THE EFFECT OF LEARNING ENGLISH BY USING PICTURES MAP TOWARD STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPHS AT THE SECOND YEAR OF MTS. NURUL WAHID BUKIT KAPUR DUMAI

By

NUR HIDAYATI
NIM. 10514000370

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M

THE EFFECT OF LEARNING ENGLISH BY USING PICTURES MAP TOWARD STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPHS AT THE SECOND YEAR OF MTS. NURUL WAHID BUKIT KAPUR DUMAI

Thesis

Submitted to Fulfill One of Requirements

for the undergraduate Degree in English Education

By

NUR HIDAYATI

NIM. 10514000370

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1431 H/2010 M

ABSTRAK

Nur Hidayati (2009) : Pengaruh Belajar Bahasa Inggris dengan Menggunaan Gambar Peta terhadap Kemampuan Siswa dalam Menulis Desriptive Paragraph pada Kelas Dua MTs. Nurul Wahid Bukit Kapur Dumai

Penelitian ini adalah untuk menemukan dua rumusan masalah, yaitu; (1) Bagaimanakah kemampuan siswa menulis desriptive paragraph dengan gambar peta?, (2) apakah ada signifikasi pengaruh belajar mengunakan gambar peta terhadap kemampuan siswa dalam menulis descriptive paragraph?.

Penelitian ini difokuskan pada pengaruh belajar bahasa inggris dengan menggunakan gambar terhadap kemampuan siswa dalam menulis descriptif paragraph di kelas II MTs. Nurul Wahid Bukit Kapur, Dumai. MTs. Nurul. Sebagai salah satu department pendidikan islam MTs. Nurul Wahid Juga belajar Bahasa inggris, dan empat skill didalam bahasa inggris terutama menulis descriptive paragraph, walaupun siswa kelas dua sudah belajar dalam menulis descriptive descriptif paragraph dan berbagai metode sudah digunakan dalam mengajar oleh guru di MTs. Nurul Wahid tetapi sebagian siswa masih saja tidak bisa dalam belajar bahasa inggris terutama menulis descriptive paragraph.

Desain penelitian ini adalah experimen quasi. Dimana experimen quasi disini adalah penggunaan metode melalui pengguanaan media yakni gambar peta dan seberapa besar peningkatan kemampuan siswa dalam menulis. Untuk meperoleh data dalam penelitian ini penulis telah mencoba mengoperasikan rumus dibawah ini:

$$P = \frac{F}{N} \times 100\%$$

Dan menggunakan rumus t-test quasi dibawah ini:

$$t = \frac{Md}{\sqrt{\dfrac{\sum X^2}{N(N-1)}}}$$

Kemampuan siswa menulis di MTs Nurul Wahid Bukit Kapur Dumai setelah dihitung hasil data dari penelitian kemampuan siswa menulis pada pretes adalah 1648 pada mean 43.37 sedangkan siswa pada post test mendapat hasil yang lebih tinggi yaitu 1771 pada mean 46.61. Jadi, hasil kemampuan siswa lebih tinggi setelah siswa mendapat treatment atau penjelasan. Dan setelah perhitungan data, telah dikemukakan bahwa ada pengaruh yang signifikan dari penggunaan metode pictures map terhadap kemampuan siswa dalam menulis descriptive paragraph pada siswa kelas II MTs. Nurul Wahid Bukit Kapur, Dumai yang ditunjukkan dengan membandingkan hasil t-test Quasi dan t-table; dimana diperoleh hasil t-test quasi adalah 3.31; dan dilihat pada table (t-tabel), pada df 40 di taraf signifikasi 5% adalah 2.02 dan pada 1% adalah 2.72, dan dapat digambarkan 2.02< 3.31> 2.72.

ABSTRACT

Nur Hidayati (2009) : The Effect of Learning English by Using Pictures Map toward Students' Ability in Writing Descriptive Paragraph at the Second Year of mts. Nurul Wahid Bukit Kapur, Dumai

This research is to find out three formulation of the problems; 1). How is Students' ability in writing descriptive paragraph? 2). Is there any significant effect of learning English by using pictures map toward students ability in writing descriptive paragraph at the second year of MTs. Nurul Wahid Bukit Kapur, Dumai?.

This research is focused on the effect of learning English by using pictures map toward students' ability in writing descriptive paragraph at the second year of MTs. Nurul Wahid Bulit Kapur, Dumai. As one of Islamic education department, MTs. Nurul Wahid Bukit kapur also learn about English, and four skills in English especially in writing. Even though students in MTs. Nurul Wahid learning writing descriptive paragraph since in the first class and there are many kinds of methods in teaching writing descriptive paragraph seem unable to attract the students in writing descriptive paragraph.

This design is experimental quasi design. In this experimental quasi design is using method by using pictures map and this was done to find out how far students' ability in writing descriptive paragraph. To find out calculating data in this research, the writers used the formula as follows.

$$P = \frac{F}{N} \times 100\%$$

And writer also use formula of t-test quasi as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum X^2}{N(N-1)}}}$$

After calculating the data of students' ability in writing descriptive paragraph in MTs. Nurul Wahid Bukit Kapur, Dumai, score of students' ability in writing descriptive paragraph in pretest is 1648 in the mean 43.37, and in the posttest students' ability in writing descriptive paragraph is 1771 and in the mean 46.61. So, the students' score in writing descriptive paragraph higher than students after giving treatment or explanation. And after calculating the data, writer find out that; there is significant effect of using pictures map toward students' ability in writing descriptive paragraph at second year of MTs. Nurul Wahid Bukit Kapur Dumai which was shown by the result of t-test quasi is 3.31; and t-table significant in df 40 in significance 5% is 2.02 and in 1% is 2.72, and it can be read that $2.72 < 3.31 > 2.02$.

الملخص

نور هدايتي (٢٠٠٩) : تأثير تعلم اللغة الإنجليزية عن طريق استخدام صور خريطة تجاه قدرة الطلاب

فى كتابة وصفية الفقرة في السنة الثانية من النظام التجاري المتعدد الأطراف. نور وحيد
بوكيت كابور ، دومي

هذا البحث هو العثور على ثلاث صياغة المشاكل ؛ 1). كيف هو قدرة الطلاب في كتابة فقرة وصفية؟ 2). هل
هناك أي تأثير كبير على تعلم اللغة الانجليزية من خلال استخدام الصور خريطة تجاه الطلاب القدرة على كتابة
فقرة وصفية في السنة الثانية من النظام التجاري المتعدد الأطراف. نور وحيد بوكيت كابور دومي؟.
هذا البحث هو التركيز على أثر تعلم اللغة الانجليزية من خلال استخدام الصور خريطة تجاه قدرة الطلاب في
كتابة فقرة وصفية في السنة الثانية من النظام التجاري المتعدد الأطراف. نور وحيد بنيت كابور ،دومي.
باعتبارها واحدة من قسم التربية الإسلامية ، النظام التجاري المتعدد الأطراف. نور وحيد بوكيت كابور أيضا أن
يتعلم الإنجليزية ، وأربعة من المهارات في اللغة الإنجليزية وخاصة في الكتابة. على الرغم من الطلاب في
النظام التجاري المتعدد الأطراف. نور وحيد للتعلم كتابة فقرة وصفية منذ عام في الدرجة الأولى ، وهناك أنواع
كثيرة من أساليب التدريس في كتابة فقرة وصفية تبدو غير قادرة على اجتذاب الطلاب في كتابة فقرة وصفية.
هذا التصميم هو تصميم شبه تجريبي. في هذا التصميم التجريبي شبه يستخدم الأسلوب باستخدام صور الخريطة
وهذا ما حصل لمعرفة مدى قدرة الطلاب في كتابة فقرة وصفية. لمعرفة حساب البيانات في هذا البحث ،
واستخدم الكتاب الصيغة على النحو التالي.

$$P = \frac{F}{N} \times 100\%$$

والكاتب أيضا استخدام صيغة تي شبه الاختبار على النحو التالي :

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

بعد احتساب البيانات من قدرة الطلاب في كتابة فقرة وصفية في النظام التجاري المتعدد الأطراف. نور وحيد
بوكيت كابور ، دومي، علامة من قدرة الطلاب في كتابة فقرة وصفية في تظاهرة في 1648 هو 43.37 يعني ،
ومشاركة الطلاب في اختبار قدرة في كتابة فقرة وصفية هي في 1771 ويعني 46.61. لذلك ، فإن الطلاب
يسجل في كتابة فقرة وصفية أعلى من الطلاب بعد العلاج أو إعطاء تفسير لذلك. وبعد حساب البيانات ، نجد أن
الكاتب ، وليس هناك تأثير كبير من الصور باستخدام الخريطة تجاه قدرة الطلاب في كتابة فقرة وصفية في السنة
الثانية من النظام التجاري المتعدد الأطراف. نور وحيد بوكيت كابور دومي الذي كان يظهر من نتيجة تي شبه
الاختبار هو 3.31 ، ور مائدة كبيرة في 40 مدافع في الأهمية هو 5 ٪ و 2.02 ٪ في 1 هو 2.72 ، وأنه يمكن
أن يقرأ 2.72 >3.31< 2.02.

LIST OF CONTENT

CHAPTER I

INTRODUCTION

A. The Background

English is one of foreign languages for us as Indonesian people. It is also used as an international language to make an international communication in politics, economics, security, and so on. English is not only learned by people in the country who use it as their second language, but it is also learned by Indonesian people. English has been learned by Indonesian children. One of schools studying about English is MTs. Nurul wahid Bukit-kapur. Acording to Syafi'i, "English has been offered from the lowest educational instruction level up to highest one in Indonesia" (2007:98).

Basically, there are four language skills that should be mastered by students, they are listening, speaking, reading, and writing. Actually, writing is not easy thing because a writer must be able to find a good idea if she or he wants the reader satisfied with her or his work. In teaching-learning, students also like this. For them, to find ideas is not easy things. It is better if teacher gives pictures or Media. Media is a tool that conveys material in teaching and learning process. Tool which is put or sent to messages teaching. It means that, using media in teaching and learning is very good to help students in catch, process, and get more information. Arsyad (2002: 3) argues that, "Media in teaching learning process has been disposed given meaning as graphic tools, photographic, or electronic to catch, process and arrange more visual or verbal information"

Based on quotation above, media is as a tool in giving and increasing more information for people. Media is a tool to help people make more developing their idea in writing and speaking to discuss some topics. Media makes students easy in writing because students get inspiration from media.

According to Abu Ahmadi (1997:84), three aspects the purpose of using media in learning they are:

- Media make students easy in analyzing the problems, to give stimulus in increasing students learning activities by involving students in learning situation that is similar with factually.
- In training analyze the problems.
- In giving stimulus or enthusiasm for students study.

