

**THE EFFECT OF USING WORDLESS PICTURE BOOK STRATEGY ON
THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
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ABSTRACTS

CINDY LUPITA SARI, 1302050062. “The Effect of using Wordless Picture Book Strategy on the students’ achievement in writing descriptive text”. Skripsi, English Department Faculty of Teacher’s Training and Education, University of Muhammadiyah Sumatra Utara, Medan : 2017.

This study was conducted as an attempt to discover the effect of using wordless picture book strategy on the students’ achievement in writing descriptive text. It was an experimental research. The subject was students of eight grade SMP MUHAMMADIYAH 07 Medan. Two classes were taken by total sampling which divided into two groups. 32 students in VIII-1 as Experimental group and 32 students in VIII-2 as Control group. The instrument used in this research is writing text. The analysis were showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance $\mu = 0.05$ with the degree of freedom (df) 63, t-test > t-table $7.67 > 2.00$. it means wordless picture book strategy has a significant effect on the students’ achievement in writing descriptive text.

Keywords : Writing and Wordless Picture Book

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CHAPTER I

INTRODUCTION

A. The Background of The Study

In studying English, there are four aspects that was learned, those are listening, speaking, reading, and writing. Those skills are used to build students' language strategic competence and also to enhance their motivation to learn English. One of the these four skill which are very important and most acquired in academic field in writing. Writing in an activity of how people put the idea, thought and knowledge on a piece of paper. Writing (as one of the four skill of listening, speaking, reading, writing) has always been formed as part of the syllabus in the teaching English Harmer (2004: 30). Writing is one of direct communication between the writers and the printed texts which are produced by the writers it selves. According to Sharpless (1993: 3) writing is a peculiar activity, both easy and difficult. The more you think about how you do it, the more difficult it becomes. Delivering the writer's ideas, thoughts, meaning, and any other understanding of some cases is happening in writing. A good way for improving students' writing is by using media. Briggs in Sadiman et al (2009:6) states that media are any physical aids that not only serve message but also stimulate students to learn. Book, film, cassette, frame film are some example of media. Media is a medium (plural, media) is a mean of communication and source of information. Derived from the Latin word meaning "between", the term refers to anything that carries information between a source and a receiver. For example

include video, television, diagrams, printed material, computers program, and instructor. All the explanation above is reflecting in a media that is Wordless Picture Book.

Using Wordless Picture Books strategy is useful for students in teaching writing descriptive text for the eight of students at SMP MUHAMMADIYAH 07 Medan in 2016/2017 academic year , Jl. Pelita II No. 3-5, Sidorame Barat 1, Medan Perjuangan, Kota Medan, Sumatera Utara 20236, Indonesia. Wordless Picture Books is one of ways that can increase students' achievement in writing descriptive text. Where the students were instructed to work in a small group for ensuring active participation of students itself. A Wordless Picture Book is a book in which illustration are used for telling the story without text. Wordless Picture Book is a good media for creative writing as according to Harvey and Goudvis (2000: 194) mentioned that Wordless Picture Book strategy has purpose to sketch visual images of text to aid in memory and recall of the story. It means that Wordless Picture Book will give positive effect in teaching and learning process. Student's often struggle with ideas and topics for writing. So, Wordless Picture Book was motivated students' to learn and practice critical thinking. It is really needed in order to help students' to decide how to write especially in Descriptive text.

There were some reasons in writing this thesis. The first reason, writing is one of the important skill in english subject which requires a wide activity, idea, and knowledge. In writing, people can convey their feelings, ideas, expression and even share something to another. The knowledge which we have, especially we

got by reading written information or text, such as books or magazines which are written by those who share their idea through writing. Writing (as one of the four skill of listening, speaking, reading, writing) has always been formed as part of the syllabus in the teaching English Harmer (2004: 30). In fact, most of the students were not interested in learning writing. As a result their writing ability was far from what is expected. Wordless Picture Book could help them to understand of the materials easily in developing their ideas in writing descriptive text.

The second reason, the students still had lack of vocabulary. They did not know to arrange the sentence well. They felt confuse to express and generate their ideas that should be conveyed in writing. They still got difficulties to write well although they knew the topic which has been given by the teacher. Students who have low of vocabulary often make mistake in selecting the appropriate words to describe the characteristics of the subject. In writing, vocabulary is needed by the students to describe something clearly. Without having enough vocabulary, they could not build a paragraph.

The third reason, the teacher did not use an interesting strategy. The students were easy to get bored in learning writing. While the teacher was explaining about the material, there were some students who didn't pay attention. They were talking to their seatmate. Here, writing became a serious problem. Because the teacher only focused on the handbook and spent time in the class to explain. As we know that writing ability is one of skill the students should master to enable the learners communicate their ideas with the reader in written form.

Interesting strategy is very needed to make the teaching writing more effective and enjoyable.

The last reason, they also got difficulties in using English grammar, especially in writing descriptive text. Most of the students assumed that English in written form was the most difficult subject. Because they must have knowledge about English grammar. It made the students afraid to make many mistakes when they write their ideas. By mastering grammar they would understand the rules that should be used in paragraph. Wordless Picture Book Strategy could encourage the students' interest in learning writing. Students in a group can share their knowledge, ideas, with their confident, they can extend their ideas to write a paragraph well.

From the explanation above, it could be concluded that writing is very important skill in English subject. The process of writing descriptive text still becomes a serious problem for the students. They still had low vocabulary and they also got difficulties in using English Grammar. They were not interested in learning writing and easy to be mastered by the students. So, the researcher interested to write the title about "The Effect of Using Wordless Picture Book Strategy on the Students' Achievement in Writing Descriptive Text".

B. The Identification of The Problem

In relation of the background of study, the writer was identified the study as the following :

1. Most of the students were not interested in learning writing descriptive text.

2. The students still had lack of vocabulary.
3. The students felt bored about the teaching strategy.
4. The students also got difficulties in using English grammar.

C. The Scope and Limitation

There are many strategy of writing. The scope of this study focused in using of Wordless Picture Book in student's writing achievement and the limitation of this study was only focused in students' writing Descriptive text.

D. The Formulation of the Study

Based on the background of study, the problem of this study was formulated as the following :

1. Is there any significant effect of using Wordless Picture Book on the students' achievement in Writing Descriptive text?

