

THE EFFECTIVENESS OF USING PICTURE SERIES TO
IMPROVE THE STUDENTS' WRITING SKILL VIEWED FROM
THEIR LEARNING MOTIVATION
(An Experimental Study in the Seventh Grade of SMPN 1
Tanjunganom Nganjuk in the Academic Year 2008/2009)



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**THE EFFECTIVENESS OF USING PICTURE SERIES TO IMPROVE
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MOTTO

No one is perfect but it is not denied to be perfect one.

Keep trying!!!

DEDICATION:

To:

My beloved parents and parents-in-Law

My beloved husband: Adi Suyanto

My beloved daughters: Lintang, Wulan, and Mentari

My brothers and sisters

My friends in the world here and after

ABSTRACT

DWI ARININGSIH, S890208104, 2010. *The Effectiveness of Using Picture Series to Improve the Students' Writing Skill Viewed From Their Learning Motivation* (An Experimental Study in the Seventh Grade of SMPN 1 Tanjunganom in the Academic Year 2008/2009). Thesis. Surakarta. English Education Department of Graduate School, Sebelas Maret University of Surakarta. 2010.

The objectives of the research are: (1) to know whether using picture series is more effective than using translation in teaching writing for the seventh grade students of SMPN 1 Tanjunganom in the academic year 2008/2009; (2) to know whether the writing skill of the students having high motivation is better than that of those having low motivation in learning English; and (3) to know whether there is an interaction between teaching techniques and motivation in teaching writing for the seventh grade students of SMPN 1 Tanjunganom in the academic year 2008/2009.

The research was carried out at SMPN 1 Tanjunganom Nganjuk East Java, from March 2009 to August 2009. The research method was experimental. The subjects of the research are the students of the seventh grade 1 and the seventh grade 2. Each of them consists of 36 students. There are 18 boys and 18 girls in the seventh one and there are also 18 boys and 18 girls in the seventh two. The seventh one is as an experimental class which was taught using picture series and the seventh two is as a control class which was taught using translation. The data were obtained from test. The researcher gained quantitative data for her research. They are the students' scores of students' writing test after having eight times treatment for each class. The researcher analyzed the data using ANOVA or analysis of variance and Tukey test.

Based on the result of data analysis, the research findings are: (1) The picture series is more effective than translation to teach writing for the seventh grade students of junior high school; (2) The writing skill achievement of the students having high motivation is better than that of those having low motivation; and (3) There is an interaction between teaching techniques and learning motivation. Based on these research findings, it can be concluded that picture series is an effective technique used to improve the writing skill of the seventh grade students of SMPN 1 Tanjunganom, Nganjuk.

The research result of this study implies that: (1) English teachers should use picture series to develop their techniques to teach writing; (2) the students use picture to improve their writing ability as it can help them with the new ideas and vocabularies; and (3) the future researchers develop some dimensions which have not been developed in this research like using different students' population or students' condition viewed from the students' habit or interest.

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“The Effectiveness of Using Picture Series to Improve the Students’ Writing Skill Viewed from Their Learning Motivation”** (An Experimental Study in the Seventh Grade of SMPN 1 Tanjunganom in the Academic Year 2008/2009). It is not a plagiarism or made by others. Anything related to others’ works is written in quotation, the sources of which are listed on the list of references.

If then the pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, February 2010

DWI ARININGSIH

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In the name of Allah, the Almighty and Merciful. Praise is only to Allah, for all His abundant blessing, mercies, and guidance, so that the writer is able to complete this thesis writing.

The writer is fully aware that this thesis cannot be finished without other people's help. Therefore, in this opportunity she would like to express her deep gratitude to the following people:

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Finally the writer realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the

development of English education. May God always bless us and lead us in his right path. Amin.

Surakarta, February 2010

D. A.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a means of communication when the other person is not right here in front of us. According to Cohen and Reil (1989: 2), writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others. Writing is usually directed to others for a specific purpose. For students, it can provide the opportunity to express themselves through a written form. Writing can also develop the writer's understanding of an issue by organizing their ideas on a piece of paper.

Writing may well be considered the most of difficult of the language skills. People are flattered when a foreigner tries to speak their language, and they tend to tolerate a light accent and occasional awkward expressions with good grace. The speaker's personality makes a greater impression than the accuracy of his or her spoken language. But a letter is judged more severely on its purely linguistic merits. Errors in spelling and grammar are not easily excused, even if the meaning is clear and the handwriting is attractive and legible.

