, (Ciputat: Gaung Persada, 2009) p.28

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	2. Implementing the action. 3. Observing the action. 4. Reflecting the action.	and the criteria of success. 2. Applying the first implementation based on the lesson plan. 3. Conducting the observation and assessing to the result of the implementation. 4. Evaluating the first implementation of plan based on the evaluation result.
Second cycle	1. Planning the action. 2. Implementing the action. 3. Observing the action. 4. Reflecting the action.	1. Identifying the problem, determining problem solving and developing the second implementation. 2. Applying the second implementation. 3. Data collection of second implementation. 4. Evaluating the second implementation.
The next cycles.		
Conclusion, suggestion and recommendation.		

B. The Research Subject

The subject of the research is the eighth grade of SMP Jati Agung TAMAN SIDOARJO. The researcher does the research only in a single class that is VIII. The researcher chose this class because in that school only one class that in eighth grade students. The class consisted of 30 students; there were 15 boys and 15 girls.

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In this study, the teacher and the researcher had collaboration with conducted some meetings in order to implement the media. In this school English class was held fourth a week, every Wednesday and Thursday as English lesson, Wednesday as English conversation and Saturday as English club. Every meeting was for 80 minutes (2 x 40 minutes / meeting).

Besides consideration of the government states that descriptive text which have to be taught in this level. The researcher choose eighth grade students because they were usually less motivated and their teacher seldom used teaching aids in teaching English, especially in teaching writing skill.

In addition, the eighth grade students were still young and interested in playing with fun. As long as it is conducted in their environment the research can run smoothly and effectively.

C. The Research Setting

The setting of the research will be conducted at SMP Jati Agung. It is located on Jalan Anggrek No. 27 Wage, Taman, Sidoarjo. This school provides only for Junior High School. This school is underlying Al Qodiri Social Foundation which has branches in East Java. This school was Islamic full-day school. This school is very strategic and easy to reach by everyone because the location is on the main road and it is very crowded.

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D. Research Procedure

This study conducted under the following procedures such as preliminary study, planning, implementing the action, observing and reflecting.

1. Preliminary Study

A preliminary study was carried out to get the information about the model of teaching and learning English at SMP Jati Agung Taman Sidoarjo, especially in teaching writing. It is also done to obtain some information and find out many difficulties faced by English teacher and the students.

In preliminary study, the researcher meets the headmaster of SMP Jati Agung Taman Sidoarjo to talk about the plan of research. After that, the researcher meets the English teacher of eighth grade students for doing interview and direct observation to find out the situation in the classroom. Some problems faced by the teacher, the students and students' writing competence especially in descriptive writing. While the interview and observation are conducted, the analysis is carried out. From this analysis, the researcher will find out the students' writing achievement of writing competence. The data obtained from those is used to set up a planning action.

2. Planning

In relation the application of action research, after the researcher conducted a direct observation and did some informal interview to the English teacher. The researcher makes a prior preparation to the implementation based on the preliminary study. And the next step, the

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researcher prepares suitable topics and material designs, lesson plans, prepare the instructional material and media, the criteria of success and the last is tests.

a. The Topics and Materials of Photos as Media in Teaching Descriptive Writing

- First Cycle

  Topic : Animals (Crocodile, Lion, Elephant and Cat)

  Language : Using Simple Present Tense, Descriptive text

  Control : Guided

  Material : White board, Photos, Posters and Papers

- Second Cycle

  Topic : My Favorite Cartoon (Naruto, Upin & Ipin, Doraemoon, Shincan)

  Language : Using Simple Present Tense, Descriptive text

  Control : Guided

  Material : White board, Photos, Posters and Papers

- Third Cycle

  Topic : My Super Hero (Spiderman, Ir. Soekarno)

  Language : Using Simple Present Tense, Adjective Clauses, Descriptive text

  Control : Free

  Material : White board, Photos, Posters and Papers

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b. Instructional Material and Media

In conducting this research, the researcher prepares the instructional material and media which are relevant with the topic for descriptive writing. The researcher takes the material from the students' compulsory book, text book and other available sources which are selected. The instructional materials are appropriate with the topics that are given and the students' level. The media is used by the teacher are interesting, fun, colorful and supporting the teaching and learning process in descriptive writing.

c. Lesson Plan

The lesson plan is designed by the researcher will consist of these following items:

- Course identity
- Time allotment
- Learning objectives
- Procedure of teaching and learning activities
- Instructional material
- Assessment and evaluation

All the lesson plans available in appendix.

d. The Criteria of Success

The criteria of success are set up in order to judge or estimate whether the implementation of the action is effective or not. The criteria of

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success are used to see whether the application of the use of photos as media in descriptive writing succeeded or failed. There are three criteria of success used in this research to measure the success of the action, they are as follow:

1) The teacher is considered to have a good performance in implementing the use of photos in descriptive writing.
2) The students are interesting and enthusiastic in applying these photos in their writing. Approximately 75 percent of them are able to implement and participate during the teaching and learning process.
3) The student's writing compositions are analyzed by using the ESL composition profile. More than or equal 75 percent of all students from the number of the students who reach the score up to 66 divided the number of all students multiply 100 percent based on the Minimum Standard of Mastery or Standar Ketuntasan Minimal (SKM) has required by the school.

3. Implementation the Action

After the planning finish, the researcher implements photos to the eighth grade students in descriptive writing. In implementing this study, the researcher as a practitioner will carry out the lesson plan while the real teacher plays as an observer during the teaching and learning process. This action is carried on three cycles. Every cycle divides into two meetings. It is conducted

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based on the schedule that has been arranged before. The implementation of the plan for each cycle will take about 2 x 40 minutes.

4. Observing the Action

Observing is conducted at the same time when the action is being implemented in the classroom. It is also identify the activities occurring during the teaching and learning process. Observation checklist and field notes are used to facilitate the observer to conduct the observation.

These observation checklists are used to monitor the teacher's step and the student's response toward the action given by the teacher. The result of the observation and the field notes will become input for improvement of teacher performance in the following meeting.