E. The Objective of the Study

In relation to the problem of the study, the objective of the study was to find out the significant effect of using Wordless Picture Book on the students' achievement in Writing Descriptive text.

F. The Significant of the Study

Finding of this study were expected to be useful for theoretically and practically.

Theoretically

It was expected that this research can increase the knowledge of readers about the strategy in writing process.

Practically

1. For the Headmaster, to increase the students' competence in writing skill especially descriptive text.
2. For the Teacher, as the basis of explaining strategy in teaching writing process to the students'.
3. For the Students', to improve knowledge in understanding strategy in writing text especially in writing Descriptive text.
4. For the writer, as the real action to apply her knowladge that she got from Muhammadiyah university of Sumatera Utara.
5. From the Readers, to give some contribute who are interesting to studying strategy in teaching writing process.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting the research, theories are needed to explain some concept concerning to the research. Those terms will be used in this study and they need to theoretically explain. In this case the researcher review some relate and relevant theorist concerning about students ability in building up to write descriptive text by in this following part, theoretically terms will be present and explain.

1. Effect

The effect is defined to change ability that the students have after having treated by using certain technique. It is usually the aspect of method in which the relationship between different subject and variables can be determined. Effect of teaching treatment in language is related to the change of getting something to the cognitive system. The result is the important of ability. The ability is the result of learning process which involves teachers with students.

The improvement which creates achievement by the students then is realized in the form score so that it can measure the certain position of students in the class because the score they have. Reflects their improvement in the learning process.

2. Strategy, method, and technique

a. Strategy

Brown says strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Strategies vary individually each of us has a number of possible ways to solve a particular problem, and we can choose one or several for a given problem. Learning strategies can be defined as the planning that contains a series of activities designed to achieve specific educational objectives. Further described is a learning strategy learning activities that must be done so that the teacher and student learning objective can be achieved effectively (H. Douglas Brown 2000: 126).

The term strategy is often used in many contexts with meaning is always the same. In the context of teaching strategies can be interpreted as a general pattern of teacher-student action in the manifestation of the teaching activity. According to Joyce and Weil prefer to use the term models of teaching instead of using teaching strategies (Joyce and Weil in Spritual, 2004: 33).

b. Method

A generalized set of classroom specification for accomplishing linguistic objectives methods tend to be concerned primarily with teacher and students rules and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

c. Technique

Technique (also commonly referred to by other terms): “Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

3. Achievement

It is important to recognize and support children's and young people's achievement. It can help to develop their confidence and motivation for learning. It can also help them to reflect on their learning and plan appropriate next steps. Hornby (1974: 73) says achievement is to do something successfully, especially with effort and skill. There are three aspects of learning achievement such as cognitive, affective, understanding and psychomotor.

Cognitive consists of knowledge, understanding, application, analysis, synthesis and evaluation. Application includes the method on concrete cases. Analysis includes the ability to divide the small parts into a whole. Synthesis includes combining the new thing into the new understanding and evaluation merits the ability to perform an opinion about something.

Affective is the changing of behavior that affects someone's ability to do something. There are acceptance, sign with the acceptance by using their senses and responds. Decide a problem with a simple up to complex.

Psychomotor is the skill to do something. Ready to do it based on physical and emotion, self control and become a habit. Therefore it is concluded that the

achievement is a successful is reaching particular goal, statues or standard, especially by effort, skill, courage.

4. Writing

Pardiyono (2006: 42) state that in writing the students are encourage to focus on accurate language used and language development. The objective of teaching writing is to help students learn how to write in various genres. The study will focus on writing. Jeremy Harmer (2003 :257) state that in teaching of writing we can focus the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of task and in the end product. Thinking is characterized by the ability to record the factors involved, to clasify otherwise to order them. Through writing the writer asumes that there are four aims to achieve where one will have the ability to record they observation and thoughts to explore and elaborate these thoughts to develop his own powers on thinking and to convey to the other people the result of these thoughts as clearly and completely as possible. In addition Patel and Jain (2008: 125) state that writing is a kind of linguistic behavior. It presents the sounds of language through visual symbol. Writing is a skill which must be taught and practiced. Writing is essential feature of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.

Based on all definition above, it can be stated that writing is often not time bound in the way conversation. When writing, students frequently have more time

to think than they do in oral activities. They can go through what they know in their minds and even consult dictionaries, picture, grammar books or other reference material to help them Harmer (2004: 31).

4.1 Text

According to Sanggam and Shinoda (2008: 1) a text is a meaningful linguistic unit in a context. A text in a language is unique. Some languages may have some similarities in a text. They also have some differences. Indeed, a text is an effective and efficient higher linguistics units containing several components may contain one or more than one clause.

Texts can be classified and organized in a multitude of ways : everyday, formal, entertaining and informational. Different types of texts have distinctive characteristics, depending on what they are made to do Sanggam and Shinoda (2008: 2).

4.2 Genre of The Text

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categories texts and the situations in which they occur. Genre encourages us to look for organization patterns, or the ways that texts are rhetorically structured to achieve a social purpose.

Hyland (2002: 61) said that Genre text are similar or different because of the socio cultural purposes they are intended to serve and the ways they are structured to achieve these. Organization of a genre text can be described in relation to others like it, and to the choices and constraints acting on the writer in a particular social context. In other words, genre text are seen to display inter textual activity in that they anticipate or respond to other text.

There are some kinds of genre and can be seen as follows:

- 1) Genre of Functional text
- 2) Genre of Narration text
- 3) Genre of Description text
- 4) Genre of Recount text
- 5) Genre of Procedure text
- 6) Genre of Discussion text
- 7) Genre of Analytical Exposition text
- 8) Genre of Hortatory Exposition text
- 9) Genre of News Item text
- 10) Genre of Report Text
- 11) Genre of Anecdote text
- 12) Genre of Spoof text
- 13) Genre of Review text
- 14) Genre of Explanation text

From a variety of genres above, the authors choose the genre of recount strategy. Its explanation is presented below.

5. Descriptive Text

According to Smalley Regina L. And Mary K. Ruetten (1986: 58) states that descriptive text is a group of sentences develops one main idea about describing thing, place, person, and animal. The description must be organized so that the reader can vividly imagine the scene being described. The arrangement of the details in a descriptive text depends on the subject. The selection and the description of details depend on the describer's purpose.