In spite of the fact that writing is very important, especially for Indonesian students as it belongs to four language skills that have to be mastered since elementary school, writing skill is considered difficult assignment. There are many reasons why they considered it difficult. A study conducted by Haryani (1990: 2) showed that the students' writing ability was still poor. They had very poor performances in arranging sentences in logical order and fair in forming a good paragraph structure.

According to Byrne (1984: 1) there are three problems that may handicap the students to develop their writing skill. They are psychological, linguistics, and cognitive problems. In addition, the researcher adds the fourth

problem dealing with the teaching - learning problem. The followings are the elaborations of each problem.

The first one is psychological problem. As everyone knows, speech is the natural and normal medium of communication for us in most circumstances and it accustoms us both to having someone physically present when we use language and to getting feedback of some kind. Writing, on the other hand, is essentially an individual activity and in fact that the writer is required to write on his or her own, without the possibility of direct interaction or the benefit of direct feedback from others. As the result, it makes the act of writing difficult.

The second is linguistic problem. Speech is normally spontaneously, it means that the speakers have little time to pay attention to organizing the sentence structure, to connecting the sentences and also to choosing the most appropriate words. They repeat, backtrack, expand, and so forth depending on how people react to what we say, while incomplete and even ungrammatical utterances are tolerated. In writing, the writer has to be able to compensate the absences of good linguistic features such as correct sentence, structure, appropriate transitional words, cohesion and so forth.

The next is cognitive problem. Writing is learned through a process of instructions. It means that the learners have to master the written form of language and to learn certain structures that are less used in speech, but which are important for effective communication in writing. The learners also have to learn how to organize the ideas in such a way that the writing or the text can be understood by a reader who is not present and perhaps by a reader who is not known to the writer himself. The next is the problem in the term of content- what to say. Being at loss

for ideas is a familiar experience to most of the learners when they are obliged to write.

The last one is teaching- learning problem. In spite of the fact that, for most students, writing is probably considered the most difficult among four skills, up to now English teaching and learning model practiced in the classroom has not given significant proportion to writing yet. Most of the teachers have not given a lot of opportunities to the students to practice and develop writing skill and have not given correct treatment to the students' writing problem. The teachers also have not found yet appropriate method and technique to teach writing effectively.

Another study was conducted by Riyanto (2001: 3), who found that most of the students' problems in writing were due to some factors: lack of vocabulary, lack of understanding of English grammar, and lack of practice. Sabilah (1999: 3) reported that the students' ability in English writing skill was still far from the target stated in the curriculum. They did not have the ability to express their ideas in written form.

Students' skills in writing were low. The first factor dealt with the lack of audience's awareness. The second factor dealt with their inability in increasing unity and coherence in their essays.

The students found that writing was difficult and at the same time stressing. They did not feel confident in their writing and did not encourage themselves to develop their ability in writing. Hence, they did not frequently practice this skill unless the teacher asked them to.

The most serious writing problems arise when the student tries to transform a native language sentence word for word into a foreign language equivalent. At the early levels the teacher can combat this tendency by providing leading questions and cues in the target language. Assigning a written resume or a free composition before students are ready to handle it can lead to frustration and negative learning.

The problems faced above are not solely caused by the inability of the students to write, but also by the inappropriate strategy implemented by the teacher in the teaching and learning process.

These conditions also happened in SMPN 1 Tanjunganom-Nganjuk. Every time the students of that school are asked to make writing assignment, they feel reluctant to do that. Their results of writing English assignment are not as good as other English language skills results. One of the problems is caused by the using of a conventional technique of teaching; it is a translation technique. This technique cannot increase the students' motivation for learning that is why they feel boring and do not have any spirit to join the learning activity. Therefore, the teachers as the facilitators should attempt to find the solution of the problem. They should change and develop their teaching strategy in writing, so satisfaction from teaching and learning activities can be obtained and students' motivation can be increased.

There are some ways to cope the problems that make students unable to write. According to the researcher, the first thing to do is to improve the teaching and learning process. The teacher should motivate the students in writing by

giving some suggestions, corrections, and rewards if they made a good writing. Then the teacher can select and apply the appropriate method and technique in teaching language, which is suitable with the condition of students of SMPN 1 Tanjunganom-Nganjuk.