5. Reflection

Reflection is concerned with analysis, adaptation and feedback as a recursive cycle in the classroom. In this stage the researcher and the teacher evaluate and crosschecked the result of the observation and field notes. They analyze and try to find out the weaknesses and obstacles faced during the teaching and learning process. Then, they do some revising and plan the new strategies in the next meeting. It was done until the students filled the Minimum Standard of Mastery or Standar Ketuntasan Minimal SKM) required by the school.

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E. Data and Source of Data

There are some sources of the data used in this study. They are the observation checklist, field notes, interview, questionnaires and the student's writing scores that are collected from student's writing composition at the end of each cycle.

The data will be presented in two ways, there are description and numerical by using percentage. The description is used to explain the result from the observation during the teaching and learning process through students writing. While numerical form is used to explain the result of the student's achievement or scores in each cycle. The last is questionnaires to find out the students' responses toward the implementation of photos in descriptive writing.

F. Instrument of the Research

There are some instruments used in conducting this research. Those are observation checklist, field notes, students' writing composition and questionnaire. Each of them is explained as follow:

1. Observation Checklist

The observation checklist is presented in the table sheet. It is the form of yes – no statements. The real teacher observes the teaching learning process of teacher by putting tick sign (✓) to answer of each indicator in every cycle. The data is needed to find out the implementation of photos whether photos

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can motivate and help the students to write descriptive texts. The form of the observation checklist is mentioned as follows:[47]

The Observation Checklist

Indicators	Yes	No
The topic 1. The topics are relevant with the provided picture 2. The topics are understandable 3. The topic can lead the student to be enthusiastic to write 4. The topics are in line with student's level 5. The topics concern with student's daily life		
The photos 1. The photos are well presented and clearly seen by the students 2. The photos provides many thing to be described 3. The photos motivates the students to write paragraph composition 4. The photos help the students to get idea in their writing 5. The photos can save the time efficiently in the process of writing		
The teacher's teaching technique 1. The teacher selectively prepares the topic before 2. The teacher determine the available time during the process of teaching writing 3. The teacher explains the procedure to the students clearly 4. The teacher decides a kind of the composition that must be written by the students 5. The teacher motivates the students to be active 6. The teacher comments and corrects the errors made by the student's writing 7. The teacher control the students' motivation		
The process of teaching learning writing in class. 1. The students are active during the teaching and learning process. 2. Students are able to make a descriptive text by using photos. 3. Students are asked to write their own paragraph composition		

[47] Modified from Rina Sofianingtias, *The Use of Composite Pictures as Teaching Aid to Help the Seventh Graders Student*, "Thesis", (Surabaya : Surabaya State University, 2001), p. 31

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by using photos. 4. Students can develop their ideas to write descriptive text. 5. Students can save the time effectively in the process of writing. 6. The students are enthusiastic in using photos in their writing. 7. The teacher discuss about question behind the message of the photos (guided question as a set of framework a writing draft).		

2. Field Notes

The field notes are used to investigate the teacher and students activities which are beyond the observation checklist during the teaching and learning process. Field notes are one means employed by qualitative researchers whose main objective of any research is to try and understand the true perspectives of the subject being studied.[48] Field notes allow the researcher to access the subject and record what they observe in an unobtrusive manner. Field notes contain the description of what the observer heard, saw, experienced and thought when collecting the data during the teaching and learning process in the classroom. They are intended to anticipate the possibility of losing the data. And also add the information during the implementation of action. These aspects include the students' behaviors and problems faced in descriptive writing, the practically and ease of the media used and also it indicated that the media photos are not difficult for them.(see appendix)

[48]www. wikipedia.org/ wiki/ fieldnotes. Retrieved on Sunday, July 12th 2010 at 08.15.

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3. Students' Writing Compositions

The student's writing composition was presented having given such photos, the students were asked to make a writing composition in each cycle. Then, the writing compositions were score based on the ESL (English as a Second Language) composition. The scores needed to know the ability of students to write composition in each cycle. The scores were used to find out whether there was any improvement or not in student's writing composition. The criteria in scoring the student's writing composition were mentioned as follows: [49]

ESL {English as a Second Language} composition profile

ASPECT	LEVEL	CRITERIA
ORGANIZATION	20 – 18	Excellent to very good Well organized, fluent Expression ideas, good understanding of generic structure [Identification & Description], logical sequencing, cohesive.
	17 – 14	Good to average Good organization and function of generic structure [Identification & Descriptions], limited expression ideas, logical but incomplete sequencing.
	13 – 10	Fair to poor Non-fluent and confusing generic structure [Identification & Description], ideas confused or disconnected, lack logical sequencing, and development.
	9 – 7	Very poor

[49] Arthur Hughes, *Testing for Language Teachers*, (Cambidge : University Press, 2003), p. 104

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		Does not communication, no organization and understanding of generic structure [Identification & Description], not enough to evaluate.
CONTENT	30 – 27	Excellent to very good Knowledgeable, complete important ideas and supporting details [many things to describe] relevant to assigned topic.
	26 – 22	Good to average Some knowledge of subject, adequate important ideas, mostly relevant to topic but lacks of details [some things to describe].
	21 – 17	Fair to poor Limited knowledge of subject or lack of important ideas and details [lack of things to describe], inadequate development of topic.
	16 - 13	Very poor Does not show any knowledge of subject, non pertinent or not enough to evaluate.
VOCABULARY	20 – 18	Excellent to very good Sophisticated range, effective word/ idiom form and noun phrases, appropriate adjective, verb and adverbial.
	17 – 14	Good to average Adequate range, occasional errors of word/ idioms and noun phrase, enough adjective, verb and adverbial.
	13 – 10	Fair to poor Limited range, frequent errors of word/ idioms form/noun phrase, lack of adjective, verb and adverbial.
	9 – 7	Very poor Essentially translation, little knowledge of English vocabulary, idioms, word form/noun phrase, adjective, verb and adverbial not enough to evaluate.