Descriptive text is one of the genre text in English. In general, descriptive a text that describes person, thing, or place in specifically. There are some experts define about definition of descriptive text. According to Kane in Pruziks (2012) describes that description is about the sensory experience how something looks sounds, Tastes. Mostly it is about visual experience, but also deals with other description Kinds of perception.

Moreover, Gerot and Wignell (1994) define the social function of descriptive text is to describe a particular person, place, or thing. Descriptive text provides all of information that is used to describe person, place, or thing.

In summarize, descriptive text is a kind of text that is intended to describe someone, something, or place by introducing through the characteristic and description of the object in order to make the reader sense and imagination about something. Besides that, this text consists of several paragraphs which are used to represent the descriptive the object.

5.1 Types of Descriptive Text

Based on Fleming and Glathom stated (1995: 38), there are five types of descriptive paragraph :

a. Describing a personality

If we want to describe a person, the first that we do is to recognize his or her individual characteristics. They need to describe people occurs fairly in archaism of physical attribute (hair, eye) emotional (warm, nervous and other), moral attributes (greedy, flush, worthy, etc) and intellect (clever perception, and sson) consequently the writer describes the person clearly.

b. Describing a place

As with the people, there is a commonly occurring head to describe place such as features of town district, or area like garden or park. The best way to describe a place by presenting some concrete example, such as hotel, home, a school and so on. Further, it is essential to describe the size and agreement of the square involved.

c. Describing a process

To describe a process in descriptive writing, it is important for the writer to know and to understand how something is happened and done. That's way the writer should consider the steps for completing the process and also the verbs are usually used in the imperative form.

d. Describing an object

The best way to describe an object accurately is providing the physical characteristics of an object such as the size, the shapes, the form, the colour, etc. Therefore the writer will describe all the picture of the object.

e. Describing an event

In describing an event, the writer should be able to memorize and remember what had happened in that event. Suppose, the writer will write and discuss the accident happened two days ago. In that case he or she has to explain all details related to the event clearly. Indeed it makes the reader feel the event in the real situation.

5.2 Generic Structure

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion. Jenny Hammond (1992) divided into three generic structure of descriptive text namely :

- a. *Identification*: Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.
- b. *Description*: Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all

paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristic of the subject which is the unique of the special aspect that the subject has.

- c. *Conclusion*: The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

5.3 Language Feature

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant Gramatical Features:

- a. Focus on specific participants (My English teacher, Andini's cat, My favorite place)
- b. Use of Simple Present Tense Use of Simple Past Tense if Extinct.
- c. Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair)
- d. Use of descriptive adjectives (strong legs, white fangs)
- e. Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)

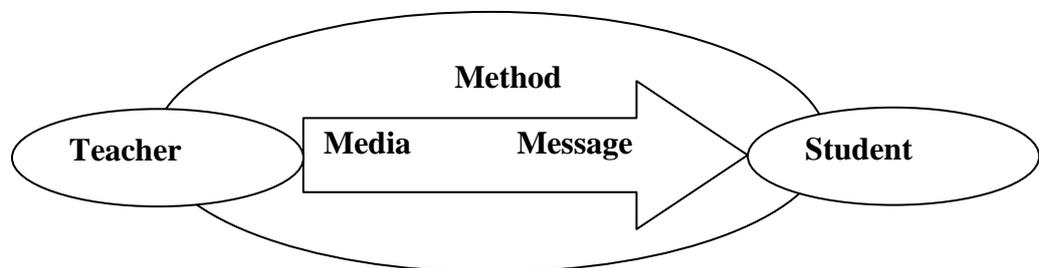
- f. Use of action verbs ‘Material Processes’ (It eats grass, It runs fast)
- g. Use of adverbials to give additional information about behaviour (fast, at tree house)
- h. Use of Figurative language (John is as white as chalk)

6. Media

According to Munadi (2008: 6) Media comes from Latin, which literally means *medius* ‘middle’, ‘intermediate’. In the Arabic language, Media called ‘wasail’ dai jama form *wasilah*, or the synonyms is ‘*alwasth*’ which means also ‘middle’. The word itself means middle among the two sides. Because of its position in the middle of the bias it is also referred to as an introduction or a connection, one that relates or channeling something from one side to the other.

Daryanto (2011: 151) Media is things that can be used for extend a message from the sender (teacher) to the receiver (student) that can motivate the students’ mind, feeling and attention. It makes the teaching learning process success.

The media in teaching learning process can be illustrated as the diagram below:



Picture 2.1 Media

Daryanto (2011: 8)

6.1 The Importance of Media

According to Kemp and Dayton in Daryanto (2011: 5) Media is useful for:

- 1) Make the teaching and learning process interesting
- 2) The teaching learning process more interactive
- 3) Time of Teaching learning be shorter
- 4) Improve the teaching learning quality

6.2 Kinds of Media

In teaching learning process, media can be classified as:

- 1) Audio visual media. Example: Flash card, picture in book, diagram.
- 2) Visual media. Example: Cassette
- 3) Audio media. Example: Video, film

7. Wordless Picture Book

Wordless Picture Book contains little or no text. It presents a whole new set of challenges. The picture may perform a variety of functions, depending on the type of book. They can tell the entire story without any text at all, provide an interactive dimension provide an educational element. Wordless picture support creative expression and can be used to explore different art media and technology.

According to Fulton (2006: 4) Wordless Picture Book is just what they sound like – books without words (or sometimes with animal words) that tell a story through pictures. Because they don't rely on words to express their stories, Wordless Picture Book can be used to develop important skills, such as:

- 1) Detecting Sequence
- 2) Identifying Details
- 3) Noting cause and effect relationships
- 4) Making judgment
- 5) Determining main ideas
- 6) Making inference

The main aim of Wordless Picture Books is to visualize concept of teaching which will be told by the teacher to the students, especially in teaching writing skill. Writing will be easy if the students are taught by using media. Wordless Picture Book is one of visual media, it means the students will write what they see and express the ideas in writing form. Therefore the Wordless Picture Book which is used must be simple, clear.

7.1 The Advantages of Wordless Picture Book

- 1) **Interpret meaning from picture.** In Wordless Picture Book, text is absent or minimal, so students apply meaning to the story. Since there are no words on the page to define, limit, or prescribe a story, each student is able to create his or her own story and develop characters for their story. This allows students to include their own culture, values, and understanding within the story.
- 2) **Help students develop language and writing skills.** The wordless picture presents the visual plot clearly.