According to the researcher, the method that is appropriate to the characteristics of the students of SMPN 1 Tanjunganom is using picture series in teaching writing skill. By using picture series, it is hoped that the students will increase their motivation in the teaching and learning process. Of course, there are many other techniques, methods or approaches, yet it needs priority.

B. Identification of the Problems

Based on the background of the study the researcher can identify many problems why the students' writing skill of the seventh grade of SMPN 1 Tanjunganom is still low. They are as follows.

1. Have the students been aware of the importance of writing?
2. Is the students' mastery on language components such grammar, vocabulary, and spelling still low?
3. Do the students get a lot of problems in writing using English?
4. Do the students understand how to make a good sentence?
5. Are the students able to create a good paragraph?
6. Do the students understand how to make a coherence paragraph?
7. Do the students get suitable methods or technique in writing lesson?
8. Are the students encouraged to practice writing in English a lot?
9. Is the use of picture series able to improve students' writing skill?

C. Limitation of the Problem

In this quantitative experimental research, the researcher focused on the effectiveness of using picture series to improve the students' writing skill due to the fact that their writing skills were still low. In addition, the researcher used picture series to increase the students' motivation, as the picture series are good teaching aids. The use of picture series is intended to make the writing process easier.

D. Problem Statement

Based on the identification of the problems and problem limitation mentioned above, the researcher stated the problems to be researched as follows:

1. Is the picture series more effective than the translation in teaching writing for the seventh grade students of SMPN 1 Tanjunganom in the academic year 2008/2009?
2. Is the writing skill of the students having high motivation better than that of those having low motivation in learning English?
3. Is there an interaction between teaching techniques and motivation in teaching writing for the seventh grade students of SMPN 1 Tanjunganom in the academic year 2008/2009?

E. Purpose of the Study

1. To know whether the picture series is more effective than the translation in teaching writing for the seventh grade students of SMPN 1 Tanjunganom in the academic year 2008/2009.
2. To know whether the writing skill achievement of the students having high motivation is better than that of those having low motivation in learning English.
3. To know whether there is an interaction between teaching techniques and motivation in teaching writing for the seventh grade students of SMPN 1 Tanjunganom in the academic year 2008/2009.

F. Research Benefits

1. For the students

The use of picture series in the teaching and learning process will surely attract the students' attention to study. The students are motivated to write as they get new ideas from the picture series given therefore their vocabulary mastery will be increased as a result the students' English writing skill is improved.

2. For teachers

The benefits of the research is to explore and prove whether the picture series technique is effective to be applied in teaching writing so that the students can improve their English writing skill optimally. It can

motivate teachers to find a new method or technique which is appropriate in teaching writing. It also encourages the teachers to develop their creativity to improve teaching learning process. In addition, the teacher's capability to conduct the teaching and learning activity is improved as a result the teaching and learning activity can run well.

3. For school

The benefits of the research for school are it can increase the students' achievement and it can develop learning strategies which stimulate students' creativity in writing.

CHAPTER II

REVIEW OF RELATED LITERATURES, RATIONALE AND

HYPOTHESIS

This chapter deals with theories used as the basis for supporting the study. It mainly covers the definition of writing, instructional media, translation, and motivation.

Review of Related literature

Writing

a. Definition of Writing

There are many definitions of writing available in literature. The first definition is given by Flower (1985: v) who states that writing is a form of thinking. The second definition is given by Arapoff (1972: 200) who defines that writing is purposeful selection and organization of experience. The next, Cohen and Reil (1989: 3) and Troyka (1987: 3-4) state that writing is a communicative act and a way of sharing observation, information, thoughts, and ideas with other through written language.

According to Cohen and Reil (1989: 3), writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others. Writing is usually directed to others for a specific purpose. For students, it can provide the opportunity to express themselves through a written form. Writing can also develop the writer's understanding of an issue by organizing their ideas on a piece of paper.

Writing is described as the use of the visual medium to manifest the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usage. But of course, writing is not just a production of a sequence of English sentences. The sentences can be used to create a discourse and each sentence takes on a particular value as a part of this discourse. In this case, writing can be said as the act of making up correct sentences and transmitting them through the visual medium as marks on paper. This kind of activity is called composing (writing as usage). Writing as use can be said to be receptive in the sense that it proceeds by reference to the writer's own interpretation of what has preceded and to the writer's assessment as to how what has been written and is being written will be received by the reader (Widdowson, 1996: 63).