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LANGUAGE USE	25 – 22	Excellent to very good Effective simple construction, few errors of agreement, tense [Simple present tense & adjective phrases], number, word order/ function, article, pronoun, preposition.
	21 – 18	Good to average Minor problem in simple construction, few errors of agreement, tense [Simple Present tense & Adjective Phrase], number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17 – 11	Fair to poor Major problems in simple construction, frequent errors of negotiation, agreement, tense [Simple Present tense & adjective phrase], number, word order/ function, article, pronoun, preposition confused.
	10 - 5	Very poor Virtually no mastery of sentence construction rules and tense [Simple Present tense & Adjective Phrase], dominated by errors, does not communicate, not enough to evaluate.
MECHANICS	5	Excellent to very good Demonstrate mastery of convention, few errors of spellings, punctuation [comma in adjective], capitalization and paragraphing.
	4	Good to average Occasional errors of spelling, punctuation [comma in adjective], capitalization, paragraphing and meaning not obscured.
	3	Fair to poor Frequent errors of spelling, punctuation [comma in adjective], capitalization, paragraphing, poor handwriting & meaning.
	2	Very poor No mastery of conventions, dominated by

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		errors of spelling, punctuation [comma in adjective], capitalization, handwriting illegible or not enough to evaluate.

4. Questionnaire

The next way in collecting the data is questionnaire. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.[50] A questioner is an instrument that contains some written questions including attitudes, opinion, preference and information. The questionnaire is used to know the students opinion and response toward the application of the photos as media in descriptive writing. This questionnaire is done in the last meeting in teaching and learning process. Before the students give answer of questionnaire, the researcher explains each question.(**see appendix XV**)

G. Data Collection Technique

In this study, there are some types of techniques in collecting the data. They are observation checklist, field notes, student's writing composition and questionnaire

The first techniques, the researcher asked the English teacher of VIII, Mrs. Ida Normala, S.Pd, observes the researcher in teaching and learning by putting tick sign (✓) on each statement in observation checklist given. This observation is done at the end of each cycle when the teacher is conducting the teaching and learning process.

[50]www.wikipedia.org/ wiki/ Questionnaire. Retrieved on Sunday, July, 12th 2010 at 08.45.

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The second technique is the student's writing compositions. Having displayed the photos and has discussion about the photos, the teacher asks the students to make writing composition based on the photos given by using descriptive text. It is done in every cycle of the research.

At the end of each cycle, the teacher is helped by the researcher compare the student's scores from the first until the last cycle in order to know the progress and improvement make by them. The research can not finish until there are more than 75% of students got score at least 66 for each composition make by them. It is used based on the Minimum Standard of Mastery of Standar Ketuntasan Minimal (SKM) had required by the school. Then, in the last meeting of research the students fill the questionnaire sheet.

H. Data Analysis

In data analysis, the researcher helped by the real teacher analyze the by using descriptive way. The data that has been form the observation checklist, field notes and questionnaire are signed by the real teacher as observer who described how photos implemented as teaching aid in teaching – learning process, to know the weakness and obstacles faced by both teacher and students during the implementation of photos in the class. Moreover, the teacher and the researcher have to find out what the causes are, how it could happen and how to minimize the problem. The observation checklist is analyzed by using description explanation and explained qualitatively.

On the other hand, the student's writing compositions are analyzed after the teacher has scored them by using the ESL composition profile. The researcher

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and the teacher can know whether the students' writing ability is improved or not and whether the students could reach the Minimum Standard of Mastery or Standard Ketuntasan Minimum (SKM) has required by the school.

The teacher helped by the researcher determines two indicators of the achievement in terms of the result of the student writing composition in each cycle. They are individual mastery and class mastery. In individual mastery, the student are considered mastering the lesson if they have got the scores 66 at least. This is called individual mastery. On the other hand, the indicator of class mastery is they are 75 % of all students at least, who has reach the individual mastery. In other word, the average scores of all students are up to 66. The requirements are based on the skin of that school. The formula of class mastery as follows:

$$\frac{\text{The number of the students who reach the score} = 66}{\text{The number of all students}} \text{ x } 100\,\%$$

And the last questionnaire to measure about the students' responses the researcher used pattern as follow:

$$\text{The score} \frac{\text{The total earned}}{\text{Total of the students}} \text{ x } 100\,\%$$

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CHAPTER IV
RESULT AND DISCUSSION

In this chapter the researcher described the data that had been obtained during the research. The result and discussion of the data were used to answer the statement of the problem that stated in the first chapter. The statements of the problem were: (1) how are photos used to teach writing descriptive text to the eight grade students? , (2) how does the use of photos improve the students, ability in writing descriptive text? , and (3) how are the students' responses toward the implementation of photos in writing descriptive text?

To answer the first question, the data from observation checklist were used. The observation checklist consisted of some indicators related to the topic the lesson, the teacher's teaching technique, the teaching aid and the process of teaching and learning descriptive writing. From those data, it could be explained how the implementation of posters were used as teaching aid to teach descriptive writing. The data from the observation checklist were obtained during the teaching and learning process. From those data it could be explained how the implementation of photos were used as teaching aid to teach descriptive writing. Related to the second question, the data from the student's writing scores were used. To get the result of the student's writing composition, the ESL (English as a Second Language) composition profile was used. The student's score were measured and compared from each cycle to find out whether there was a significant improvement of the student's writing ability or

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not. From those data, the improvement achieved by the students could easily be measured and described.

On the other hand, in order to answer the third question, the researcher used the data of questionnaires which contain of the teaching and learning process during the application of photos. From those questionnaires, it could be described and analyzed the data to know the student's responses toward the implementation of photos in writing descriptive text.

A. The Glance Description of Research Object

SMP Jati Agung Taman Sidoarjo is located in Jl. Jeruk No. 27 Wage Taman, Sidoarjo. The place is very strategic, it is very easy to reach for many sides. There are many vehicles which are operated everyday. The school has many facilities such as big classroom, canteen, yard, parking a lot, mosque, library, hall laboratories, laboratory of computer, etc. Each classroom is also completed with two air conditioners, television, DVD, and bathroom which are set up perfectly in the classroom. Moreover, the students of SMP Jati Agung Taman Sidoarjo can study and accept the lesson comfortably in their classroom. During the breaking time, the students are very happy enjoying the school facilities. Some of them are gathering in the canteen, some others sit under the tress and some boys play football in the yard, etc.

The teachers and the school workers of SMP Jati Agung Taman Sidoarjo are very kind and friendly. They are very competent in their fields. Each teacher gives high priority to responsibility and discipline in performing his or her duties.