Based on quotation above, researcher gets conclusions that learning by using media makes students easy in analyzing the problems, give stimulus and make them enthusiasm in learning. There are many kinds of Media in teaching and learning process, one of media is visual aids in addition, there are many kinds of visual aids one of them is picture. According to Abu Ahmadi (1997: 86) "Picture is one of tools media in teaching and learning process besides globe, photo, the model of thing, radio, tape case, scale model, radio video, tape recorder, and film". Dealing with this, using picture in teaching and learning process makes students be able to express ideas from their mind. Then, students are able to add their inspiration to tell some thing in making paragraphs. Teacher gives students a picture about topics that will be discussed. In other students be

able to express their idea from their mind. The writer thinks it is one of ways to increase students think.

According to Arsyad (2002) points out that:

> ....visual symbol or picture accelerates the purpose of achievement to understand and remember information or message hanging on picture. There are many pictures in visual aids those are: picture representation, diagram, map, graphic, table and chart (1980: 164).

Based on McCarthy and Raphael 1992 in http://www.questia. com/ google Scholar.qst? docId=95857165   states that:

> Teachers can use pictures map the teach the processes of not taking and outlining in preparation for writing. From pictures map, students can be taught how to find a main topic or main idea and structure of description and use pictures map to increase them in writing (1992).

So, based on quotation above, it is clear that picture map is one of media of visual aids to students will be easier in finding main topic or main idea, and students will be easier to tell what they know and able to express some thing what they know in pictures map. And then, by using picture map, students quickly get information because it can increase student's spirit to express some thing.

The students of second year of MTs. Nurul Wahid have studied English since at the first year of this school until in the second year and according to curriculum KTSP SMP/MTS (2009/2010), "the aim or the purpose of study English at junior high school is students be able to develop communication competency in oral and written to achieve their literacy at functional level". It means that, the students are able to use the language in order to fulfill daily needs,

both oral and written communication. In written communication, the students should be able to write descriptive paragraph in short paragraph, and in this research students gave pictures map and teachers asks to them to describe in writing descriptive paragraph.

According to curriculum KTSP (2009/2010) states that

> The aspect of support the competence they are students be able to understand and create in short functional text and make the essay in procedure, descriptive recount, narrative and report, material study gradation is visible in using vocabulary, grammar, and steps of rhetoric (2009/2010: 50).

In teaching and learning English especially in writing descriptive paragraph, the teacher use text book and the teacher teach based on syllabus of English subject based on KTSP as the curriculum (2009/2010:51). The standard competency of curriculum states that the students should be able to express the meaning of functional writing text and simple in the descriptive form and recount interact with environment.

There is base competence in curriculum. In the base competency is states that the students should be able to express the meaning and rhetoric steps in short essay by using kinds of language items accurately, fluently, and able in interacting with environment. By using the curriculum is hoped the teacher applies appropriate and strategy in teaching and learning English especially in teaching writing.

MTs. Nurul Wahid Bukit Kapur is one of school in Dumai. This school has many subjects one of them is English. Four skills must know and master all of students especially writing. There are four kinds of writing, they are narrative, descriptive, expository, persuasion. In this syllabus students study about descriptive paragraph, they must be able write descriptive paragraph well.

Based on preliminary study of this research, it is obvious that the school has been aware of the demand to keep moving forward as the time goes on by providing school facilities leading to excellent output of the learners. The aim of providing facilities according to the school principal is to help and facilitate the learners to achieve the target. Of course, there are always challenges and hindrances faced by teachers in organizing classroom activities. Methodology holds a very crucial role in teaching and learning process. What had been observed trough the preliminary study, methods used by the English teacher of MTs. Nurul Wahid Bukit Kapur, Dumai seem unable to attract the teaching especially in writing descriptive paragraph because students often did not care to what dealt with. The phenomena occurring during the class according to writers' observation are:

a. Some of students fail in writing descriptive paragraph

b. Some of students fail in using grammar correctly

c. Some of students lack of vocabulary in writing descriptive paragraph

d. Some of students still fail in using some techniques which can help them develop in their writing.

Based on the previous statements, the writer is interested in carrying out a research entitled: **The Effect of Learning English by Using Pictures Map toward Students' Ability in Writing Descriptive Paragraph at the Second Year of MTs. Nurul Wahid Bukit Kapur, Dumai.**

B. Reason of choosing the title

The writer is interested in carrying out this researcher because some factors:

1. The topic of this research is relevant to the investigator as one o the students of the English Education Department

2. The title is interesting, because the researcher want to find out how far the effect of pictures map toward students ability in writing descriptive paragraph.

3. The title is interesting because it can give us a lot of information about learning by using pictures map in writing descriptive paragraph.

4. As far as the writer concerns, the title is not research yet.

C. The Problem

Based on background of the problem, it is very clear that most of students still encounter many problems in writing, particularly, students fail in writing descriptive paragraph, students fail in using grammar correctly, students lack of vocabulary in writing descriptive paragraph, and students still file in five components of paragraph. We can see about the problems in this research as Identified, limited, and formulated the problems below:

1. **Identification of the Problems**

    a. What make students fail in writing descriptive paragraph?

    b. What make students fail in using grammar correctly?

    c. What make students lack of vocabulary in writing descriptive paragraph?

    d. What make students are still fail in five components of paragraph?

2. **Limitation of the Problems**

Based on identification of the problems above, so, it is clear that, there are many problems found in this research, so the writer needs to limit the problems in this research on: Students' ability in writing descriptive paragraph, Students' ability in writing descriptive paragraph by using picture map, and the effect of learning English by using pictures map toward students ability in writing descriptive paragraph at the second year of MTs. Nurul Wahid Bukit Kapur, Dumai.

3. **Formulation of the Problem**

    1) How is students' ability in writing descriptive paragraph by using pictures map?

    2) Is there any significant effect of learning English by using pictures map toward students' ability in writing descriptive paragraph at the second year of MTs. Nurul Wahid Bukit Kapur, Dumai.

D. The Objective and Significant of the Research

1. Objective of the research

Generally, the objective of the research is to find out the answer of the problems and state purposes clearly. There are objectives to be researched in this research, namely:

1. To find out how is students' ability in writing descriptive paragraph by using pictures map.

2. To find out is there any significant effect of learning English by using picture toward students' ability in writing descriptive paragraphat the second year of MTs. Nurul Wahid Bukit Kapur, Dumai.

2. Significance of the Research

1. This research finding is expected to be beneficial in education, in the term of students' ability in writing descriptive paragraph.

2. This research is also expected to be current information in teaching learning English as foreign language, particularly for despondences of this investigation and institution in which investigation conducted.

3. These discoveries are also anticipated to be the profitable information, essentially for those who are concerned with teaching learning in this era.

E. The Definition of the Term

In other to avoid misinterpretation and misunderstanding in this paper, the definitions of the term used in this study are given as follows:

a. The Effect

In general, ExoCrew (in http:// ardictionary .com /Effect/708) states that the effect is produced by an agent or cause; the event which is follow immediately from an antecedent, called the cause; result; consequence; outcome; fruit; as, the effect of luxury.. Hornby states that, " the effect is the result or outcome" (1987: 277).

b. Learning English

According to Richard in http://www.pacificorpfoundation.org/Article 16920.hml (2004) states that:

> Learning is refers to concerted activity that increases the capacity and willingness of individuals, groups, organizations and communities to acquire and productivity apply new knowledge and skills, to grow and nature and to adapt successfully to changes and challenges such learning empowers individuals and organizations to make wise choices, solve problems and break new ground. So, learning English is refers to concerted activity that increases the capacity and willingness of people (students) in English (2004).

c. Pictures map

According to Hornby, "Picture is painting, drawing, sketch or something especially at work of art" (1995: 692)

Map is imagination that was decreased from a large part or a little part of earth surfaces on flat area by scale and projection system certain. Wongsotjitro (in http://www.total .or.id/info.php?kk=peta). From those quotations, writer concludes that picture map means imagination painting, drawing, sketch that was

decreased from a large part or little part of earth surfaces on flat area by scale and projection system certain.

d. Students

Based on oxford's dictionar, "A person who is studying for formal or non formal school at the some or other place or higher education or technical training" (1991: p.412).

e. Ability

Ability means the mental of   physical capacity, power, or skills required doing something (Hornby, 1995: 2). It means that the power and the skill of someone in his activities.

f. Writing

Hornby said that writing the activity or occupation, example: book, stories, and articles (1995: 1383). It means that students' skill in applying articles in writing composition correctly.

g. Descriptive paragraph

Descriptive means giving picture in a word describing something, especially without expressing felling or judging (Oxford, advanced learner dictionary, 1985: 314).

A paragraph is a series of sentences that develop one idea (Joy M. Reid, 1988: p8). So, descriptive paragraph is describing something in series of sentences that can develop one idea that person looks, acts, fells, and so on. According to Kenneth Beare, 'descriptive paragraph is often used to describe what a person looks and acts like" (in http // esl.about.com/library/writing.descriptive1.htm 1997).

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Learning English

Learning is to add knowledge or skills in a subject or activity (Manser 1990). So, learning by using picture, it is make to add knowledge by picture as to add more inspiration and more information.

Jack Ricard et al. 1999 say that:

> The particular ways in which a learner strives to learn something in second of foreign language learning, different learners my prefer different solutions to learning problems, for example, some may want explanation for grammatical rule; other may not need explanations remember them other may find they remember thing better if they are associated with picture (1999: 67).

According to Richard in http: Pacificor pfoundation .org/Article 16920 .hml (2004)says that:

> learning refers to concerted activity that increases the capacity and willingness of individuals, groups, organizations and communities to acquire and productivity apply new knowledge and skills, to grow and nature, and to adapt successfully to changes and challenges such learning empowers individuals and organizations to make wise choices, solve problems and break new ground (2004).

So, from quotation above the writer concludes that learning English refers to concerted activity that increases the capacity and willingness of people (students) in English.

2. Pictures map

Picture is painting, drawing, sketch or something especially at work of art. Then, based on Wongsotjitro (in http://www.total .or.id/info.php?kk=peta). The meaning of map is a visual representation of an area – a symbolic depiction highlighting relationships between elements of that space such as object, regions, and theme Hamalik (in http://enwikipedia.org/wiki/map). In the other hand the meaning of pictures map is a picture of all or a portion of the earth's surface to a plane described by the comparison or sure scale Tantya Hisnu in http://www. crayonpedia.org/mw/membaca_dan_menggambar_peta_lingkungan_setempat_4.1 tantya_hisnu.

Hamalik in http://tp.community05.blogspot.com/2008/05/strategi-meman faatkan-mediagabar, says that "Media of picture is everyting that has been formed usually in two forms in dimension as any kinds of prcipitation or idea likes: picture, slide, fil, strip, and opaque projector" (2008).

Based on quotation above, Picture are all around used everyday, in the street, at work, and even in our leisure time, so why do not try it in the class room to easy in teaching and learning process? They are enjoyable, they set the scene or context, they inform us, they interest us, and they are key recourse. To be even more specific, picture maps is also common in every day life. In reality as example, some one will go on some place and they never there before, so he or she must know imagination of ways to go there; some one needs pictures map.