- 3) **Wordless Picture Book develops a students' oral language** too because of allow the students to create stories using experiences, prior knowledge, and their understanding of the event in each illustration.
- 4) **Able to create text in a different language.** Everyone have different idea and though. Students can bring their own experiences and culture to the story that they tell. When students read and listen to Wordless Picture Book, they are exposed to the different cultures represented in their classroom. Also, students understand the need for stories to include humor or to be entertaining. As students include humor in their stories, they learn to accept and appreciate both their feelings of others.
- 5) **Understand sequence and story plots better because of the picture give the detail and plot complexity.** They can tell the story by describing the pictures and what is happening on each page. Afterwards, the students should be able to loosely describe what happened in the beginning, middle, and end of the book (sequencing)

7.2 The Disadvantages of Wordless Picture Book.

- 1) The class can be noisy because it's a group discussion.
- 2) Time consuming. This strategy may be time consuming if the class is big and the teacher cannot an amusing classroom atmosphere.

7.3 The Procedures of Wordless Picture Book

Harvey and Goudvis (2000: 194) say, there are procedures of Wordless Picture Book such as:

- 1) The teacher reads a story to students and asks them about what imagination which appears in their mind after listening to the story.
- 2) The teacher reads a story to students and asks them about what imagination which appears in their mind after listening to the story.
- 3) The teacher asks the students to create their own picture based on the story which they heard.
- 4) The last activity, the teacher asks the students reread the their capture imagine.

According to Cecma (2005: 118) mention the procedures of Wordless Picture Book as follow:

- 1) The teacher introduces the wordless picture book for the students and inform them that the wordless picture books enable the readers to invent their own story lines.
- 2) The teacher asks the students to think about the wordless pictures. And invite them to express their ideas orally.
- 3) Then, the teacher guides the students to write what they think about the wordless pictures. Or, they can write the sentence underneath the picture on the transparency. It should be done from the first page of the book.
- 4) The students must write the sentences for all pictures and after completing it, they can read the book in complex form.

Then, Ellery (2009: 157) gives the steps in applying the Wordless Picture Book in teaching as below:

- 1) The teacher discusses the way the author expresses their ideas with the students. The teacher tells them that wordless picture books is an example of the author's expression.
- 2) The teacher informs the students that in wordless picture books, the author uses the picture illustrations to tell his/her story.
- 3) The teacher distributes the wordless picture books for the students and asks them to talk about the picture.
- 4) Ask the students to prepare slip of papers, index cards, stiky notes for writing the words that might accompany the picture. This can be done individually or in small groups.
- 5) Finally, after all text have been written by the sentences, the students are provided to share their complete story in front of the class.

7.4 The Applying of Wordless Picture Book in Descriptive Text Writing

There are some steps to apply Wordless Picture Book media as follows:

Pre-Teaching Activities

- 1) The teacher greets the students.
- 2) The teacher brainstorms students background knowladge by asking some questions related to the topic, which will be taught.

Whilst-Teaching Activities

- 1) The teacher discusses with students that wordless picture book is one of ways for author to express their ideas and meaning.
- 2) The teacher shares with the students that a wordless picture book tells them that this author used illustrations to tell his or her story .
- 3) The teacher gives all students or small groups of students the wordless picture book. Students look through the book, telling themselves the story that the pictures convey.
- 4) After all texts have been written, provide students with opportunity to share their stories.

Post Teaching Activities

- 1) The last section of teaching writing process is in post teaching. The teacher ask the students about their difficulties in writing the text to the wordless picture book.
- 2) Closing.

B. Conceptual Framework

Writing is important skill besides Speaking, reading, and listening. By learning writing, students are trained to be able to express their idea and knowladge to give information in certain situation by using words. Unfortunately, the majority of the students are failed on it. Most of them are unable to write because they lack of vocabularies, interest, and prior knowladge. In reality, many students think that writing is difficult to learn. By responding this problem, the

writer tries to find a new media in order to make the students are easy to understand the writing skill, especially on descriptive text. In the relation of what mentioned above, the writer will use Wordless Picture Book as a media on teaching writing in descriptive text which is assumed as an effective way to be applied to improve writing skill in descriptive text.

By using Wordless Picture Book as a media in teaching writing descriptive text, firstly the teacher will give the pretest to find how the scores that the students achieve before treatment is given. Based on the results, the teacher then divide the class into several groups. In each group, the teacher explains the material which is descriptive text. Then, the teacher shares the Wordless Picture Book for each group and asks them to make a descriptive story from the Wordless Picture Book story. Each group will make different story because every students have the same opportunity to give their critical thinking. Then, one of them collect all of the ideas from the member of the group they discuss to arrange those ideas into a good descriptive text. After this students finished their work, each group tells the story in front of the class, then the teacher give the suggestion for the students assignment. As the post test, the teacher asks the students to write a descriptive text individually.

Wordless Picture Book is a good way to improve the students ability in writing descriptive text. Because, Wordless Picture Book is book that all pages just pictures and no words. So, the students have to expand their imagination and idea to interpret the stories from the pictures. Students are expected to have opportunities to work collaboratively with their friends in the group because the

members of the group freely express their own idea without any doubt. In conclusion, based on the definition above, can be predicted Wordless Picture Book media is effective and optimal to be applied in order to increase students achievement in writing descriptive text.

C. Hypothesis

The hypothesis of this study were formulated as follows:

Ha: “There is a significant effect of using wordless picture book on students’ writing achievement”

Ho: “There is no significant effect of using wordless picture book on students’ writing achievement”.

CHAPTER III
METHOD OF RESEARCH

A. Location and Time

The location of this research was conducted at SMP MUHAMMADIYAH 07 Medan Jl Pelita II. The researcher was conducted during the academic year 2016 / 2017. The reason for choosing this school because the researcher found the students' ability in this school in writing descriptive text was still low. So, it was needed to find out the effect of using Wordless Picture Book on the Students' achievement in Writing Descriptive Text.