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Not only the teacher, but also all the school workers work to keep the schools good reputation and the student's quality. All the students of SMP Jati Agung Taman Sidoarjo are considered as selected student's who have many achievements. They have a good interaction with their teacher, they are also very polite to their teacher whether the teachers teach them or the teachers do not teach them.

B. Data Presentation

The data, obtained by conducting and observing the teaching and learning were process. The teacher conducted the teaching, and learning process as usual. Since it ran normally, it was easier to know the student's behaviors and solve the difficulties faced by them. Yet, the researcher was accompanied by the teacher who observed the researcher was accompanied by the teacher who observed the entire activities during the teaching and learning process and filled the observation checklist and gave some notes.

This research was conducted into cycles and finished when the goals of teaching and learning process were achieved. More over, there were four stages in every cycles, those were planning, acting, observing and reflecting. Yet, the researcher described them in descriptive way. She gave general description and classified them into each cycle. In every cycle, the teacher had the students compose a descriptive writing based on the photos given. At the end of each cycle, the teacher helped by the observer (real teacher) scored the students writing

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composition. In the last meeting the distributed a questionnaires for the students to know their responses about the photos as media in their writing.

C. The Implementation of Using Photos on the Students' Ability to Write Descriptive Texts

1. The result of the implementation of using photos to teach descriptive writing

a. The Result of First Cycle

The first cycle was divided into two meetings, the first meeting was held on Wednesday and the second meeting was held on Thursday.

Planning: before conducting the class, the teacher helped by the researcher prepared the concept that would be used in this cycle such as making the lesson plans, preparing the material and instrument, selecting the photos and providing the observation checklist that would be signed by the real teacher as the observer. They also concerned about the time needed in every activity. In order to be sure some information about the condition of the class such as the characteristic of the students, the ability and interest of the student's and so on. **(see appendix I)**

Acting: in the first meeting, the teacher conducted the class normally. She did not tell the students about the action research. In other words, they did not know that they were being observed. This condition led into the nature of the student's. Having had greeting and introduction,

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the teacher checked the student's attendance. Next, the teacher started the lesson by asking them about the kinds of texts that they knew. Some of them were able in mentioning some texts, including descriptive texts were for, about the generic structure and its function. Moreover, they knew the tense used in descriptive text although few students made some mistakes in mentioning the form of simple present tense.

Having explained the generic structure and linguistic features, the teacher gave an example of descriptive text. She distributed paper which contain of a descriptive text entitled "Kangaroo" and some questions referred on the text. There were two kinds of questions, those were identifying the generic structure and five questions related to the text. The teacher gave the students for about is minutes to read and answer the questions. She went around making sure that every student did the work until they finished their work and discussed together. The next activity was practicing to write such a descriptive text. In this case, the teacher had not used the photos yet. She kept the photos for the following meeting. To determine the object of descriptive text, the teacher divided the students into a group and asked them to make a descriptive text about "Animal. Since it was just a practice, the students could join with their group to write the descriptive text, the teacher decided that two was the minimum paragraphs consisted of identification and description paragraph at least. When the bell rang, the teacher asked the student to submit their writing

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and asked the students about the difficulties faced during the teaching and learning process.

In the second meeting, the teacher entered and greeted the students. She checked the student's attendance and the condition of the student's. There was no absent in that day. They, the teacher reviewed the lesson which had been given to the students in the previous meeting. She asked some questions in order to remind the about the descriptive text. She also gave some addition explanation about student's writing composition, generic structure of descriptive text. Referring to the problem faced by the students in the previous meeting, that some of the students could not imagine the animal that they had to describe. In this case, the teacher started to use photos to overcome this problem. The teacher prepared four different photos of **"Animals" (see appendix IV)**. The displaying photos of animals were **Crocodile, Lion, Elephant and Cat**. The teacher determining with animals the students belong to write by using lottery. The teacher distributed the photos based on the lottery was chosen by the students. To make the students could see them well. She also ruled that two were the minimum paragraphs of the text. It had to be consisted of identification and descriptions paragraph at least. The lesson was over right after the bell rang. The teacher asked the students to submit their work.

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Observing: besides some one gained by the teacher during the meeting the teacher helped the researcher to analyzed the teaching and learning process by using observation checklist. There were four main classification stated on the observation checklist as follow:

1) Topic selected for teaching writing

There were five indicators used to identify and measure the characteristics of the topic chosen by the researcher. In this case, the topics which were "Animals" had filled the five items as stated in the observation checklist. **(see appendix I)**

2) The photos presented for the students

The photos were well presented and clearly seen by the students, all of the students got a piece of photos and a big photos (posters) presented in front of the class tc make the students added their information. Yet, there was only an item which had not filled the requirement. It was how the photos could save the times in result, the teacher could not manage the time well. **(see appendix I)**

3) The teacher's teaching technique

From the data above, it could be seen that time was the most common problem faced by the teacher. Since the teacher did not determine the time available during the teaching and learning process. In result, she got difficulty in controlling the student's interaction.**(see appendix I)**

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4) The process of teaching writing

During the teaching and learning process, the responses given by the student's were very positive. Most of students could answer all of questions given by the teacher. They were quite enthusiastic in using posters and composed descriptive writing based on the photos displayed. Unfortunately, the content of their writing was still lack of information. **(see appendix I)**

Reflecting: the teacher and the researcher analyzed and made solution in order to solve and minimize the weaknesses during the teaching and learning process. Referring to the problem appeared, the teacher found that topic selection lack of content and time allocation was the main causes of failure in this cycle. Besides, students also got the difficulties in using simple Present Tense. With this in mind, the teacher decided to explain about the use of simple present tense. She also changed the topic into simpler and easier one, gave some guides in students' composition and minimized the time used for calming the students down.

b. The Result of Second Cycle

The second cycle was divided into two meeting, the third meeting was held on Wednesday and the fourth meeting was held on Thursday.

Planning: in the third meeting of second cycle, the teacher helped by the researcher prepared everything just like in the first cycle. They made lesson plans for the two meeting. The lesson plans were different

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from the one in the previous meeting. Referring to the problem was faced by the students in reflecting stage, some revisions were done. Student given more time to write a descriptive text and time used to calm the students down was minimized. In this cycle, the teacher chose different topic from the previous meeting. Moreover, the teacher prepared some questions that were used to improve the content of their writing.**(see appendix II)**

Acting: at the third meeting, the teacher conducted the class as same as the previous meetings. She greeted the students, asked their condition and checked their attendance. There was a students who was absent in that day, so there were 29 students who joined the class.