In the other matter, Exocrew in http:// ardictionary .com /Effect/708 states that:

> picture is a representation of anything (as a person, a landscape, a building) upon canvas, paper, or other surface, produced by means of painting, drawing, engraving, photography, etc; a representation in colors, by extension, a figure; a model.

Example of picture map:
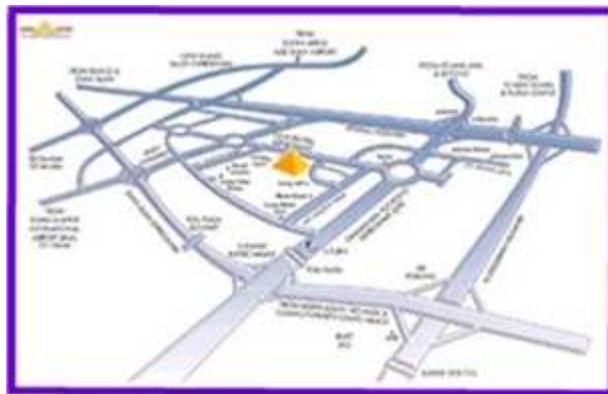
So, in study, using of picture map in descriptive paragraph is the ways of students to retell of picture map in their writing. so, picture map is one ways to increase knowledge of students in writing.

Based on all statesmen above, writer conclude that: students who are using picture map able to increase their writing because picture is one of images that use stimulus, to add information, in understanding something that is never know before. Based on Bruner in Arsyad, "There are three main of learning modus, those are enactive (active experience), iconic (experience of imagination), and symbolic (abstract experience)" (2002: p.7). Three levels of getting the result of study above was draw by Dale in Arsyad (2002: 7) as "a process of communication, the subject was extended and desired of students to get dominate of the subject called as message".

3. Ability and Related Concept

Hornby states that, "Ability is the capacity or power to do something physically or mentally" (1974:2).

Abu Ahmadi 1997 point that, they are some concepts influencing the ability in learning are as follows:

1. Intelligent
   For those who have intelligence, they will have high ability in learning process specific in learning writing process.
2. Interest
   For those who study something that they do not interest, it will influence their ability to master the subject.
3. Motivation
   The higher motivation that we have, the easier we learn something.
4. Talent
   Beside of intelligent, talent is one of concept that influencing the ability in learning. (1997: p.107-109)

Based on quotation above, intelligent, interest, motivation and talent are the aspects influencing the ability. One of aspects influencing the ability is interest. If someone interested in some subject or object, so he or she will be able in that subject or object. Actually, ability cannot be separated from students' factors that determine their learning success. The increasing of students' ability in writing descriptive paragraph could be referring to the students' interest in subject. So, by using pictures map is one of ways to make students interested in writing descriptive paragraph.

The influenced factors of students' ability in writing descriptive paragraph cannot be separated from the influenced factors of teaching and learning process. Based on Abu Ahmadi are:

1. Extrinsic factors
   Extrinsic factors consist of two important parts those are:
   a. Environmental factor
      Environmental condition it is also influencing of the process and the result of study. This environmental can be in the form of physic environment/nature and social environment (such as family, teachers and staffs, society and friends)
   b. Instrumental factor
      An instrumental factor is the factor which is existences and use that was designed suitable on the result of study and it was expected.
      There are many kinds of instrumental (hard ware) factor are:
   - Building as equipment of learning
   - Means of practicum
   - Library and so on
     And soft ware factor that are:
   - curriculum
   - substance or program that must be learned
   - guidance of study and so on
2. External factors
   a. Physiologist condition
      Generally, physiologist condition, like: health, sick, and so on.
   b. Psychologist condition
      Students have differencing condition of psychologist, so, that differentiate is very influence in the process and the result of study.
      Such as: intelegent, attitude, interest, talent and motivation (1997: 105-106).

there are three factors influencing the students in learning, Muhibbin syah (1982: 25) "Approaching to learning consists of high approaching (speculative and approaching), middle approaching (analytic and deep) and low approaching (reproductive and surface".

From quotation above the writer concludes that pictures map is one of Media in instrument factors. So, pictures map is one of factors that can influence students in their learning especially in writing descriptive paragraph.

4. The Concept of Paragraph

Definition of Paragraph

According to Reid (1988: 8) "paragraph is a series of sentences that develop one idea". The arrangement of the sentences is talking about one topic. One paragraph consists of many sentences, and each sentence should help or support other sentences in other idea.

According to Syafi'i (2007: 1) states that: "Paragraph is a unit of information in writing that unified by central idea". Then, in http://glory.gcmaricopa.edu/-Mdesoto/101online-new/assigment1paragraph_a.htm stated that paragraph is group of sentences, generally from 8 to 10, which develop a single topic.

Part of Paragraph

Reid 1988 states that:

Idea is usually stated in general form in one sentence, called the topic sentence. That sentence tells your audience what expect in the paragraph. The rest of the sentences in the paragraph provide the reader with specific explanation or proof (evidence, support) of general topic sentence. The supporting sentences help the reader

understand more clearly what the writer means; they show that the topic sentence is valid (1988:8).

In the other ideas, Stafi'i 2007 states that they are part or components of paragraph those are:

1). Topic sentence
Topic sentence is the most general statement of paragraph.
2). Supporting sentence
Supporting sentence divided in to two categories is:
a. Major Supporting sentence is a sentence that directly supports the idea impressed in the topic sentence.
b. Minor supporting sentence is directly supports the major supporting sentence and at the same time directly supports the topic sentence.
3). The Concluding sentence
Concluding sentence is like the topic sentence because both are general statement (2007; 3-7).

M. Desoto in http://glory.gc.maricopa.edu/101online_new also sates that three ways part or component of paragraph those are:

1. Topic sentence is the firs sentence of the paragraph; it summarizes the single topic, or main idea, expressed in the paragraph
2. Supporting details are remaining sentences of the paragraph, after the topic sentence. There are usually between 6 to 8 sentences that explain and develop the main idea or topic
3. Organizing the details is carefully analyzed and organize list of details for each paragraph.

In writing paragraph, firstly the writer must be able to choose the topic sentence that is interesting for the reader. Besides, the writer must be clever in developing topic sentence become a good paragraph. Topic sentence can come in beginning or the end of paragraph. The second component is supporting sentences.

According to Syafi'i 2007 there are two categories of supporting sentences that are:

> Major supporting sentence and minor supporting sentence, major supporting sentences should develop the controlling idea by giving new reason and minor supporting sentence should develop a major supporting sentence by giving a reason. So, it is clear that major supporting sentence is one of supporting sentences which is develop controlling idea in a paragraph by giving new reason and the minor of supporting sentence developing a major it self by giving one reason. and the last is concluding sentence, from quotation above that very clear that concluding sentence is one of component of paragraph that as conclusion of the paragraph, concluding sentences similar with topic sentence but in different word (2007: 5).

5. The Nature of Writing Paragraph

Writing is one the main four skills in English besides Reading, Listening, and Speaking. Writing can be defined in several ways. In writing, writer must has good ideas, has good feeling, good opinion, and make creative in his own thinking to make a reader understand and satisfied. Murcia (1978: 87) states that, "the ability to express one's ideas in written form in a second language and to do mean that writing".

Writing is one of skills to create our ideas, so writing can help us realize our individual potential and to achieve personal goals. Therefore, besides being an external activity through which we communicate with other, writing also serve our inner selves. It is clear that writing can be a tool for communication to communicate with others through writing down on papers to share our feeling or our ideas.

According to Syafi'I 2007 there are four kinds of models in traditional writing (kinds of paragraph). There are:

1. Descriptive paragraph means describes ideas and examples focused on a particular subject.
2. Narrative is Storytelling. Whether is tells a true story or fiction, narrative essay gives an account of one or more experiences.
3. Expository paragraph means to give information, explain why or how, clarify a process, or define a concept.
4. Persuasion is activity we practice every day: convincing a younger brother to share a toy, persuading a shopkeeper to lower a price, convincing a friend to go to the movies. In addition argumentation refers to logical appeal to reason: in a strict sense, an argument includes only facts, statistics, and rigorous reasoning (2007: p43, 53, 62, 83).

Based on quotation above, there are four kinds of paragraph. Every kind of paragraph has different meaning, different ways in describing them, and also different support in each kind of paragraph. Based on the kinds of paragraph, Writer focuses on descriptive paragraph in her research.

6. The Nature of Descriptive Paragraph

According to Reid (1988: p8) "paragraph is a series of sentences that develop one idea". So, paragraph means one idea that is developed by sentences.

According to Kenneth Beare(in http://esl.about.com/library/writing/blwrite descriptive1.htm, 1997), descriptive paragraph is often used to describe what a person looks and acts like.

According to Syafi'i (2007: 18-19) whether for describing a place or person, it also clarifies some aspects as follows:

1. **Description of a place**, the following should be clear. The following should be taken in to consideration: 1). The location of the objects in the rooms should be clear, 2). The details should be arranged logically and semantically so that it is easy for the reader to visualize the description in his mind, and 3) most importantly is that there should be a controlling idea, because a strong controlling idea gives the paragraph a focus.

2. **Description of a person**, writer can describe a person's appearance in many ways such as his/her clothes, manner of speaking, color and style of hair, facial appearance body shape, and expression.

In addition, he also states that: Vivid language, precise language, and imagery are needed to support the sentences in descriptive paragraph.

1) Vivid language means that: presents the word that is used come alive.
2) Precise language is the way to select highly specified words.
3) The last is imagery is Similes and Metaphors make comparisons to enhance the reader's understanding of an experience or event. They create instant visual images in the reader's mind. Similes are comparisons using like or us, whereas metaphors are direct comparative statement, usually using is (Syafi'i, 2007; 44, 45, 47).

So, writing descriptive paragraph need to present words that can create pictures and impressions that appeal not only to the mind but also the five senses. Besides, in writing descriptive process, there is precise language. Meaning that if someone in his or her writing in descriptive paragraph, must be clever in selecting words further more, writing descriptive paragraph also has imagery. It means that the writer uses similes and metaphors in his or her writing in making the reader understand in knowing articles that has been written by writer.

7. Technique of Writing

Based on 1994 guidance of teaching (GBPP) in Fitriyani (2006: 9-10), there are for technique of writing, they are as follows:

1. Controlled Writing

2. Guided Writing

3. Semi Guided Writing

4. Free Writing

In Controlled writing, teacher may give a piece of card, pictures (story, map, diagram, and chart), song, texts, or form to be filled. The students are required to complete the task based on the clue or what the teacher dictates.

In guided writing, teacher give the information about descriptive paragraph and students write a paragraph in present tense based on clue in picture map, after that students can express their idea based on they know about clues in picture map.

Free writing, the students ask to write what they have in their mind. Teacher just prepares some titles than give some information about the topics or clues. Based on the topic on this paper, the writer chooses semi guided writing activities because in this activities the writer gives some pictures map to students and than they are supposed to write a descriptive paragraph.