Table 3.1
Research Schedule

No	Activities	Des	Jan	Feb	Mar	April
1.	Making Proposal					
2.	Survei The Location of Research					
3.	Seminar of Proposal					
4.	Revise of Proposal					
5.	Legimated of Proposal					
6.	Do Research					
7.	Guiding of Thesisi					
8.	Responsible For The Result of Research					

B. Population and Sample

. The population of this research was conducted at eighth year students on academic 2016/2017 of SMP MUHAMMADIYAH 07 Medan in 2016/2017 academic year , Jl. Pelita II No. 3-5, Sidorame Barat 1, Medan Perjuangan, Kota

Medan, Sumatera Utara 20236, Indonesia, which consist of two classes. The total numbers 64 and devided into 2 classess (VIII-1 and VIII-2).

Sample was a part of population that becomes a research that was considered as a representation from the population . This research takes all the students as the sample by using total sampling. According to Sudijono (2010) “If the population of research was less than 100, it was better to include all of them message as the sample.”

Table 3.2
Table of Population and Sample

No.	Class	Population	Sample
1.	VIII-1	32	32
2.	VIII-2	32	32
	Total	64	64

C. Research Design

The study was conducted by using an experimental design that is a research to test and prove a hypothesis by giving treatment the sample. The experimental design showed whether using Wordless Picture Book was a better for the students in learning writing descriptive text than lecturing method. The sample of study consist of two groups; Experimental and Control group that taught by using different treatment. It can be seen from the following table:

Table 3.3
Research design for experimental group and control group

Gro up	Pre-test	Treatment	Post-test
Experimental (X) VIII-1	✓	Using Wordless Picture Book	✓
Control (Y) VIII-2	✓	Using Lecturing Method	✓

Based on the table 3.2, Experimental group is the class which receive by using Wordless Picture Book in teaching writing and Control Group is the class which receive by using Lecturing Method in teaching writing.

1. Pre-Test

The pre-test was given to experimental and control group. It was used to measure the students' ability before applying the treatment.

2. Treatment

In teaching writing descriptive text the experimental class and control class, different treatment used. The experimental class was given the treatment by using wordless picture book as media, and the control class was taught by using lecturing method as media.

3. Post-test

After conducted the treatment a post-test was given to the students, the post-test function's get mean scores of experimental and control group. It applied to

know the effect of teaching presentation in both class. The test was prepared in such way in the attempt to know the result of teaching using wordless picture book as a media and lecturing method. The sample were two group:

1. Experimental group. Comprising of 32 students were taught by using Wordless Picture Book.
2. Control group. Comprising of 32 students were taught by using Lecturing Method.

D. Instrument of Research

Instrument is a means of collecting data that must be made. There were many kinds of instrument that can be taken to collect data, such as test, observation, and documentation. This research used test as the instrument. A test in simple terms, is a method to measure a person's ability, knowledge, or performance in a given domain, the researcher will study students of the writing descriptive text.

E. Technique for Collecting Data

1. Giving pre-test to both class
2. Teaching the experimental group by using wordless picture group
3. Giving post-test to both class
4. Scoring the test/ scoring the students' answer
5. Evaluating the effect of using wordless picture

F. Technique for Analyzing Data

To know the effect of using wordless picture book on students' achievement in writing text, SD, SEM, and t-test used by formula of Sudijono (2010) says that to test the hypothesis, the following steps are take as suggested.

1. Scoring the students answer
2. Listing the scores in two table's scores: first scores for the experimental group (X) and the second scores for the control group (y)
3. Measuring the standard deviation of variabel x and y

$$SD_x \text{ or } SD_1 = \sqrt{\frac{\sum x^2}{N}} \text{ for variabel x and}$$

$$SD_y \text{ or } SD_2 = \sqrt{\frac{\sum y^2}{N}} \text{ for variabel y}$$

4. Measuring correlation between both variabel by using the following formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}}$$

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

5. Testing the hypothesis by using the following formula:

$$T_0 = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

CHAPTER IV
DATA AND DATA ANALYSIS

A. The Data

The data of this study were the result of writing on descriptive text. The data were divided into two group, namely experimental group and control group. This study was conducted in three meeting for each group either control or experimental group. Both of groups were given the same test form in writing on descriptive text in pre test and post test. Data collection used five indicators that refer to the rule of eriting, that were:

C : Content

O : Organization

V : Vocabulary

Lu : Language Use

M : Mechanism

The following data were the students' score on the pre-test and post-test of the experimental and control group. It can be seen in table below:

Table 4.1
The Score of Pre-test of the Experimental Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AA	15	11	6	10	3	45
2.	AY	15	7	7	8	3	40
3.	AF	18	11	11	15	4	59
4.	AMA	22	13	13	12	4	64
5.	AL	20	14	13	13	2	62
6.	BSN	16	14	11	10	2	53
7.	BD	23	13	14	14	4	68
8.	DPS	16	15	13	11	2	58
9.	ED	21	11	11	11	3	57

10.	FA	15	11	6	10	3	45
11.	GAP	21	11	12	18	3	65
12.	HK	18	9	7	9	4	47
13.	IH	17	8	9	12	4	50
14.	IJ	16	15	13	11	2	58
15.	IS	15	7	7	8	3	40
16.	LHA	19	15	12	12	2	60
17.	MFH	17	10	13	10	3	53
18.	MI	19	8	7	9	4	47
19.	MT	18	13	11	12	2	56
20.	MJ	18	11	11	15	4	59
21.	NCP	21	11	12	18	3	65
22.	SUK	23	17	15	12	3	70
23.	SS	17	8	9	12	4	50
24.	SNSA	18	9	13	10	3	53
25.	TDP	15	13	13	11	3	55
26.	VKS	16	14	11	10	2	53
27.	WA	21	11	12	18	3	65
28.	WU	21	17	16	15	3	71
29.	QN	19	8	7	9	4	47
30.	YA	16	14	11	10	2	53
31.	ZM	23	17	15	12	3	70
32.	ZK	22	11	12	18	3	66
SUM							1804
MEAN							56,37

Table 4.2
The Score of Post-test of the Experimental Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AA	21	17	16	15	3	71
2.	AY	22	17	18	15	3	73
3.	AF	23	18	15	21	3	80
4.	AMA	22	16	16	19	4	77
5.	AL	24	18	18	17	3	80
6.	BSN	26	17	17	20	5	85
7.	BD	26	17	18	18	3	82
8.	DPS	24	19	19	12	4	78
9.	ED	20	14	16	16	3	69
10.	FA	24	18	16	16	3	77
11.	GAP	25	19	19	20	4	90
12.	HK	23	17	15	21	3	79
13.	IH	25	20	17	21	4	87