Before started the lesson, the teacher discussed the mistakes which mostly happen in the students' previous writing. Most of them were still confused about the used of simple present tense. So, the teacher started the lesson by explaining about simple present tense such as the function, the forms and the kind of it. Most students seemed to be active in responding the question even tough there were some students became good listener. The teacher also gave some practices in order to sharpen their knowledge of simple present tense. She distributed papers contained 7 jumbled sentences of a descriptive text. Here, the students were asked to rearrange those sentences in a good order. Having finished and discussed the answer together, the teacher asked the students to look at the text and

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differentiated which ones the verbal sentences and the nominal sentences were. It was done since they were able to differentiate between them.

The teacher continued it by displaying and distributing single photos for the students. The photos were a picture of **"Spongebob"**. The reason why the teacher chose it as the object was because it was a familiar cartoon in television. The teacher was sure that the students knew a lot of information about her. It his case, the revision of the first cycle were started to be applied. The teacher asked the students practice to write descriptive composition by using question given by the teacher as a guide in improving their writing. In other words, the students, writing composition had to contain the answer of those questions. Since it was only a practice, it was not an individual work. The students could join with their group.

In the fourth meeting, the teacher did the same way in starting the lesson. There was no student who absent in that day. To start the lesson, the teacher tried to discuss the student's previous meeting. There were some mistakes related to the misuse of simple present tense. Consequently, the teacher had to explain once again about the use of simple present tense. In order to make them understand, the teacher asked the student to work in group. Then, she displayed and distributed the photos of "Spongebob". Next, she invited each group to some forward and

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continued the sentence about the general information about it. Having had the students write, the teacher and the students discussed the text together.

After discussing, the teacher displayed and distributed four different photos. The photos were the pictures of **Naruto, Shinchan, Doraemon and Upin & Ipin. (see appendix V)**. The reason why the teacher chose them was that they were familiar, funny and interested. It was the solution of the weaknesses of the last meeting. In order to improve the content of the students' writing, the teacher still used a guide line question in composing writing. Concerning to the other problem which was about the limited time, the teacher also allocated more time for students to write.

Observing: in this cycle, the teacher was helped by the researcher analyzed by using observation checklist, besides some notes gained by the teacher during the meeting. There were four main classifications as follow:

1) Topic selected for teaching writing

The second topic chosen by the researcher was about "My favorite cartoon". On this time, the topic had filled then five items as stated in the observation checklist. It was quiet relevant since most photos were familiar and fun. They always showed in television, magazines, etc. So, they must have a lot of things to be described about the objects.

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2) The photos presented for the students

There was only an item whit had not filled the requirement yet. It was still about how photos could save the times. Yet, the teacher could minimize the time wasted during the teaching and learning process. She tried to allocate the times and determined it to the students. Moreover, referring to the photos, the students could see the photos clearly. **(see appendix VIII)**

3) The teacher's teaching technique

There were seven indicators which explained the teacher's teaching technique. From those items, there was a indicator which could not show the successful activity. It was about how the teacher could manage and control the student's interaction to the errors made by the student's on their writing. **(see appendix VIII)**

4) The process of teaching writing

In this analysis, the students were active to answer and respond the questions and instructions given by the teacher. They were also enthusiastic in asking some questions which had them confused in composing writing.

Reflecting: the teacher and the researcher analyzed and made solution in order to solve and minimize the weaknesses during teaching and learning process. Referring to the problem appeared, the teacher found that time allocation still became the main problem. Besides, the students

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started to get bored of the use of photos. Moreover, many students were not able to use adjective phrases. According to this, the teacher decided to change the topics and explained about the use of adjective phrases. They also gave some refreshment in the form of game.

c. The Result of Third Cycle

The third cycle was divided into two meetings. The fifth meeting was held on Wednesday and the sixth meeting was held on Thursday.

Planning: before conducting the third cycle, the researcher helped by the teacher planned and prepared revision of the previous cycle. The teacher prepared the concept that would be used in the teaching and learning process such as lesson plans, instruments, materials and photos. Referring o the problem found in the reflecting stage, the students started to get bored of the use of photos. It seemed that they need some refreshment. Here, the teacher selected proper game dealt with description. The teacher also explained about adjective phrases since most students did mistakes and did not know how to use adjective phrases. The teacher gave an exercise of jumbled words of adjective and asked the students to do it based on the explanation given by her. **(see appendix III)**

Acting: in the fifth meeting, the teacher started the class just like at the previous meetings. She entered the class, greeted and asked the students condition. There were 4 students who were absent in that in day. The teacher started the lesson by giving some comments to the result of

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the students writing compositions. She asked the students if they had difficulties concerned with adjective phrases. Referred to this problem the teacher explained that there were some orders in adjective phrases. Most of the students had difficulties in memorizing the order and often used comma (,) in mentioning the adjective phrases of a noun. The teacher intended to give explanation and exercise to make them understand. Having given some example in each order, the teacher distributed papers contained eight questions of adjective phrases.

Yet, the teacher asked them to make a group and answered all of questions given. She asked each group to give their answer so that they could write it in the white board. The discussion ran smoothly since every group competitor each other to answer the question. Consequently, the class became noisy and the teacher had them calm down for several items.

In this meeting, the teacher did not give a lot of explanation and exercise in order to reduce the tiresome and boredom faced by the students. She reviewed the lesson that had been explained in the previous cycles it was done to keep them in students' mind and recall their knowledge of descriptive text and its linguistic features.

The sixth meeting of the third cycle was the last meeting of this research. The teacher started the class as same as the previous meeting. She entered the class, greeted and asked their condition and also checked their attendance. There was no student who absent in that day. Since there

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was no explanation about the linguistic features anymore, the teacher started to give some comments about their last writing composition. The teacher told them that she was quite satisfied of their work although it had not reached the target of SKM yet. The teacher encouraged the students to be more aware in using simple present tense and adjective phrases.