8. Pictures map as Media for Writing Descriptive Paragraph

Writing is not an easy activity. To start our writing, firstly, we begin to write a sentence. From a sentence, we continue to write a paragraph. Reid (1988: p8) says that "paragraph is series of sentences that develop one idea". Thus, it is clear that if someone wants to write a paragraph, she or he must write a sentence firstly. So, the researcher concludes that one paragraph consist of many sentences, and one of sentences as main a idea.

Paragraph is a unit of information in writing that is unified by a central idea. Paragraph is considered good only if the reader completely understands the unit of information contained, and it is completely develop (syafi'i at al. 2007: 1)

There are many students who get difficulties to express their ideas, feeling and opinion in writing paragraph, including in descriptive paragraph. By using picture, students will be stimulated to increase their language skills like speaking and writing. Rifa'i in Utami argues that, "pictures stimulate creative statements, so by using picture makes students increase and develop their ideas" (2007:13).

According to Arsad Azhar, "Teaching media comprises equipment or tools used to convey teaching material that consist of book, cassette, video, film, slide, photo, and picture, graphic, and computer" (1997: 4). In addition, he also says that "media is a tool to help in teaching that influence students' condition and learning situation that organized by teacher". Hamalik (in Azhar Arsyad, 2002: 4) states that "using media of teaching learning process can motivate and give new thing in their brain".

Levie and Lenz in Azhar Arsyad 2002 states that, "there are four functions of learning media namely:

1. To attract and guide students' attention to concentrate toward content of lesson.
2. To support students' emotion and also their attitude.
3. To help weak of students in reading, beside to organize the information of the text.
4. To achieve the aim of learning to understand an memorize the message of picture (2002: 43).

According to Murcia (1978: 312) "Pictures can be used, whether the students are children or adults, for teaching vocabulary, practicing, grammar, stimulating writing practice, and for many other activities".

9. The Procedure of Using Media (Picture) in Teaching and Learning

According to Lubis (in Hastuty utami 2007: 14), there are some ways that teacher should consider to use picture to stimulate conversation in the classroom.

a. Asks the students to describe in detail what they see in certain given picture.

b. Show the picture that has many likenesses, and students comment on the likenesses, you (teacher) can also use this technique which who pictures that have several difference, in which case the students discuss the difference.

c. Allow the students inspect a picture of person. They should describe him fully his age, physical features, expression etc.

d. Show the humorous picture and ask students to discuss what makes something funny.

e. Have the students analyze a picture that has a dramatic or unusual quality. Then, they should try to explain what gives the picture his quality.

f. Show a picture of a person and have students create a story about the person.

g. Show a picture two people and have each student make up dialogue that makes be taking place between those people.

h. Have students examine a picture portraying people in dramatic situation. Ask each student what he would do if he were one of person in the picture.

i. Have the students bring pictures from current publication that tells a story. Then, class member should construct appropriate stories around picture.

j. Select picture that show "before" and "after" and "cause" they think has happened in these scenes.

10. Kind of Visual Aids (Media)

According to Ansyari he argues that "visual image divided in to fifth that are Blackboard, Pictures, Map and globe, the picture of film, Show-place and trip" (1982: 61-62).

Based on the quotation above, picture is one of media in teaching learning process as a method to add inspiration of student and make students express their idea fluently. Then, there are many pictures in media as audio-visual, according to Arsyad (2002: 89), he states that "the form of audio-visual is divided into picture representation, picture diagram, picture map, picture graphic, picture table, and

picture chart. Based on quotation, picture map is one of picture in media as visual aids".

Arsyad 2002 states that:

> Visual aids is fluent in understanding (example from structure elaboration and organization), strengthening of visual memory and it is also be able to growing up of students interest and be able to giving relation between content of subject study by reality (real word). Becoming effective, on the contemporary, visual was places in the context that has meaning and students must be instructing in that visual (image) for assuring information process 2002: 89.

From quotation above, the writer concludes that visual aids, especially in picture map, to add students' information and to increase their interest in their subject. Students can increase their knowledge from picture map because picture map resembles in reality.

11. Writing Ability in Paragraph

Writing is one ways to express our idea by paper. The capacities in writing not only write words, phrases, or sentences but also the power or skills to produce written work to practice the skills techniques of writing or to demonstrate the writer's skill writing, it is argued by Richard and Willy A. Renandya (2002).

There are five aspect of writing that should be considerate in composing topic. The aspects are as follows:

1. Content

   Content can be defined as knowledge, information or ideas of the written topic

2. organization

   Organization is the relationship and arrangement of written ideas in composing.

3. Vocabulary

   Vocabulary means word, idioms, synonyms or antonyms that are used in composing topic. Meaning that, vocabulary is one of important object in making a paragraph.

4. Language use

   Language use is formulation or structure of the word, phrases, and sentences that are written.

5. Mechanic

   Mechanic is described as spelling, punctuation, capitalization, paragraphing, and hand writing that are found in written product (Heaton, 1975: 145-146)

B. The Relevant of the Research

In order to ensure the advantages of learning English by using picture map, researcher has found out some relevant research as of using picture in increasing students in writing descriptive paragraph. Utami (2007) conducted an influence research on using pictures in increasing students ability in writing. The research titled *" the influence of using picture in teaching short paragraph of writing…"* she was interested in conducting this research because the writing of students in Islamic junior high school was not good. After using the method, students' writing becomes. She found that study by using picture is more effect based on her data analysis, she concluded that the students' achievement in writing short paragraph by using picture is enough where the average score is 72. Based on the form of students achievement, the rank is 71-80% categorized enough. And then her hypothesis is accepted. It means that there is a significant difference on the achievement of writing between those students who are not tough by using picture media of MTs. Bustanul 'Ulum Pekanbaru, and the percentage of students who are tough using picture in 24%; and those who are not tough by the media is 10%.

In additional, writing by using picture increases students in their writing by Fitriyani (2006). She conducted on the Ability in writing a short paragraph with and without picture, the title of her proposal is" *A Comparative Study on the Ability in Writing Short Paragraph With and Without Picture…"*. She is interested in conducting her research to look for significance difference between students' ability in writing short paragraph with and   without picture. She got the result of

students' ability in writing short paragraph with and without picture 2.992>2.000. It means that t observe is higher than t critical, so, there is significant difference between students' ability in writing short paragraph with and without picture.

So, based on this relevant research, using picture is more effective in learning writing descriptive paragraph. Learning by using picture makes students add their inspiration, and make them get more information. So by using picture map can increase the students in their writing descriptive paragraph.

C. The Operational Concept

To avoid miscomprehension in this research, the investigator to operate the abstract theories which have been mentioned in theoretical concept to be create activities that are named as operational concepts. In this research, there are two variable; X and y, and concept operational of both them are as follows:

1. The implementation of learning English by using pictures map in experimental quasi class

   Learning English by using pictures map in identified with following indicators:

   a. The teacher shows pictures map to students and explain it.

   b. The teacher gives example to students in using pictures map in learning English.

   c. The teacher gives chance to students to make question about pictures map.

   d. The teacher gives many pictures map to students and asks them to choose one of pictures map which is the students like.

e. The teacher gives students opportunity to express their ideas and opinion by using pictures map on piece of paper

f. The teacher ask to students to describe in detail what they see in certain given pictures map on blackboard one y one.

g. Teacher and students discuss together about the result of students expressing on piece of paper to find the error.

2. Students Ability in writing Descriptive paragraph (Y) in the following indicators:

a. Students are able to develop their writing descriptive paragraph which is relevant to assigned topic.

b. Students are able to develop their writing descriptive paragraph knowledgeably.

c. Students are able to arrange the sentences logically and systematically.

d. Students are able to visualize the subject's writing by using vivid language.

e. Students are able to create imagination through their writing descriptive paragraph.

f. Students are able to use precise language in writing descriptive paragraph.

g. Students are able to write descriptive paragraph in effective, complex contraction, little error agreement, tense, number, word order/function, article, pronounce, and preposition.

h. Students are able to write descriptive paragraph based on components of paragraph they are content organization, vocabulary, language use, and mechanic.

Students' writing ability who are not using picture, unclearly to express their ideas. And then, they cannot add inspiration and information in writing descriptive paragraph.

D. The Assumption and Hypothesis

1. Assumption

This research is to find out The Effect of Learning English by using Pictures Map toward Students' Ability in Writing Descriptive Paragraph at the Second Year of MTs. Nurul Wahid Bukit Kapur, Dumai. It consists of one class in two tests both pretest and posttest, it means that posttest students use pictures map after giving treatment and pretest students use picture map (before treatment). Students who use picture map in their writing get easier to express their ideas.

2. Hypothesis

Ho   : There is no significant effect of learning English by using pictures map toward students' ability in descriptive paragraph of the second year of MTs. Nurul Wahid Bukit Kapur, Dumai.

Ha   : There is a significant Effect of Learning English by using Pictures Map toward Students' Ability in Descriptive Paragraph of the second year of MTs. Nurul Wahid Bukut Kapur, Dumai.

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

A. The Design of the Research

This research is pre experimental study, which is intended to find out the effect of learning English by using pictures map to increase students' ability in writing descriptive paragraph. Because this research is to find out how far students score in writing descriptive paragraph by using pictures map meaning that, how far the effect of pictures map toward students' scores in writing descriptive paragraph. Thus the research is designed by pre experimental study to see casual effect to other variable (Consuelo G. Sevilla et al.: 1988 p.106). Therefore, the researcher took one group as a sample. The first, the writer did pretest, and the second, the writer used a picture map as posttest.

According to Consuelo G. Sevilla et al. 1988 he argues that, "there are three kinds of pre experimental design, they are One-shot Case Study, One Group Pretest-Posttest Design and the last is the static-group Comparison And the writers focused on One Group Pretest-Posttest Design" (1988: 105-106).

According to Consuelo G. Sevilla et al. (1988: 106), this type of the research can be design as follows:

Research type:

$$O_1 \quad X \quad O_2$$

O1 = Before Experiment (Pretest)

X = Treatment

O2 = After Experiment (Posttest)

B. The time and Location of the Research

Regarding with the background that the problem occurred at MTs. Nurul wahid Bukit Kapur, Dumai; there fore, this research was conducted at that school. This school is located at Duri-Dumai street. This research was conducted from July up to August 2009 in that school.

C. The Subject and Object of the Research

1. Subjective of the Research

The subjective of this research is all of students at the second year of MTs. Nurul Wahid Bukit Kapur, Dumai in 2009-2010 academic years. The teacher was included as participant of this research who applied the method in class room.

2. Objective of the Research

The objective of this research is the effect of learning English by using pictures map as the method toward students writing ability in descriptive paragraph during the class.

D. The population and sampling of the research

1. The Population

The population of this research is all of the students of at second class of MTs. Nurul Wahid Bukit Kapur. The sample is all of the students of MTs. Nurul Wahid Bukit Kapur, Dumai.