14.	IJ	26	17	18	18	3	82
15.	IS	24	17	16	17	3	77
16.	LHA	25	17	18	21	4	85
17.	MFH	24	17	17	21	4	83
18.	MI	23	16	15	21	3	78
19.	MT	25	17	18	21	4	85
20.	MJ	25	18	16	17	4	80
21.	NCP	26	17	20	21	4	88
22.	SUK	24	16	17	18	5	80
23.	SS	24	17	17	18	4	80
24.	SNSA	26	17	16	21	4	84
25.	TDP	24	18	17	18	4	81
26.	VKS	25	18	17	18	4	82
27.	WA	24	20	16	21	3	84
28.	WU	26	19	18	22	5	90
29.	QN	24	17	15	17	3	76
30.	YA	24	17	17	18	4	80
31.	ZM	25	18	18	21	5	85
32.	ZK	24	17	18	17	3	76
SUM							2584
MEAN							80,75

From the table above, the students' score in pre-test was 1804 and the score of mean in students' writing descriptive text was 56,37. It can be seen by using formulas below:

$$M_1 = \frac{\sum x_1}{N}$$

$$M_1 = \frac{1804}{32}$$

$$M_1 = 56,37$$

And the students' score in post-test was 2584 and the students' mean in writing descriptive text was 80,75. To know mean of a students' score in post-test by using formula below:

$$M_1 = \frac{\sum x_1}{N}$$

$$M_1 = \frac{2584}{32}$$

$$M_1 = 80,75$$

From the analysis above, it concluded that students' score in post-test after applying wordless picture book in experimental group was higher than students' score in pre-test on writing descriptive text. The result of students' score were taken from higher was 2584 and the mean of students' score was 80,75. For make it clear, it can be seen in chart below:

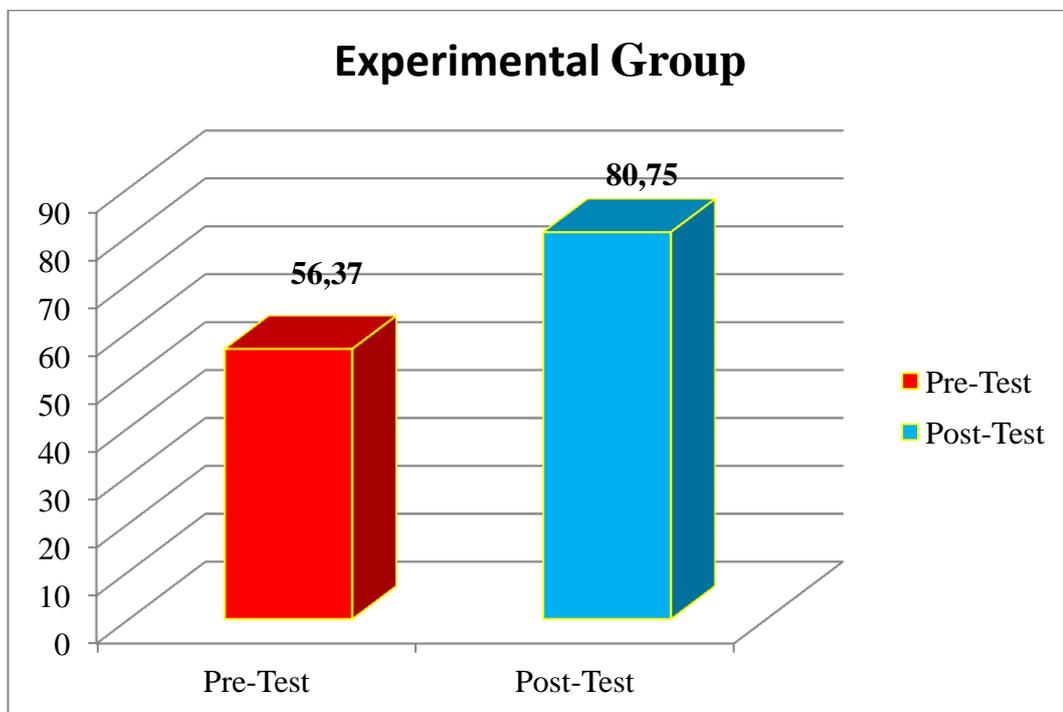


Chart 1: The result students' score in Experimental group

**Table 4.3
The Score of Pre-test of the Control Group**

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	ABS	13	8	7	9	3	40
2.	AS	18	11	8	18	4	59
3.	AA	14	8	8	18	4	52
4.	AM	17	14	12	15	5	63

5.	AJS	18	9	7	9	4	47
6.	CN	14	8	8	18	4	52
7.	DRF	15	8	7	10	4	44
8.	DA	17	8	9	12	4	50
9.	DIA	21	16	15	16	3	71
10.	FS	15	11	6	10	3	45
11.	FPK	21	11	11	11	3	57
12.	FR	16	15	13	11	2	58
13.	HA	15	7	7	8	3	40
14.	ID	15	11	6	10	3	45
15.	MAN	16	9	11	13	4	53
16.	MF	13	7	7	12	4	43
17.	MIP	21	14	14	14	3	66
18.	MRR	16	9	11	13	4	53
19.	MIB	18	11	8	18	4	59
20.	MAG	17	14	12	15	5	63
21.	NM	15	8	7	10	4	44
22.	RP	14	8	8	18	4	52
23.	RA	16	8	7	8	4	42
24.	RI	17	14	12	15	5	63
25.	RH	18	9	7	9	4	47
26.	MU	20	13	16	12	3	64
27.	SAD	17	8	9	12	4	50
28.	SA	15	7	7	8	3	40
29.	TA	18	13	11	12	2	56
30.	WA	19	15	12	12	2	60
31.	WI	16	14	11	10	2	53
32.	ZN	14	7	7	11	3	42
SUM							1673
MEAN							52,28

Table 4.4
The Score of Post-test of the Control Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	ABS	20	13	16	12	3	64
2.	AS	21	16	15	15	3	70
3.	AA	18	13	17	12	3	63
4.	AM	20	14	16	16	3	69
5.	AJS	16	13	9	11	4	53
6.	CN	21	14	14	14	3	66
7.	DRF	16	15	13	11	2	58
8.	DA	19	15	12	12	2	60