In making the class to be more fun, the teacher conducted a game to refresh the students mind. It was done outside from the class. They were done this game in the hall of that school. The game was called "Komunikata". Actually, it was not a new game, the teacher was sure that it could return their motivation back. The rules of this game were quite simple they must be stood in line with their group. Then, the last student who stood in line behind looked the vocabularies which were held by the teacher. After that, the student remembered and said it slowly to their partner until the first student heard and wrote it in a paper. Referred to this situation, the teacher discussing the correct answer and gave the prices for the winner.

Since, it was really fun and noisy. The teacher had to ask them to be more quiet and calm. They acted as if it had been a long time they did not play and game. Then, the teacher continued the lesson since the students had got their motivation back. The teacher put the photos out. The photos were different from the previous meeting. The topic selected

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was about **"My Super Hero"**. There were picture of **Spiderman and Ir. Soekarno.(see appendix VI)**

The reason the teacher chose them because the students would be bored to describe animals and cartoons any more. The teacher was sure that the students would not get many difficulties in describing them. It also could raise their spirit to be such of them in the future. The teacher chooses two different kind of hero internationally. Soekarno was a real hero and Spiderman was only a fictive hero. The teacher told the students that they could start their writing by pretending that the one in the photos was their favorite hero. The question which played as guide lines was still used by the teacher. Here, the teacher asked the students to write in the middle of the teaching and learning process. Yet, in this cycle the teacher asked them to write earlier and longer than before. So, they would not feel in hurry and worried of running out time anymore.

Observing: as the same as the previous cycle, the researcher in collaboration which the teacher did some observation checklist. There were still four main classifications stated on observation checklist as follow:

1) Topic selected for teaching writing

In this cycle, the teacher had chosen different topic than the previous cycle. The teacher chose "My Super Hero" as the topic. In that time, the topic has filled the five items as stated in the observation

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checklist. The teacher chose this topic since it presented was the legendary ones. So, it was quite relevant since most photos provided such figures to be described. **(see appendix IX)**

2) The photos presented for the students

From five items stated, all of them had filled he requirement of indicators. The teacher could save the time and develop the students writing composition. She could minimize the time wasted uselessly during the teaching and learning process. It was also well presented and clearly seen by the student. **(see appendix IX)**

3) The teacher's teaching technique

From those items, there were no indicators which could show the unsuccessful activity. In the other words, the teaching techniques were succeeded to be done. Finally, the teacher could manage and control the students' interaction. **(see appendix IX)**

4) The process of teaching and learning writing

The students were always active to answer and respond the question and instruction given by the teacher. The students could develop their ideas to write descriptive text and got better result than the previous one by using guide – line questions. Addition, they could save their time while composing writing. **(see appendix IX)**

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2. The Discussion of the Implementation of Using Photos to Teach Descriptive Writing

In the implementation of using photos to teach descriptive writing, the researcher found several things that can be noted down from the result of the observation checklist every cycle. In the first cycle the result of the observation checklist was quiet good. There just some items which showed unsuccessful activities planned by the teacher. The teacher had not save the time effectively yet. The noisy condition which happened several times made the teacher had difficulties to calm students down. Moreover, the students might have done it to attract the teachers' attention. They could also answer most of the question given by the teacher. They composed and shouted each other. Consequently, there were a lot of time wasted in order to make the class conducive.

In the second cycle, the result of observation checklist was quite satisfactory. It could be seen that time was still became the problem faced by the teacher. The quantity of the noise condition could be minimized than the previous cycle. The teacher had also determined the time available in doing every exercise. In other words, the students did not have much time to make some noise. The other problem which had not been solved yet was the time allocation. The students asked the time to be added because the teacher asked the students to write in very limited time. Consequently, they had bad result in their writing. Yet, the teacher had started to give a guide lines questions to

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improve the content of their writing. The results scores gained in this second cycle showed a significant improvement.

In the last cycle, it could be seen that the teacher had done the best so that the indicators required in the observation checklist were filled. The teacher succeeded in saving the time, allocated more time for students to compose their writing and also she could minimize the bore dome and tiresome by conducting game which couid refresh their motivation. In the result, the students' scores also showed a great improvement of the students' ability in composing descriptive writing.

D. The influence of using photos on the students' ability to write descriptive texts

1. The result of students' writing composition

Besides the data from the observation checklist, the researches also got addition information about the students' writing compositions was scored in every cycle by using ESL (English as a Second Language) profile. Here, the researcher determined two indicators of the achievement. There were individual and class mastery. In individual mastery, the students were considered mastering the lesson if they had got scores 66 at least. On the other hand, the indicator of class mastery was there were 75 % of all students at least who reach the individual mastery based on the Standar Ketuntasan Minimal (SKM) required by the school.

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a. The result of the first cycle

At the last minutes before the class finished. The students told that the photos were difficult. It was because the object difficult to describe. The students stray because they had no idea in delivering their mind into good order. Moreover, they were lack of vocabulary and also they difficult to find the appropriate words based on the photos. Here were some examples of the students' writing composition in the first cycle: **(see appendix XIV)**

Example 1

LION

It is a lion. Lion is a wild animal. It live in jungle. It is a king of the jungle. It live in the road of the jungle.

The characteristics of lion is big and spooky. It have body is big, the color of his fur is brown. The tusk is sharp. It eat meat for example rabbit, snake, bird and also human. It can run fast when it race its food.

Lion is symbol of our football in our country. They are "AREMA", because the football of Arema can run fast like lion.

(student 15)

Example 2

PUSSY CAT

Cat is my favorite animal. It is a pet. It live everywhere except in the sky and water. It is funny animal. Everyone like raise its as a pet animal.

Cat has thick fur, flat nose and funny face. The cat eat fish because it is a carnivore animal. It like with human and to be their friend. There is many kind of cat in our country example Anggora, Persia, etc.

I have a cat in my house. It name is Blacky. Because it has black fur. I give its name by Blaky. It is a male cat.