TABLE III.1

**The Total Population of the Second Year of
MTs. Nurul Wahid Bukit Kapur, Dumai**

Class	Population		Total
	Female	Male	
II	14	24	38

The table above shows the population of this research. The population is all of students of second years of MTs. Nurul Wahid Bukit Kapur, Dumai. The total of the population is 38 students.

2. The Sample

The number of population is very limited. So, it is not necessary to limit the sample. It means that the sample of this research all of students at second year of MTs. Nurul Wahid Bukit Kapur Dumai.

E. The Technique of Data Collection

To collect data from sample on the research, the writer used some nstruments such as:

1. Observation

The observation was used to gather the relevant data concerning with the contribution of learning English by using pictures map in classroom activities. The observation was carried out for eight meetings to observe if the seven characteristics of implementing learning English by using pictures map were

achieved. The English teacher was involved in implementing this learning English by using pictures map. The English teachers of that school though 8 meetings. When the English teacher though the students in front of the classroom, the researcher sat at back of classroom to observe all the activities from the beginning till the end.

2. Test

The writer collects the data by using test to know the students ability in writing descriptive paragraph. Researcher gave a pictures map to respondents and respondents made in writing descriptive paragraph based on pictures map.

- Pretest

Pretest was conducted at the beginning process of implementing method. It was to find out of the ability of students writing in descriptive paragraph meaning that the test before giving treatment or before giving explanation.

- Posttest

Posttest was conducted to get the data at the end of process of implementing the method, meaning that getting data after treatment or after giving explanation about pictures map.

Students gave pictures map both pretest and posttest, but in difference technique. It means that teacher gave picture map to students and asks them to write on piece of paper as the pretest, and it is before giving explanation about pictures map by English teacher. In posttest, teacher also gave pictures map to students, but it is after teacher give explanation about pictures map. Those tests

were conducted to find out the students' writing ability by using pictures ap at second year of MTs. Nurul Wahid Bukit Kapur, Dumai.

Based on Heaton Theory (1975:145-146), the criteria of writing are content, vocabulary, language use, organization, and mechanic. Then, the typical scale each component has a set of qualities (level) to be rated in series of possible rating. Heaton's theories of the rating are as follows:

TABLE III.2

Content

Range	Level	Criteria
30-27	Excellent to very good	Knowledgeable of subject –Substantive – etc
26-22	Good to average	Some knowledgeable of subject – adequate rage – etc
27-17	Fair to poor	Limited knowledge of subject – non substantive - etc.
16-13	Very poor	Does not show knowledge of subject – non – substantive – etc

TABLE III.3

Organization

Range	Level	Criteria
20-18	Excellent to very good	Fluent expression - ideas clearly stated - etc.
17-14	Good to average	Somewhat choppy - loosely organized but main ideas stand out - etc.
13-10	Fair to poor	Non fluent – ideas confused or disconnected – etc.
9-7	Very poor	Does not communicate - no organization - etc.

TABLE III.4

Vocabulary

Range	Level	Criteria
20-18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
17-14	Good to average	Adequate range - occasional errors of word/ idiom form, choice, usage but meaning not obscured.
13-10	Fair to poor	Limited range - frequent errors of word/idiom form, choice usage – etc.
9-7	Very poor	Essentially translation - little knowledge of English vocabulary.

TABLE III.5

Language Use

Range	Level	Criteria
25-22	Excellent to very good	Effective complex contraction – etc
21-19	Good to average	Effective but simple contraction - etc.
17-11	Fair to poor	Major problems in simple complex/construction – etc
10-5	Very poor	Virtually no mastery of sentence construction rules – etc

TABLE III.6

Mechanic

Range	Level	Criteria
5	Excellent to very good	Demonstrates mastery of conventions – etc
4	Good to average	Occasional errors of spelling, punctuation, capitalization - etc.
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization - etc.
2	Very poor	No mastery of convention dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

The specification of highest result of the test is as follow:

TABLE III.7

The specification of the test

No.	Writing skill	The Highest Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language Use	25
5.	Mechanic	5

F. The Technique of Data Analysis

After the data for this research are obtained, it is necessary to analyze by using statistical analysis technique in order to identify the average score of both pretest and posttest. The different of means was analyzed by using t-test the technique applied to analyze every item observed in the observation is as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of score

N = Total score (Anas Sudjiono, 2006:43)

Further, the score obtained are classified into the following classifications:

1. 76% - 100%   :Very good

2. 56% - 76%   : Enough

3. 40% - 55%   : less

4. Less than 40% : bad

(Suharsimi Arikunto, 1998: p.246)

In looking for data of learning English by using pictures map is by using following formula:

a. Find the mean Scores

$$Mx = \frac{FX}{N}$$ Mx   = Mean score of pre test

$\sum X$ = total score in Pretest

N   = Number of students

$$Mx = \frac{\sum FY}{N}$$

Mx   = Mean score of post test

$\sum Y$ = total score of post test

N   = Number of students

(Hartono, 2004: 174-175)

b. Find the standard deviation

Standard deviation of X variable:

$$SD = \sqrt{\frac{\sum FX^2}{N} - \left[\frac{FX}{N}\right]^2}$$

SDx   = Standard deviation of Pretest

$\sum X^2$ = total Square (Score minus mean Score)

N   = Number of stuents

Standard deviation of Y variable:

$$SD = \sqrt{\frac{\sum FY^2}{N} - \left[\frac{\sum FY}{N}\right]^2}$$

SD   = Standard deviation of Posttest

$\sum Y^2$ = Total Square (Score minus mean Score)

N   = Number of stuents

(Hartono, 2004: 174-175)

c. Find the t-test

The writer will use the formula in Arikunto (2006: 86), the formula is as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum X^2}{N(N-1)}}}$$

Where:

t = the value of t-obtained

Md = the difference between pretest and posttest mean score

X^2d = deviation of each subject (d-Md)

df = the degree of freedom

N = the number of students

(Suharsimi Arikunto, 2006:306)

After computing t-test, it is necessary to obtain the degree of freedom was used to determine whether the t-score is significant or not. The t-obtained value is consulted with value of t-table by using degree of freedom. The formula of degree of freedom as follows:

db/df = N – 1

(Suharsimi Arikunto,2006:307)

where :

db/df = the degree of freedom

N = Number of students

In this research, it has two variables. So a formula used to find out the t-table is by using formula; db/df = N – 1. Then, if the writer have calculated the degree of freedom, she can conclude; if $t_0 <$ t-table, Ho is accepted. Its can be said

that there is no significant contribution of learning English by using pictures map to increase students ability in writing descriptive paragraph. If $t_0 > $ t-table , Ha is accepted, its can be said that there is significant contribution of learning English by using pictures map in increasing students ability in writing descriptive paragraph.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of the Research Location

1. History of MTs. Nurul Wahid Bukit Kapur, Dumai

MTs. Nurul Wahid is one of Junior High School in Bukit Kapur, Dumai. It was Built in 1998. MTs. Nurul Wahid is located in Duri_Dumai Street, Political District of Bukit Kayu Kapur, Sub district of Bukit Kapur and municipality of Dumai. Drs. H. Mukmin is headmaster of MTs. Nurul Wahid in 1998 until now; and also the deputy of headmaster MTs. Nurul Wahid Bukit kapur, Dumai is Sujarwadi from 1998 until now.

2. Condition of The Teacher

There are many teachers in MTs. Nurul wahid Bukit Kapur, Dumai. The teachers teach students in MTs. Nurul Wahid Bukit Kapur, Dumai based on their ability in subject.

The teacher and their focus subject can bee seen in the following the table:

Table IV.1
The Teachers Subject Focus

No.	Name of teacher	Subject Focus
1.	Drs. H. Mukmin	Headmaster
2.	Sujarwadi	Focus on curriculum
3.	Hariandi S.Pdi	English, OSIS teacher
4.	Drs. Sawardi	Indonesia
5.	Dra. Suminah	Geografi

6.	Hj. M. Rofi'i	Fiqih, Aqidah
7.	Mardi Jufri, A.Ma	Fisika
8.	Tukino	Sejarah, Biologi
9.	Neni Sriwahyuni	PPKN, SKI
10.	Katijah	Ekonomi, Qur'an Hadits and computer
11.	Wibowo Rio Saputro, S.Si	MTK
12	Siti Aisyah	TU, Muatan lokal

3. Condition of the Students

There are three classes of students at MTs. Nurul Wahid Bukit Kapur, Dumai.

It can bee seen in the following the table:

Table IV.2
The Total of Students MTS. Nurul Wahid Bukit Kapur, Dumai

Class	Students		Total
	Male	**Female**	
I	6	20	**26**
II	24	14	**38**
III	17	16	**33**
Total	**47**	**50**	**97**

4. Curriculum of MTs. Nurul Wahid Bukit Kapur, Dumai

Based on Akhmad Sudrajad (in http//:guruw. wordpress.com /category/ kurikulum-sekolah/) curriculum is a set of plans and setting of objectives, content and teaching material and methods used to guide the implementation of learning activities to achieve specific educational objectives. MTs. Nurul Wahid is one of school in using KTSP (Educational Unit Level Curriculum).

5. The Facilities at MTs. Nurul Wahid Bukit Kapur, Dumai

The Facilities at MTs. Nurul Wahid seen in the following the table:

Table IV.3

Facilities of MTs. Nurul Wahid Bukit Kapur, Dumai

No.	Facilities	Unit
1.	Headmasters' office	1
2.	Secretaries office	1
3.	Teachers' room	1
4.	Classroom	3
5.	Library	1
6.	Musholla	1
7.	Computers room	1
8.	Volley ball field	1
9.	Tennis field	1
10.	Canteen	1

B. The Data Presentation

The purpose of this research is find out learning English by using pictures map toward students' ability in writing descriptive paragraph at MTs. Nurul Wahid Bukit Kapur, Dumai. Observation and test were used to obtain required data. The observation was used to gather the information about learning English by using pictures map in class room activities. On the other hand, test used to gather the information of students' ability in writing descriptive paragraph. It means to look for the scores of students in their writing descriptive paragraph. There were two kinds of the tests; pretest and posttest. Pretest is a test before giving treatment (before giving explanation), and posttest means a test after giving treatment (after giving explanation).

The observation was carried out for eight meetings to observe if the seven characteristics of implementing pictures map method have been achieved. The English teacher got involved in implementing this pictures map method. The English teacher of that school took 8 meeting in this research. When the English teacher taught the students in front of the classroom, the researcher sat at back of students in the classroom to observe all activities.

The test was done for two times for one class pretest and posttest. In pretest, the researcher gave one pictures map and students make in writing descriptive paragraph but before giving explanation about pictures map and in the posttest, the researcher gave one pictures map and asks the students to write in writing descriptive paragraph but after giving explanation about pictures map.