According to Longman Dictionary, writing means the activity of creating pieces of written work, such as stories, poems or articles. Byrne (1997: 1) states that we produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequences maybe very short-perhaps only two or three sentences but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a 'text'. Writing also involves the encoding of a message of some kind: that is, we translate our thoughts into language. Hughes (2003: 75) states that the best way to test people's writing ability is to get them to write.

From several definitions of writing in the previous section, it can be concluded that writing means the activity of creating pieces of written work, a

communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful selection and organization of experience and also as the production of sentences as instances of usage.

b. English Writing Skill

Heaton (1975: 135) states that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

- 1) Language use: the ability to write correct and appropriate sentences;
- 2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling;
- 3) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- 4) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
- 5) Judgment skills; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Brown (2001: 343) states there are 12 micro skills for writing. They are as follows:

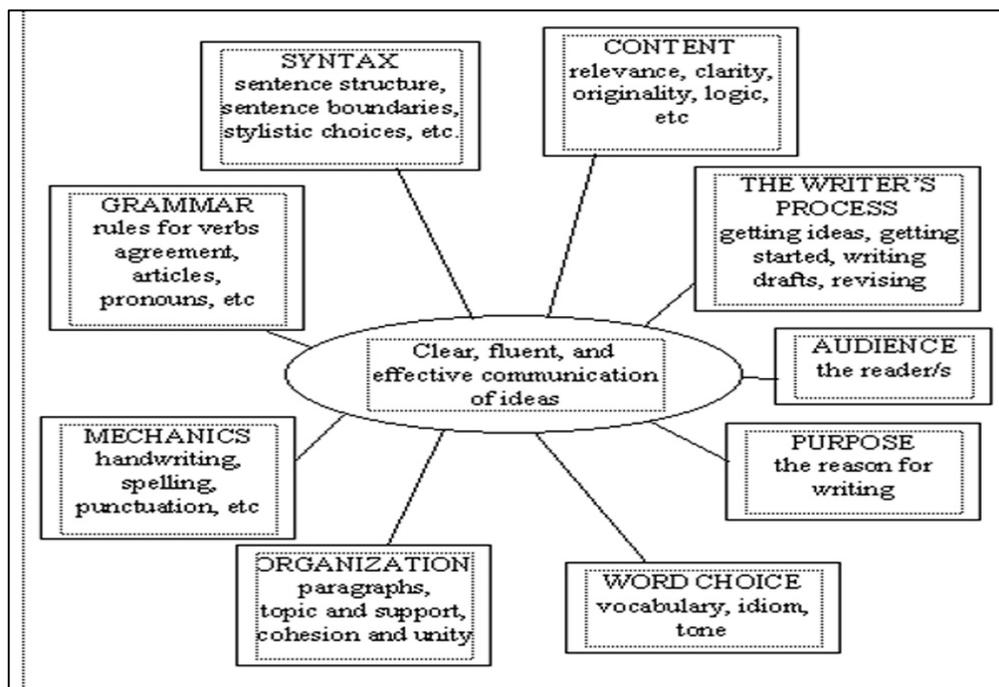
- 1) producing graphemes and orthographic patterns of English;
- 2) producing writing at an efficient rate of speed to suit the purpose;
- 3) producing an acceptable core of words and use appropriate word order patterns;
- 4) using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules;
- 5) expressing a particular meaning in different grammatical forms;
- 6) using cohesive devices in written discourse;
- 7) using the rhetorical forms and conventions of written discourse;
- 8) appropriately accomplishing the communicative functions of written texts according to form and purpose;
- 9) conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
- 10) distinguishing between literal and implied meaning when writing;
- 11) correctly conveying culturally specific references in the context of the written text;
- 12) developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

English writing skill is an ability to express the idea, opinion or feeling in the written form beginning from the simplest one to the advanced level on a certain medium using English appropriately based on some general components of skills such as language use, mechanical skills, content, style, etc.

c. Writing Aspects

According to Raimes (1983: 6) there are several things that the writer has to deal with as they produce a piece of writing. They are as shown in the diagram below.

Figure 1. Producing a Piece of Writing



As teachers have stressed different features of the diagram, combining them with how they think writing is learned, they have developed a variety of

approaches to the teaching of writing. They stem from the basic assumptions that writing means writing a connected text and not just single sentences, that writers write for a purpose and a reader, and that the process of writing is a valuable learning tool for all of students.

d. Writing Process

A process is a sequence of operations or actions by which something is done. In writing, writers are supposed to know the process thoroughly. Then, they divide it into steps or stages. Finally, he needs to explain each step into details so that readers will see how it works. Writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is completed. This process emphasizes on ideas to write down as well as the form in which the ideas are written down.