9.	DIA	23	18	18	22	4	80
10.	FS	18	11	11	15	4	59
11.	FPK	20	14	13	13	2	62
12.	FR	23	17	15	12	3	70
13.	HA	17	10	13	10	3	53
14.	ID	19	15	12	12	2	60
15.	MAN	22	11	12	18	3	66
16.	MF	18	11	11	15	4	59
17.	MIP	21	16	15	15	3	70
18.	MRR	17	12	9	13	4	55
19.	MIB	22	14	14	18	3	71
20.	MAG	23	18	14	18	3	76
21.	NM	21	13	14	17	3	68
22.	RP	20	14	13	13	2	62
23.	RA	20	13	16	12	3	64
24.	RI	23	16	16	22	3	80
25.	RH	21	15	16	16	3	71
26.	MU	22	14	12	15	3	66
27.	SAD	17	14	12	15	5	63
28.	SA	17	10	13	10	3	53
29.	TA	21	15	17	17	3	73
30.	WA	22	17	16	14	3	72
31.	WI	22	17	11	15	3	68
32.	ZN	20	13	16	12	3	64
SUM							2088
MEAN							65.25

From the table above, the students' score in pre-test was 1673 and the score of mean in students' writing descriptive text was 52,28. It can be seen by using formulas below:

$$M_2 = \frac{\sum x_2}{N}$$

$$M_2 = \frac{1673}{32}$$

$$M_2 = 52,28$$

And the students' score in post-test was 2088 and the students' mean in writing descriptive text was 65,25. To know mean of a students' score in post-test by using formula below:

$$M_2 = \frac{\sum x_2}{N}$$

$$M_2 = \frac{2088}{32}$$

$$M_2 = 65,25$$

From the analysis above, it concluded that students' score in post-test was higher than students' score in pre-test on writing descriptive text. However, the students' score in experimental group was higher than control group. It concluded that wordless picture book strategy significant effect students' writing on descriptive text. For show the result of students' score in control group, it can be seen in chart below:

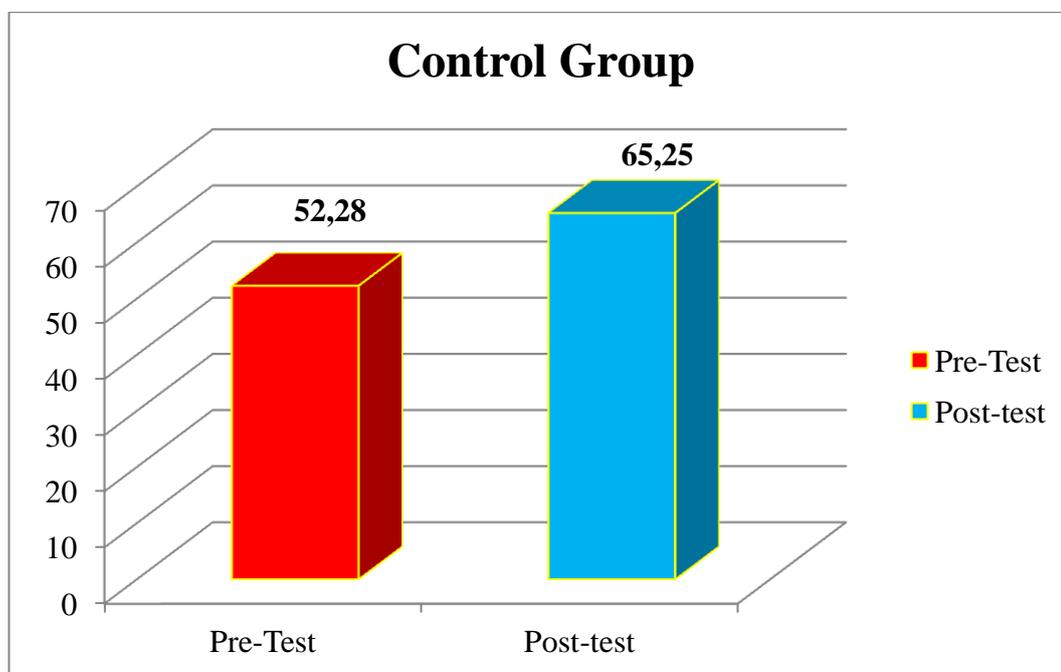


Chart 2: The Result students' score in Control Group

B. Data Analysis

The data were collected by asking the students to write as mentioned on the instrument of collecting data. The data of this study were obtained from the result of the pre-test and post-test were from experimental and control group. The analysis is intended to earn the significance difference between experimental groups which teachings by using wordless picture book on the students' achievement in writing descriptive text.

1. Analyzing the Data by Using SD and SEM

The data of pre-test and post-test from two groups are computed by using mean, Standard Deviation (SD), Standard Error of mean (SEM), and t-test formula. Some of students' score as representation in experimental group are analyzed taken from the highest, the middle and the lowest score. It could be seen in the tables below:

Table 4.5
Standard Deviation in Experimental Group

No.	Students' Initial	Score		X	X ²
		Pre-Test	Post-Test		
1.	AA	45	71	26	676
2.	AY	40	73	33	1089
3.	AF	59	80	21	441
4.	AMA	64	77	13	169
5.	AL	62	80	18	324
6.	BSN	53	85	32	1024
7.	BD	68	82	14	196
8.	DPS	58	78	20	400
9.	ED	57	69	12	144
10.	FA	45	77	32	1024
11.	GAP	65	90	25	625
12.	HK	47	79	32	1024
13.	IH	50	87	37	1369

14.	IJ	58	82	24	576
15.	IS	40	77	37	1369
16.	LHA	60	85	25	625
17.	MFH	53	83	30	900
18.	MI	47	78	31	961
19.	MT	56	85	29	841
20.	MJ	59	80	21	441
21.	NCP	65	88	23	529
22.	SUK	70	80	10	100
23.	SS	50	80	30	900
24.	SNSA	53	84	31	961
25.	TDP	55	81	26	676
26.	VKS	53	82	29	841
27.	WA	65	84	19	361
28.	WU	71	90	19	361
29.	QN	47	76	29	841
30.	YA	53	80	27	729
31.	ZM	70	85	15	225
32.	ZK	66	76	10	100
SUM				780	20842
MEAN				24.37	651.31