1. The Students' Ability in Writing Descriptive Paragraph by using pictures map (Test)

The data of this research is the scores of the students' posttest. The data were collected through the following procedures:

b. The writing was written in the plain of paper. It was collected to evaluate the appropriate of content, vocabulary, language use, organization, and mechanic.

c. The writer used two readers to evaluate the students' writing, and finally she added and divided the scores.

a). Pre Test

the data of the students' scores of writing test in pretest was by using pictures map before treatment (before giving explanation). the results of the research are presented as following table:

TABLE IV.4

The Recapitulation of Pretest at the Second Year of Students MTs. Nurul Wahid Bukit Kapur, Dumai

No.	Students	Score		Final Score	Category
		Reader I	Reader II		
1.	Kiki prayogi	40	51	45.5	Average
2.	Chandra hadinata	40	50	45	Average
3.	Suradi	41	39	40	Below average
4.	Amin Barokah	39	50	44.5	Average
5.	Dayu Anggara	40	45	42.5	Average
6.	Hendri	49	39	44	Average

7.	Rahmad Juanda	42	50	46	Average
8.	Sri Wulandari	49	38	43.5	Average
9.	Rizki Nanda	39	50	44.5	Average
10.	Robi Syawaludd in	40	52	46	Average
11.	Sri Mentari	40	54	47	Average
12.	Nur Maya Pratiwi	42	50	46	Average
13.	M. Maliki	39	41	40	Below average
14.	Tri Rida Fardiana	40	42	41	Average
15.	Fitriyani	41	39	40	Below average
16.	Gaguk Gondo Widodo	40	44	42	Average
17.	M. Budi Hartono	40	42	41	Average
18.	Dina Mariana	46	38	42	Average
19.	Tya Fadila	38	42	40	Below average
20.	Fahrizan Al-fikri	37	50	43	Average
21.	Dedek Supriadi	39	41	40	Below average
22.	Dedi Zulham Sirait	42	40	41	Average
23.	Dwi Fatmawati	63	59	61	Good
24.	Wahyu Setiawati	42	50	46	Average
25.	Zainuddin	40	42	41	Average
26.	Kiki Dika Wati	36	44	40	Below average
27.	M. Tamsir	40	42	41	Average
28.	Hmbali Saragih	39	42	40.5	Average
29.	Diki Anggara	45	43	42	Average
30.	Reza Darmansyah	39	50	44.5	Average
31.	Mawaddah	45	39	42	Average
32.	Hari Trifan Perdana	40	50	45	Average

33.	Tiara Yomita	41	40	40.5	Average
34.	M. Taufik	40	54	47	Average
35.	Suciyati	48	38	45	Average
36.	Rini Savita	46	40	43	Average
37.	Dewi Lestari	47	41	42	Average
38.	Ayub Maulana	40	46	43	Average
	Total			**1648**	

From table above, we can know the total score of pretest is 1648 while the highest score is 61, and the lowest score is 40. The score was given from two readers; each score is added and divided.

For example:

Reader I   = 40
Reader II   = 51
              = (40 + 51): 2
              = 45.5

b). Post Test

The data of the students' scores of writing test in posttest by using pictures map after treatment (after giving explanation). The results of the research are presented as following table:

TABLE IV.5

**The recapitulation of Posttest at the Second Year MTs. Nurul Wahid Bukit
Kapur Dumai**

No.	Students	Score		Final Score	Category
		Reader I	Reader II		
1.	Kiki prayogi	61	59	60	Good
2.	Chandra hadinata	46	38	42	Average
3.	Suradi	50	40	45	Average
4.	Amin Barokah	46	36	41	Average
5.	Dayu Anggara	45	42	43.5	Average
6.	Hendri	50	42	46	Average
7.	Rahmad Juanda	46	39	42.5	Average
8.	Sri Wulandari	52	40	46	Average
9.	Rizki Nanda	45	45	45	Average
10.	Robi Syawaluddin	46	38	42	Average
11.	Sri Mentari	45	43	44	Average
12.	Nur Maya Pratiwi	49	47	48	Average
13.	M. Maliki	47	39	43	Average
14.	Tri Rida Fardiana	48	45	46.5	Average
15.	Fitriyani	45	43	44	Average
16.	Gaguk Gondo Widodo	44	38	41	Average
17.	M. Budi Hartono	50	43	46.5	Average
18.	Dina Mariana	62	60	61	Good
19.	Tya Fadila	43	47	45	Average
20.	Fahrizan Al-fikri	45	41	43	Average

21.	Dedek Supriadi	79	47	63	Good
22.	Dedi Zulham Sirait	48	44	46	Average
23.	Dwi Fatmawati	51	44	47.5	Average
24.	Wahyu Setiawati	50	43	46.5	Average
25.	Zainuddin	48	36	42	Average
26.	Kiki Dika Wati	46	39	42.5	Average
27.	M. Tamsir	55	40	47.5	Average
28.	Hmbali Saragih	45	40	42.5	Average
29.	Diki Anggara	46	36	41	Average
30.	Reza Darmansyah	47	40	43.5	Average
31.	Mawaddah	53	40	46.5	Average
32.	Hari Trifan Perdana	50	40	45	Average
33.	Tiara Yomita	49	38	43.5	Average
34.	M. Taufik	62	60	61	Good
35.	Suciyati	57	63	60	Good
36.	Rini Savita	48	45	46.5	Average
37.	Dewi Lestari	51	40	45.5	Average
38.	Ayub Maulana	52	40	46	Average
	Total			**1771**	

From table above, we can know the total score of posttest is 1771 while the highest score is 63, and the lowest score is 41. The score was given from two readers; each score is added and divided.

For example:

Reader I   = 61

Reader II   = 59

       = (61 + 59): 2

       = 60

TABLE IV.6

**The Classification of Students' Ability in Writing Descriptive Paragraph In
Pre Test and Posttest**

No.	Classification		Pre-test		Post-Test	
	Score	Level of ability	Frequency	Percentage	Frequency	Percentage
1	81-100	Excellent	0	0%	0	0%
2	60-80	Good	1	2.63%	5	13.15%
3	41-60	Average	31	81.57%	33	86.84%
4	21-40	Below average	6	15.79%	0	0%
5	0-29	poor	0	0%	0	0%
	Total		38	99.99%	38	99.99%

On the table above, there is no student got excellent level in pretest by using pictures map without treatment or explanation about pictures map, 1 student (2.63%) were in good level, 31 students (81.57%) were in average level, 6 students (15.76%) were in bellow average level, and there is no student got poor level. In post-test, students who is learning by using pictures map after giving

treatment or explanation about pictures map, there is no student got excellent level in posttest, but 5 students (13.15%) were in good level, 33 students (86.84%) were in average level and there is no students in bellow average and poor level. In other hand, this finding indicated that after giving treatmen or giving explanation about pictures map in teaching learning, students' score in writing descriptive paragraph were improved.

2. Significant Effect of Learning by Using Pictures Map toward Students'

Ability in Writing Descriptive Paragraph

1). Learning English by Using Pictures map (observation)

TABLE IV.7

Summary of the Items Observed in Teaching Learning English

No.	Items	Yes		No	
		F	P	F	P
1.	Teacher shows pictures map to students and explain about pictures map	6	10.8%	2	3.6%
2.	Teacher gives example to students in using pictures map in learning English	4	7.1%	4	7.1%
3.	Teacher gives chance to students to make question about pictures map	2	3.6%	6	10.8%
4.	Teacher gives many pictures map to students and ask to them to choose one pictures map which is students like	7	12.5%	1	1.8%
5.	Teacher gives students opportunity to express their ideas an opinion by using pictures map on piece of paper	8	14.2%	0	0%
6.	The teachers ask to students to describe in detile what they see in certain given pictues map on blackboard one by one	8	14.2%	0	0%
7.	Teacher and students discuss together about the result of students expressing on piece of paper to find the error	3	5.4%	5	8.9%
	Total	**38**	**67.8%**	**18**	**32.2%**

The table above shows that there are 38 activities were well done during

class, and 18 activities were not well done.

The percentage result of information is further computed as follows:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{38}{56} \times 100\%$$
$$P = \frac{18}{56} \times 100\%$$

P = 67.8%
P = 32.2%

Furthermore, from the result of observation percentage above, the writer makes the observation of percentage recapitulation to know uses of pictures map in the class room.

The table above also shows that there are some highest aspects that are implemented by the teacher (IV.1, p. 53), and also shows that there are some categories that were well implemented. They are as follows:

a. The teacher shows pictures map to students and explain about pictures map.

b. The teacher gives many pictures map to students and asks to them to choose one of pictures map which students like.

c. The teacher gives students opportunity to express their ideas and opinion by using pictures map on piece of paper.

d. The teachers ask to students to describe in detile what they see in certain given pictues map on blackboard one by one.

And then, the table above (IV.1 p.53) shows that there are some categories was not well implemented. They are as follows:

  a. The teacher gives example to students in using pictures map in learning English.

  b. The teacher and students discuss together about the result of students expressing on piece of paper to find the error.

And the last, the table above (IV.1, p. 53) also shows a category that was rarely implemented, that is the teacher give chance to students make question about the pictures.

2). The Students' Writing Ability in Writing Descriptive Paragraph with pictures map pre test and post test

In order to find out the whether or not there is a significant effect of learning by using pictures map toward students' ability in writing descriptive paragraph, the calculated data is taken from scores of the students in pretest and post test, the data gained from pretest an post test, can be seen as following the table:

TABLE IV.8

**The Score of the Students Writing Ability at the Second Year Students of
MTs. Nurul Wahid Bukit Kapur Dumai**

No.	Students	Pretest	Posttest	Gain (d)
1.	Kiki prayogi	45.5	60	+14.5
2.	Chandra hadinata	45	42	-3
3.	Suradi	40	45	+5
4.	Amin Barokah	44.5	41	-3.5
5.	Dayu Anggara	42.5	43.5	+1
6.	Hendri	44	46	+2
7.	Rahmad Juanda	46	42.5	-3.5
8.	Sri Wulandari	43.5	46	+2.5
9.	Rizki Nanda	44.5	45	+0.5
10.	Robi Syawaluddin	46	42	-4
11.	Sri Mentari	47	44	-3
12.	Nur Maya Pratiwi	46	48	+2
13.	M. Maliki	40	43	+3
14.	Tri Rida Fardiana	41	46.5	+5.5
15.	Fitriyani	40	44	+4
16.	Gaguk Gondo Widodo	42	41	-1
17.	M. Budi Hartono	41	46.5	+5.5
18.	Dina Mariana	42	61	+19
19.	Tya Fadila	40	45	+5
20.	Fahrizan Al-fikri	43	43	0
21.	Dedek Supriadi	40	63	+23
22.	Dedi Zulham Sirait	41	46	+5

23.	Dwi Fatmawati	61	47.5	-13.5
24.	Wahyu Setiawati	46	46.5	+0.5
25.	Zainuddin	41	42	+1
26.	Kiki Dika Wati	40	42.5	+2.5
27.	M. Tamsir	41	47.5	+6.5
28.	Hmbali Saragih	40.5	42.5	+2
29.	Diki Anggara	42	41	-1
30.	Reza Darmansyah	44.5	43.5	-1
31.	Mawaddah	42	46.5	+4.5
32.	Hari Trifan Perdana	45	45	0
33.	Tiara Yomita	40.5	43.5	+3
34.	M. Taufik	47	61	+14
35.	Suciyati	45	60	+15
36.	Rini Savita	43	46.5	+3.5
37.	Dewi Lestari	42	45.5	+3.5
38.	Ayub Maulana	43	46	+3
	Total	**1648**	**1771**	**123**