(student 13)

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In order to get the data accurately, the teacher helped by the researcher used an assessment rubric. It was used to measure the students' improvement in writing descriptive text. As stated in the previous chapter, the minimum standard of mastery required was there were at least 75 % of the whole students who got scored up to 66. Referring to the scores gained from the students' writing. There were only 15 students or 50 % of the whole students who succeeded in reaching the minimum standard of mastery required by the teacher.**(see appendix X and XIII)**

In this cycle, the students did not understand about the use of Simple Present Tense in descriptive text. Since the students could not reach the scores expected, both the researcher and the teacher had to make some revision in order to make a better result in the next cycle.

b. The result of second cycle

In this result, the students showed a great improvement. They started to be able in composing a good descriptive text. One of the reasons why they could compose was about the selection of photos given. Since, the photos were "My Favorite Cartoon", the students more interesting and fun with those media. Moreover, by giving some question as guide lines to improve the content of their writing. The students could minimize problem faced which related to the lack information in their composition. Here, some example of student' writing composition.**(see appendix XIV)**

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Example 1

UPIN IPIN

Upin and Ipin are my favuvorite cartoon. They are in TPI everyday. Tey are comesfrom Malaysia. And now we can watch Upin andIpin in Indonesia. They are very funny children.

They are Upin and Ipin. They have certain characteristics. Upin has a hair in his head. He always use t-shirt is blue. Because it is his favourite color. Hisface is very fuuny, thehead round, the nose pointed and healty body. In other, Ipin has no a hair in his head or hald. He always uses t-shirt yellow. His face is very funny and has head round, nose pointed. Nd also hehas certain characteristic is " betul, betul, betul" when heagree with something.

I like them very much because they are smart and have a good attitude.

(Student 23)

Example 2

NARUTO

He is Naruto. He is a hero in Konoha village. Naruto is famous people in Japan. He was born in Yondaime. It is in Hokage 4

He has many characteristic. There are his nose is pointed, handsome, and the hair is yellow. He always use symbol of his village in his forehead. He is very strong hero. He has certain steps when he fights with his enemy by using a thousand shadow steps.

He has many friends, they are Sasuke and Sakura. Sakura is his girlfriend. They always go anywhere fight with evil.

(Student 14)

The result of students' scores showed that there were only 21 students who filled the target of the Minimun Standard of Mastery. It meant that there just 63, 3 % of the whole students who succeeded. **(see appendix XI and XIII)**

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In this cycle, many students were not able to use Adjective Phrases. According to this condition, the researcher and the teacher decided to explain about the use of Adjective Phrases, selected a new topic and photos. Both of them expected that these revisions could lead students' achievement in the following cycle.

c. The result of third cycle

The data from the students' writing composition in this cycle had filled the Minimum Standard of Mastery. Here are some examples of the students' writing composition in the third cycle.**(see appendix XIV)**

Example 1

SPIDERMAN

Spiderman is a hero in America. Spiderman is a kindness hero who helps everyone. His name is Peter Parker. He is a photographer in a famous newspaper in America.

He is a single person. Peter Parker is famous because his acting in Spiderman 1, 2, 3 are very good. He has a mate, her name is Mary Jane. Peter Parker loved her very much but he can not tell it to her. In movie, he looks like strong like spider who jump in everywhere. He has short straight black hair, his skin is white, he has pointed nose and also he has dragnets in his hand. It helps him to fly and catch his enemy.

When he safe the people, he always wear costume like spider. The color is blue and red. He is a student of university in America and to be a clever student

(Student 6)

Example 2

IR.SOEKARNO

He is Ir. Soekarno. He is a hero. He is a famous hero. He comes from Blitar.

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He has many jobs. One of them are becomes the first president of Indonesia. He was born on Blitar, June 6, 1901.He has certain characteristic, and for example he always brings stick everywhere. He always uses the black glasses. And he likes make a speech in front of people. He married with Mrs. Fatmawati.

He has four children. One of them is Guruh Soekarno Putra. He has a tall body, straight hair, pointed nose, brown skin. He has many contributions for our country. One of them is make and speech the proclamation text. We must proud have hero like Ir. Soekarno

(Student 18)

Referring to the scores gained from the students' writing composition. There were 25 students or 83, 3 % of the whole students who succeeded in reaching the Minimum Standard of Mastery. It meant that more than 75 % of the whole students succeeded. Since, the scored gained by the students had reached, the teacher did not need to continue to the next cycle.**(see appendix IX and XIII)**

2. The discussion of the students' writing compositions.

In this stage, the researcher explained how the use of photos could improve the students' ability in descriptive writing. The researcher collaborative with the teacher analyzed the students' scores in each cycle after being taught by using photos. Having analyzed the students' scores, they compared them and found out that there was improvement in every cycle.

In the first cycle, there were 15 students who succeeded from the 30 students who were present. It meant that it was just 50 % of the whole students who got scored up to 66. In the second cycle, the number was improved from 30 students who were present. There were 19 students who got

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scores up to 66. In other words, there werc just 63, 3 % of the whole students who succeeded.

In the last cycle, it showed a great improvement than the previous cycle. There were 25 students from 30 students who were present got scores up to 66. So, there were 83, 3 % of the whole students who succeeded in achieving the Minimum Standard of Mastery required by the school.

From the result above, it could be conclude that from the first to the third cycle the average scores increased from 50 % to 63,3 % and became 83,3 % in the third cycle. There was significant improvement of the students' scores. This condition implied that "photos" were effective in helping the students to write descriptive text.

E. The students' responses toward the implementation of photos in descriptive writing.

1. The result of questionnaire

In conducted her research, the researcher also used questionnaire to collect the data. She used this technique to know the students' responses to the use of photos as media in descriptive writing. The questionnaire consisted of 15 questions and it was given to the student in the last cycle. **(see appendix XV)**

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To make analyzed clear, the researchcr analyzed every number of questions. Moreover, to measure about the siudents responses, the researcher used pattern as follow:

$$\text{The score} = \text{The score} = \frac{\text{The total earned}}{\text{Total of the students}} \times 100\%$$

The followings were the indicators being measured and elaborated in the questionnaires:

a. The students' opinion about English (1)

b. The students' opinion about writing (2)

c. The students' opinion about the photos as media in teaching writing (3 – 6)

d. The students' opinion about the topics were used in descriptive writing (7 – 8)

e. The teachers' role in the application of the technique (9 – 11)

f. The students' opinion of the advantages and disadvantages of using photos as media in teaching writing (12 – 15).