To measure Standard Deviation (SD) in Experimental group by using formula below:

$$SD_1 = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_1 = \sqrt{\frac{20842}{32}}$$

$$SD_1 = \sqrt{651.31}$$

$$SD_1 = 25.52$$

After analyzing Standard Deviation (SD), then the researcher analyzed Standard Error of Mean (SEM) in Experimental Group to know correlation between both variabel by using formula below:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_2-1}}$$

$$SE_{M1} = \frac{25.52}{\sqrt{32-1}}$$

$$SE_{M1} = \frac{25.52}{\sqrt{31}}$$

$$SE_{M1} = \frac{25.52}{5.56}$$

$$SE_{M1} = 4.58$$

After analyzing, it concluded that Standard Deviation (SD) in experimental group was 25.52 and Standard Error of Mean (SEM) in Experimental Group was 4.58. To know SD and SEM in control group, it can be seen in analyzing below:

Table 4.6
Standard Deviation in Control Group

No.	Students' Initial	Score		Y	Y ²
		Pre-Test	Post-Test		
1.	ABS	40	64	24	576
2.	AS	59	70	11	121
3.	AA	52	63	11	121
4.	AM	63	69	6	36
5.	AJS	47	53	6	36
6.	CN	52	66	14	196
7.	DRF	44	58	14	196
8.	DA	50	60	10	100
9.	DIA	71	80	9	81
10.	FS	45	59	14	196
11.	FPK	57	62	5	25
12.	FR	58	70	12	144
13.	HA	40	53	13	169
14.	ID	45	60	15	225
15.	MAN	53	66	13	169
16.	MF	43	59	16	256
17.	MIP	66	70	4	16
18.	MRR	53	55	2	4
19.	MIB	59	71	12	144
20.	MAG	63	76	13	169
21.	NM	44	68	24	576
22.	RP	52	62	10	100
23.	RA	42	64	22	484

24.	RI	63	80	17	289
25.	RH	47	71	24	576
26.	MU	64	66	2	4
27.	SAD	50	63	13	169
28.	SA	40	53	13	169
29.	TA	56	73	17	289
30.	WA	60	72	12	144
31.	WI	53	68	15	225
32.	ZN	42	64	22	484
SUM				415	6489
MEAN				12.96	202.8

To measure Standard Deviation (SD) in control group by using formula below:

$$SD_2 = \sqrt{\frac{\sum y^2}{N}}$$

$$SD_2 = \sqrt{\frac{6489}{32}}$$

$$SD_2 = \sqrt{202.78}$$

$$SD_2 = 14.24$$

After analyzing Standard Deviation (SD), then the researcher analyzed Standard Error of Mean (SEM) in Control Group to know correlation between both variabel by using formula below:

$$SD_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

$$SD_{M2} = \frac{14.24}{\sqrt{32-1}}$$

$$SE_{M2} = \frac{14.24}{\sqrt{31}}$$

$$SE_{M2} = \frac{14.24}{5.56}$$

$$SE_{M2} = 2.56$$

Thus, the value can be used to find the result of applying t-test formula, it can be seen in the following:

$$T_0 = \frac{M_1 - M_2}{SE_{M_1} - SE_{M_2}}$$

$$T_0 = \frac{80.75 - 65.25}{4.58 - 2.56}$$

$$T_0 = \frac{15.5}{2.02}$$

$$T_0 = \mathbf{7.67}$$

The result of analyzing showed that t-test was **7.67** and t-table was 2.00. The t-test showed that t-test was higher than t-table ($7.67 > 2.00$). It concluded that wordless picture book a significant effect on students' achievement in writing descriptive text.

2. Testing Hypothesis

In analyzing the hypothesis, it referred to t-table at the level significant of 0.05 in degree of freedom (df) = n-1 was $64-1 = 63$. It means that the level significant of 0.05 was 2.00. The testing criterion used for the hypothesis result is if t-test > t-table, it means that the research was accepted (Ha), and if t-test < t-table, it means that the research was rejected (Ho). Based on the result from the data analysis, it show that t-test > t-table ($7,67 > 2.00$). It means that the result of this research was accepted (Ha). So, Wordless Picture Book Strategy significant affect students' achievement in writing descriptive text and can be improve at eight grade of SMP MUHAMMADIYAH 07 Medan.

C. Research Finding

From the result was found that there was different between experimental group and control group especially in teaching writing on descriptive text. Experimental group was taught by using wordless picture book meanwhile, control group was taught by using lecturing method. From the result which showed that $t\text{-test} > t\text{-table}$, namely ($7.67 > 2.00$), it means that wordless picture book strategy significant affect students' achievement in writing on descriptive text than lecturing method and wordless picture book strategy can be improve in teaching writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, conclusion are drawn as the following :

- 1) There was effect of using wordless picture book on the students' achievement in writing descriptive text that could be find easier to express their ideas and thoughts to write paragraph especially descriptive text. There were effect of apply wordless picture book in writing descriptive. It showed the final result was $t\text{-test} > t\text{-table}$ ($7.67 > 2.00$). It means that there was significant effect towards the students' achievement in writing descriptive text.
- 2) The second, students' were not followed in writing because method used in teaching their school only with traditional method made them very low interested and had some difficulties in writing. Wordless picture book method solved difficulties by indicating the effect was 59.29 % it was called moderate.

B. Suggestions

in relation to be conclusion

- 1) For the students, it will make the easier to make a good descriptive.

- 2) Text and give students invaluable benefit because it helps them to make writing more fun and make them comfortable in writing.
- 3) The English teacher should apply wordless picture book as one of alternative ways of teaching writing of a paragraph besides that the teachers have to do more active to give them assignments to make them get used to write and also more creative to make the learning situation comfortable because it will influence the students' motivation in writing.
- 4) The headmaster, to can increase awareness of teacher and the headmaster performance to improve professionalism.
- 5) The readers at UMSU library, to enrich readers' knowledge about teaching method and writing descriptive text.
- 6) The writer, to can knowledge about teaching media and help improving in the school.

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Appendix

TEST ITEM For Experimental Group

1. Write down your full name and class on the top of your sheet.
2. Choose the Picture below !



3. Write a Descriptive text based on the picture !
4. The time is 30 minutes.

Appendix

TEST ITEM For Control Group

5. Write down your full name and class on the top of your sheet.
6. Choose the Picture below !



7. Write a Descriptive text based on the picture !
8. The time is 30 minutes.