C. The Data Analysis

1. The Students' Ability in Writing Descriptive Paragraph by using pictures map(Test)

a). Pre test

The result of the mean score and standard deviation shows in following the table:

TABLE IV.9

The Table of Mean and Standard Deviation

Y	F	FX	FX^2
40	6	240	9600
40.5	2	81	3280.5
41	5	205	8405
42	5	210	8805
42.5	1	42.5	1806.25
43	3	129	5547
43.5	1	43.5	1892.25
44	1	44	1936
44.5	3	133.5	5940.75
45	3	135	6075
45.5	1	45.5	2070.25
46	4	184	8464
47	2	94	4418
61	1	61	3721
Total	**N = 38**	**$\sum FX = 1648$**	**$\sum FX^2 = 71976.5$**

The table above found that: N= 38, $\sum$FX = 1648, $\sum$FX^2 = 71976.5

Mean of X variable is:

$$Mx = \frac{\Sigma Fx}{N} = \frac{1648}{38} = 3.37$$

Standard deviation of X variable is :

$$SD = \sqrt{\frac{\sum FX^2}{N} - \left[\frac{FX}{N}\right]^2}$$

$$= \sqrt{\frac{71976.5}{38} - \left[\frac{1648}{38}\right]^2}$$

$$= \sqrt{1894.118 - 1880.956}$$

$$= \sqrt{13.162}$$

$$= 3.64$$

The analysis of data of the students for pretest and posttest class explained in the ability of students in writing descriptive paragraph.

b). Post Test

The result of the mean score and standard deviation shows in following the table:

TABLE IV.10

The Table of Mean and Standard Deviation

Y	F	FY	FY^2
41	3	123	5043
42	3	126	5292

42.5	3	127.5	5418.75
43	2	86	3698
43.5	3	130.5	5676.75
44	2	88	3872
45	4	180	8100
45.5	1	45.5	2070.25
46	4	184	8464
46.5	5	232.5	10811.25
47.5	2	95	4212.5
48	1	48	2304
60	2	120	7200
61	2	122	7442
63	1	63	3969
Total	**N = 38**	**∑FY = 1771**	**∑FY^2 = 83573.5**

The table above shows that: N = 38, ∑FY = 1771, ∑FY^2 = 83573.5

Mean of Y variable is:

$$Mx = \frac{\Sigma Fy}{N} = \frac{1771}{38} = 46.61$$

Standard deviation of Y variable is:

$$SD = \sqrt{\frac{\sum FY^2}{N} - \left[\frac{\sum FY}{N}\right]^2}$$

$$= \sqrt{\frac{83573.5}{38} - \left[\frac{1771}{38}\right]^2}$$

$$= \sqrt{2199.303 - 2172.492}$$

$$= 5.18$$

**2. Significant Effect of Learning by using Pictures Map toward Students'
Ability in Writing Descriptive Paragraph.**

1). Learning English by Using Pictures Map (observation)

From the table IV.1 (p. 63), the percentage of the application of using pictures map for each category can bee seen as follows:

a. The teacher shows pictures map to students and explain it (10.8%).

b. The teacher gives example to students in using pictures map in learning English (7.1%).

c. The teacher gives chance to students make question about pictures map (3.6%).

d. The teacher give many pictures map t students and ask to them to choose one pictures map which is students like (12.5%).

e. The teacher gives students opportunity to express their ideas and opinion by using pictures map on piece of paper (14.2%).

f. The teachers ask to students to describe in detile what they see in certain given pictues map on blackboard one by one (14.2%).

g. Teacher and students discuss together about the result of students expressing on piece of paper to find the error (5.4%).

The results of observation percentage above are inserted to the table of observation percentage to know the difference between activities that were well

done and the activities that were not well implemented. The following table is the recapitulation of pictures map.

TABLE IV.11

Observation Percentage Recapitulation of Pictures Map

No.	Result of observation	F	P
1.	Yes	38	67.8%
2.	No	18	32.2%
	Total	**56**	**100%**

The interpretation of the observation percentage above of the using pictures map in teaching learning English falls in to *enough*. The obtained percentage is 67.9%. Therefore, it can be said the using pictures map was applied by teacher.

2). The Students' ability in writing descriptive paragraph with pictures map Pretest and Posttest.

The analysis of data the students both of pretest and posttest explained in the ability of students in writing descriptive paragraph shows in the following the table:

TABLE IV.12

Classification of Mean and Standard Deviation

	Pretest	Posttest
Mean (Mx)	43.37	46.61
Standard Deviation (SD)	3.64	5.18

From table above, it can be seen that there is a difference of the means score and standard deviation between pretest and posttest. Its show that in standard deviation of pretest is 3.64 and in the mean 43.37 but in the posttest, its show that 5.18 in standard deviation and in the mean 46.61 in average level. It is shows in page 64 until 67. To determine the ability between pretest and posttest in writing ability, the students has been given a test based on their topic to know the effect of learning English by using pictures map toward students ability in writing descriptive paragraph, the investigator analyzed it by using t-test.

In order to find out the whether or not there is a significant effect of learning English by using pictures map toward students' ability in writing descriptive paragraph, the calculated data is taken from score of the students in the final test and it is given after treatment. The data are analyzed by using statistical analysis technique in order to identify the average scores of both pretest and posttest. The difference means was analyzed by using t-test.

TABLE IV.13

Recapitulation Score of Pretest and Posttest in finding t-test

No.	Students	Pretest	Posttest	Gain (d)	D^2
1.	Kiki prayogi	45.5	60	+14.5	210.25
2.	Chandra hadinata	45	42	-3	9
3.	Suradi	40	45	+5	25
4.	Amin Barokah	44.5	41	-3.5	12.25
5.	Dayu Anggara	42.5	43.5	+1	1
6.	Hendri	44	46	+2	4

7.	Rahmad Juanda	46	42.5	-3.5	12.25
8.	Sri Wulandari	43.5	46	+2.5	6.25
9.	Rizki Nanda	44.5	45	+0.5	0.25
10.	Robi Syawaluddin	46	42	-4	16
11.	Sri Mentari	47	44	-3	9
12.	Nur Maya Pratiwi	46	48	+2	4
13.	M. Maliki	40	43	+3	9
14.	Tri Rida Fardiana	41	46.5	+5.5	30.25
15.	Fitriyani	40	44	+4	16
16.	Gaguk Gondo Widodo	42	41	-1	1
17.	M. Budi Hartono	41	46.5	+5.5	30.25
18.	Dina Mariana	42	61	+19	361
19.	Tya Fadila	40	45	+5	25
20.	Fahrizan Al-fikri	43	43	0	0
21.	Dedek Supriadi	40	63	+23	529
22.	Dedi Zulham Sirait	41	46	+5	25
23.	Dwi Fatmawati	61	47.5	-13.5	182.25
24.	Wahyu Setiawati	46	46.5	+0.5	0.25
25.	Zainuddin	41	42	+1	1
26.	Kiki Dika Wati	40	42.5	+2.5	6.25
27.	M. Tamsir	41	47.5	+6.5	42.25
28.	Hmbali Saragih	40.5	42.5	+2	4
29.	Diki Anggara	42	41	-1	1
30.	Reza Darmansyah	44.5	43.5	-1	1
31.	Mawaddah	42	46.5	+4.5	20.25
32.	Hari Trifan Perdana	45	45	0	0

33.	Tiara Yomita	40.5	43.5	+3	9
34.	M. Taufik	47	61	+14	196
35.	Suciyati	45	60	+15	225
36.	Rini Savita	43	46.5	+3.5	12.25
37.	Dewi Lestari	42	45.5	+3.5	12.25
38.	Ayub Maulana	43	46	+3	9
	Jumlah	**1648**	**1771**	**123**	$\sum d^2 =$ **2057.25**

TABLE IV.14

Recapitulation Score of Pretest and Posttest in finding t-test

No.	Students	Gain (d)	Xd d-Md	X^2d
1.	Kiki prayogi	+14.5	11.26	126.7876
2.	Chandra hadinata	-3	-6.24	38.9376
3.	Suradi	+5	1.76	3.0976
4.	Amin Barokah	-3.5	-6.74	45.4276
5.	Dayu Anggara	+1	-2.24	5.0176
6.	Hendri	+2	-1.24	1.5376
7.	Rahmad Juanda	-3.5	-6.74	45.4276
8.	Sri Wulandari	+2.5	-0.74	0.5476
9.	Rizki Nanda	+0.5	-2.74	7.5076
10.	Robi Syawaluddin	-4	-7.24	52.4176
11.	Sri Mentari	-3	-6.24	38.9376
12.	Nur Maya Pratiwi	+2	-1.24	1.5376
13.	M. Maliki	+3	-0.24	0.0576

14.	Tri Rida Fardiana	+5.5	2.26	5.1076
15.	Fitriyani	+4	0.76	0.5776
16.	Gaguk Gondo Widodo	-1	4.24	17.9776
17.	M. Budi Hartono	+5.5	2.26	5.1076
18.	Dina Mariana	+19	15.76	248.3776
19.	Tya Fadila	+5	1.76	3.0976
20.	Fahrizan Al-fikri	0	-3.24	10.4976
21.	Dedek Supriadi	+23	19.76	390.4576
22.	Dedi Zulham Sirait	+5	1.76	3.0976
23.	Dwi Fatmawati	-13.5	-16.74	280.2276
24.	Wahyu Setiawati	+0.5	-2.74	7.5076
25.	Zainuddin	+1	-2.24	5.0176
26.	Kiki Dika Wati	+2.5	-0.74	0.5476
27.	M. Tamsir	+6.5	3.26	10.6276
28.	Hmbali Saragih	+2	-1.24	1.5376
29.	Diki Anggara	-1	-4.24	17.9776
30.	Reza Darmansyah	-1	-4.24	17.9776
31.	Mawaddah	+4.5	1.26	1.5876
32.	Hari Trifan Perdana	0	-3.24	10.4976
33.	Tiara Yomita	+3	-0.24	0.0576
34.	M. Taufik	+14	10.76	115.7776
35.	Suciyati	+15	11.76	138.2976
36.	Rini Savita	+3.5	0.26	0.0676
37.	Dewi Lestari	+3.5	0.26	0.0676
38.	Ayub Maulana	+3	-0.24	0.0576
	Jumlah	**123**	__	**$X^2d= 1369.3476$**

From the table. IV.9 found that: N = 38, pre test = 1648 an post test = 1771, $\sum(d) = 123$, and $\sum d^2 = 2057.25$, and from table IV.10 found that: N = 38, $\sum(d) = 123$ and $\sum X^2 d = 1369.3476$. Two tables above to find out there is significant effect of learning english by using pictures map toward students' ability in writing descriptive paragraph.

$$Md = \frac{\Sigma d}{N} = \frac{123}{38} = 3.24$$

$$= \frac{Md}{\sqrt{\dfrac{\Sigma X^2 d}{N(N-1)}}}$$

$$= \frac{3.24}{\sqrt{\dfrac{1369.35}{1406}}}$$

$$= \frac{3.24}{\sqrt{0.96}}$$

$$= \frac{3.24}{0.98}$$

$$= 3.31$$

The "t" computed was 3.31. So, it means that Ho is rejected and Ha is accepted because "t" obtained was bigger than null. In other words, there is significant effect of learning by using pictures map to ward students' ability in writing descriptive paragraph.