The result was presented in the following table:

Number of	Numbers of Answer				Number of Students
	A	B	C	D	
1	4	21	5	-	30
2	5	15	8	2	30
3	20	10	-	-	30
4	19	11	-	-	30

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5	5	15	9	1	30
6	5	5	18	2	30
7	25	5	-	-	30
8	7	20	3	-	30
9	5	20	3	2	30
10	5	25	-	-	30
11	15	5	8	2	30
12	20	5	3	2	30
13	6	18	3	3	30
14	10	15	5	-	30
15	17	11	2	-	30

After classified them, the frequency of occurrence of each opinion type was counted to know the proportion of each opinion type. It was calculated using the formula above. The results are:

a. The students opinion about English

No	A	B	C	D
1	13,3 %	70 %	16,6 %	-

b. The students opinion about writing skill

No	A	B	C	D
2	16,6 %	50 %	26,6 %	6,6 %

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c. The students opinion about the photos as media

No	A	B	C	D
3	66,6 %	33,3 %	-	-
4	63,3%	36,6%	-	-
5	16,6 %	50%	30%	3,3%
6	16,6 %	16,6%	60%	6,6%

d. The students opinion about the topics

No	A	B	C	D
7	83,3 %	16,6 %	-	-
8	23,3%	66,6%	10%	-

e. The teachers role in the application of the technique

No	A	B	C	D
9	16,6 %	66,6 %	10 %	6,6%
10	16,6%	83,3%	-	-
11	50%	16,6%	26,6%	6,6%

f. The students opinion about the advantages and disadvantages of using photos as media

No	A	B	C	D
12	66,6%	16,6%%	10%	6,6%
13	20 %	60 %	10 %	10%
14	33,3%	50%	16,6%	-
15	56,6%	36,6%	6,6%	-

2. The discussion of questionnaire

In this discussion, the result of questionnaire has been briefly explained the result of the questionnaire will be analyzed based on the

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research problem that is going to be discussed. In this part the discussion will be divided into six matters. The first was about the students' responses of English lesson. Based on the result of questionnaire, it could the concluded that most of students liked English lesson, although 16, 6 % or 5 students stated that their rather liked English lesson.

The second was about the students' responses of writing skill, it was showed that 50% of them admitted that they liked writing skill, although 26, 6% or 8 students' rather liked learning writing.

The third was about the students' opinions about the photos were used as media. Based on the result of questionnaire, it could be concluded that the implementation of photos as media in teaching descriptive writing about 66, 6% of the students admitted that the implementation of photos were very easy to be followed. While 63, 3 % of the students admitted that the photos was very interesting technique to be learned in teaching writing. And about 50% of the students said that they liked photos as media in their teaching writing. In addition, most of the students considered that the implementing of photos as media was appropriated and able to help them explore their opinion.

The fourth is about the students' responses of the topics used in photos, the data showed that 83, 3% of the students admitted that the topics were interesting and 66, 6% said that the topics could help the students to participate actively in teaching writing.

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The fifth is about the students' responses of the teacher's role in the application of the media, based on the result of the questionnaire, the data showed that there were 66, 6% of the students stated that the teacher could encourage them to be actively in teaching writing by using photos as media, 83, 3% of the students also stated that the teacher of ten corrected their language, when they composed descriptive writing. In addition, there were 50% of the students stated that the teacher always gave a chance for the students to ask any questions related to the topic.

The last is about the students' responses toward the advantages of photos in their writing. After the photos implemented in the class, there were 60% of the students who stated that this media was very necessary in their writing. In addition, there were 50% of the students who admitted that they had a very good progress in their writing ability after the teacher applied this media. And 56,6% of the total students agreed that this media was gave beneficial to improve the students' writing, especially in composed descriptive writing.

Based on the result of the questionnaire above, it could be concluded that the implementation of photos as media has many advantages for the students in improved their writing ability. In addition, the discussion above showed that the students' responses toward the photos were gradually good because the students admitted by themselves that this media was useful for them.

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CHAPTER V
CONCLUSION AND SUGGESTION

This is the last chapter which the researcher draws the conclusion after the analysis of data was done. The researcher summarizes the implementation of using photos in teaching descriptive writing, how the photos improved the students' writing ability and also the students' responses toward the implementation of photos as media in teaching descriptive writing. The researcher also gives some suggestions to the English teacher, other researcher and everybody who concern with education especially in Teaching English.

A. CONCLUSIONS

Having analyzed the data in the previous chapter, the researcher summarizes the result of this research as follows:

1. The researcher concluded that photos were effective and useful in helping the student to compose descriptive text. This media as teaching aids give advantages to motivate the student' willingness to write. The students were always active and enthusiastic when the teacher displayed different photos in each cycle. The student scores also showed a great improvement from the first to the last cycle. In other word, the goal expected by the teacher and the researcher are completely reached and succeed.
2. At the end of the third cycle, students had reached the best scores of all. There were more than 75% of students who got scores up to 66 which was the

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minimum standard of mastery required or 83,3% they reached in the last cycle. Even though some students still got difficulties in composing descriptive text, they still could handle it well. Finally, the students' writing ability was improved significantly.

3. The students' responses toward the implementation of photos as media were very good. The result of questionnaire showed that 60% of the whole students who stated that this media was very necessary to be implemented in their writing class. Moreover, 56,6% of the whole students agreed that photos was gave them many advantages in compose their descriptive writing.

In other words, the researcher concludes that this research had quiet successfully achieved the goal by seeing them from the teaching and learning process and the student's achievement.

B. SUGGESTIONS

After investigating the teaching and learning process in each cycle some suggestions are given by the researcher as follows:

1. For teachers.

The use of media in teaching and learning process is very important and useful to motivate students. The teacher is expected to be creative to select the media before using in their lesson. Moreover, teacher should not only concern with the topic and picture but also pay attention to the time's allocation which becomes big problem faced during teaching lesson as

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effective as they can do, so that the goals of teaching and learning are achieved

2. For other researcher

The use of photos as media teaching writing especially in compose descriptive text is effective to be applied. Although the writer described still has some weaknesses, the writer was sure that they could be minimized.

Finally, the writer would like invite other researcher who is concerned with the use of photos to do another research about writing in the same field with a different subject. The writer expected that this descriptive will become a reference for other researchers in conducting similar research.

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