By observing data analysis above, it can be described that the coefecient of t-test is 3.31. To prove whether there is significant effect or not at the 5% grade of

significance, or at the 1% grade o significance. The level of t-test : 3.31 and t-table are compared by getting, firstly, the degree of freedom (df) or (db).

To get the level of "df", the following formula is used:

d.b./df = N – 1 (Suharsimi Arikunto, 2006:307)

d.b/df = N - 1   = 38 – 1   = 37

The degree of freedom is 37. The t-table at 5% grade of significant is 2.02; in the level significance 1% is 2.72. It can be seen that t_0 is higher than t-table both in 5% or 1%. It can be read that 2.72 < 3.31 > 2.02.

The score above shows that the second hypothesis can be accepted and it means that there is significant effect of learning English by using pictures map toward students ability in writing descriptive paragraph at MTs. Nurul Wahid Bukit Kapur, Dumai.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

There are two formulations of the problems formulated previously. The first formulation is to find out how the students' ability in writing descriptive paragraph by using pictures map at the second year of MTs.Nurul Wahid Bukit Kapur, Dumai. After the calculating obtained data of the research, the students English learning ability in writing descriptive paragraph of posttest increase significantly. It can be seen from total score and mean both pretest and posttest. In pretest, the total score of students ability in writing descriptive paragraph is 1648 and in the mean 43.37 and in the posttest, the total score of students writing ability is 1771 and in the mean 46.61 in average level.

And the last formulation of this research is to find out significant effect of learning by using pictures map toward students' ability in writing descriptive paragraph at the second year of MTs. Nurul Wahid Bukit Kapur Dumai. Based on the data analysis, it can be described that coefficient of t-test is 3.31 to increase whether there is any significant effect or not at 5% significance level is 2.02 or at the 1% is . So, the writer conclude that t_0 is higher that t-table both 5% and 1%. It can be read that $2.72 < 3.31 > 2.02$.

The scores above show that the second hypothesis can be accepted, and it means that there is significant effect of learning by using pictures map toward

students' ability in writing descriptive paragraph at MTs. Nurul Wahid Bukit Kapur Dumai.

B. The Suggestion

1. Suggestion for Teacher

1. Teacher should be more creative in selecting the method that can be used in teaching writing in order to better students' writing ability.

2. Teacher should give the students opportunities to share or express their opinions on piece of paper.

2. Suggestion for students

1. Students should be active in the class and give more attention to what teacher explains.

2. Students should follow the teachers' command in the classroom.

3. Students should be more active in learning writing both in class room, and at home it makes them accustomed in writing.

REFERENCES

Abu Ahmadi. 2007. *Strategi Belajar Mengajar.* Semarang: Pustaka Setia

Ahmad Sudrajat. 2007. *Kurikulum Sekolah.* Retrieved on September 22,2009. From: http://guruw. wordpress.com/category/Kurikulum-sekolah

Anas Sudijono. 2006. *Statistik Pendidikan.* Jakarta: PT. Raja Grafindo.

Azhar Arsyad. 2002. *Media Pembelajaran.* Jakarta: Rajawali Pers

Beare Kenneth. 1997. *Writing Descriptive Paragraph.* Retrieved on October 24, 2009. From : http://esl.about.com/library/writing/blwrite_descriptive1.htm

Celce-Murcia, Marianne and Lois Me Intosh. 1979. *Teaching English as a Second or Foreign Language.* USA: Newbury House Publisher

Exocrew. 2008. *Dictionary.* Retrieved on March 06, 2009. From: http://ardictionary.com/2008/interest/5731/All

Fitriyanti. 2006. "A Comparative study on the Ability in Writing a Short Paragraph With and Without Picture of the Second Year Students SMA S2 Mutiara Duri". Pekanbaru: UIN SUSKA RIAU University

Hamalik. 2008. Available at: http://.Community05.blogspot.com/2008/05/Strategi-memanfaatkan-Media-Gambar

Hanafi Ansyari. 1982. *Pengantar Ilmu Pendidikan.* Jember: Usaha National-Surabaya-Indonesi

Hastuty Utami. 2007. "The Influence of Using Picture in Teaching Short Paragraph of Writing a Ward the Second Year Students Writing Achievement of MTs. Bustanul 'Ulum". Pekanbaru: UIN SUSKA RIAU University

Heaton,J.B. 1988. *Writing English Language Test,*: London and Newyork: New Edition, Longman inc

Hornby, AS. 1995. *Oxford Advanced Learner's Dictionary Walton Street.* Oxford : Oxford University Press, 5th Edition

Manser, H Martin. 1990. *Oxford Learner's Pocket.* Hongkong: Oxford University Press

Marla Desoto. 2008. *Writing Descriptive Paragraph.* Available at: http://glory.gc.maricopa.edu/~mdesoto/101online_new/assignment1paragraphs_b.htm

Mukarto, Sujadmikio, et al. 2007. *English on Sky.* Jakarta: Erlangga.

Reid, Joy M. 1988. *The Process of Composition.* USA: Prencice Hall Regents

Richard, Jack. 1987. *Defenition of Learning.* Available at: http://www.pacificorpfoundation.org/Article/Article16920.hml

Richards, Jack C et al. 1996. *Language Teaching and Applied Linguistic.* British: LONGMAN

Richards, Jack C and Willy A. Renandya. 2002. *Methodology in Teaching Language Teaching.* Cambridge: University Pers

Sudjana. 2001. *Media Gambar.* May 23, 2008. Available at: http://tp.community05.blogstop.Com/2008/05/strategi-Memanfaatkan-media-gambar.

Suharsimi Arikunto. 1996. *Procedur Penelitian Suatu Pendekatan Praktek.* Jakarta: Rineka Cipta

Syafi'i S, M. 2007. *Writing of English for Academic Purpose.* Pekanbatu: LBSI

_____,M. Fauzan Ansyari and Jonri Kasdi. 2007. *The Effective Paragraph Developments: The Process of Writing Classroom Setting.* Pekanbaru: LBSI

Universitas Islam Negri Sultan Syarif Kasim. 2005. *Buku Panduan dan Informasi Akademik 2005/2006.* Pekanbaru: Universitas Islam Negri SUSKA Riau

Wikantika. Apa itu Peta?. Available at: http://www.total.or.id/2009/info.php?kk=peta

Wongsotjitro. 2007. *Pengertian Peta dan Pembagiannya.* Available at: http://www.total.or.id/info.php?kk=peta

REFERENCES

Abu Ahmadi. 2007. *Strategi Belajar Mengajar.* Semarang: Pustaka Setia

Ahmad Sudrajat. 2007. *Kurikulum Sekolah.* Available at: http://guruw. wordpress.com/category/Kurikulum-sekolah

Anas Sudijono. 2006. *Statistik Pendidikan.* Jakarta: PT. Raja Grafindo.

Azhar Arsyad. 2002. *Media Pembelajaran*. Jakarta: Rajawali Pers

Beare Kenneth. 1997. *Writing Descriptive Paragraph*. Available at: http://esl.about.com/library/writing/blwrite_descriptive1.htm

Celce-Murcia, Marianne and Lois Me Intosh. 1979. *Teaching English as a Second or Foreign Language.* USA: Newbury House Publisher

Exocrew. 2008. Dictionary. [policies].
Available at: http://ardictionary.com/2008/interest/5731/All

Fitriyanti. 2006. "A Comparative study on the Ability in Writing a Short Paragraph With and Without Picture of the Second Year Students SMA S2 Mutiara Duri". Pekanbaru: UIN SUSKA RIAU University

Hamalik. 2008. *Strategi Memanfaatkan Media.* Retrieved on May 29, 2008. From:http://.Community05.blogspot.com/2008/05/Strategi-memanfaatkan-Media-Gambar

Hanafi Ansyari. 1982. *Pengantar Ilmu Pendidikan*. Jember: Usaha National-Surabaya-Indonesi

Hastuty Utami. 2007. "The Influence of Using Picture in Teaching Short Paragraph of Writing a Ward the Second Year Students Writing Achievement of MTs. Bustanul 'Ulum". Pekanbaru: UIN SUSKA RIAU University

Heaton,J.B. 1988. *Writing English Language Test,*: London and Newyork: New Edition, Longman inc

Hornby, AS. 1995. *Oxford Advanced Learner's Dictionary Walton Street.* Oxford : Oxford University Press, 5th Edition

Manser, H Martin. 1990. *Oxford Learner's Pocket*. Hongkong: Oxford University Press

Marla Desoto. 2008. *Writing Descriptive Paragraph.* Retrieved on December 03, 2009. From: http://glory.gc.maricopa.edu/~mdesoto/101online_new/assignment1paragraphs_b.htm

Mukarto, Sujadmikio, et al. 2007. *English on Sky.* Jakarta: Erlangga.

Reid, Joy M. 1988. *The Process of Composition.* USA: Prencice Hall Regents

Richard, Jack. 1987. *Defenition of Learning.* Retrieved on January 29, 2009. From: http://www.pacificorpfoundation.org/Article/Article16920.hml

Richards, Jack C et al. 1996. *Language Teaching and Applied Linguistic.* British: LONGMAN

Richards, Jack C and Willy A. Renandya. 2002. *Methodology in Teaching Language Teaching.* Cambridge: University Pers

Sudjana. 2001. *Media Gambar.* Retrieved on May 23, 2008. From: http://tp.community05.blogstop.Com/2008/05/strategi-Memanfaatkan-media-gambar.

Suharsimi Arikunto. 1996. *Procedur Penelitian Suatu Pendekatan Praktek.* Jakarta: Rineka Cipta

Syafi'i S, M. 2007. *Writing of English for Academic Purpose.* Pekanbatu: LBSI

_____,M. Fauzan Ansyari and Jonri Kasdi. 2007. *The Effective Paragraph Developments: The Process of Writing Classroom Setting.* Pekanbaru: LBSI

Wikantika. Apa itu Peta?. Retrieved on July 24, 2009. From: http://www.total.or.id/2009/info.php?kk=peta

Wongsotjitro. 2007. *Pengertian Peta dan Pembagiannya.* Retrieved on June 02, 2009. From: http://www.total.or.id/info.php?kk=peta

LIST OF TABLE