According to Hedge (1988: 20-22) Writing Process Approach is an approach to teach writing that allows students to write their own ideas with their own process. The writing process approach includes five steps: pre writing, drafting, revising, editing and publishing. The steps are not separated and not happen in a sequence. But, they might occur at the same time. Some people may edit as they revise a draft, while others edit when the whole draft is completed. Still, others revise as they draft. As the term suggests, the teaching of writing focuses on what goes on when learners write and what the teacher can do to help the learners get into a good writing.

e. Writing Assessment

There are two different approaches for assessing writing ability according to Weir (1990: 58). Firstly, writing can be divided into discrete levels, e.g., grammar, vocabulary, spelling, and punctuation, and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types could be constructed.

One example of direct writing task is controlled writing task. Free, uncontrolled writing would seem to be an invalid test of the writing ability required by most students. It is easier to extrapolate writing test when care is taken in specifying for each task: the media, the audience, the purpose and the situation in line with the target level performance activities (Wall: 1982). When the task is determined more precisely in this manner it is also easier to compare performances of different students and to obtain a greater degree of reliability in scoring. If the writing task is uncontrolled, examinees may also be able to cover up weaknesses by avoiding problems. By controlling the writing tasks, we might improve their validity and reliability. There was a need for 'controlled' writing sub-tests in which the register, context and scope of the writing task were determined for the candidate. This would facilitate marking and allow more reliable comparison across students. There are various types of stimuli that can be used in controlled writing tasks. Stimuli can be written, spoken or most effectively nonverbal, e.g., a graph, plans or drawing which the student is asked to interpret in writing.

According to Madsen (1983: 101) a wide variety of writing tests are also needed to test many kinds of writing tasks that we engage in. There are usually distinct stages of instruction in writing, such as pre-writing, guided writing, and free writing. Each stage tends to require different types of evaluation.

Another reason for the variety of writing tests in use is the great number of factors that can be evaluated: mechanics (including spelling and punctuation), vocabulary, grammar, appropriate content, diction (or word selection), rhetorical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic, and occasion); as well as sophisticated concerns such as logic and style. The list is enough to boggle the mind.

Madsen (1983: 102) also says that there are some techniques for evaluating writing in its various stages, from pre-writing to free writing. For evaluating pre-writing, they are as follows.

- 1) Sentence combining: a common pre-writing task takes many forms. We will look at just two of them: combining by adding a connective and combining by putting one sentence inside the other.
- 2) Sentence expansion is another kind of pre-writing evaluation. This can involve simply adding words such as adjectives and adverbs. Or it can require adding phrases and clauses.
- 3) Sentence reduction, often provides a cue word to show how to begin the new phrase.

- 4) Copying (sometimes timed) can make students more aware of extended discourse and also of mechanics (especially punctuation and spelling).

For evaluating beginning writing, among the limited-response techniques is the task of simply changing questions to statements, thus “writing” a paragraph. Several multiple-choice items are introduced to test mechanics (such as spelling and capitalization). Easy dictation passages can be given on material such as dialogs that students are already familiar with. Picture can also be used to cue the writing of short, easy paragraphs.

In guided writing, Madsen (1983: 106) explains that the objective is to check student ability to handle controlled or directed writing tasks. One way is to make certain kinds of changes in a story (text manipulation). Another is to expand the outline of an article. Another guided-writing test is dictation. Most teachers know about this technique, but few handle it properly. Actually, this is one of the easiest tests to use, and it gives very good information on the student’s language ability. But, this is true only if you prepare it right, present it right, and score it right.

Few teachers have students write without giving them a specific topic. One reason for this is that the skills used in telling a story are quite different from those used in making analogies or refuting arguments. We need to make sure that we are testing what we have taught. Also we need to be certain that each student is performing the same kind of task. Otherwise, we cannot make a fair comparison

of their writing. For these reasons, we have to provide clear and rather detailed guidelines for writing-even for advanced students.

The minimum criteria for the candidate's performance according to Heaton (1975: 136) are as follows:

Basic Level: No confusing errors of grammar or vocabulary; a piece of writing legible and readily intelligible; able to produce simple unsophisticated sentences.

Intermediate Level: Accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication; handwriting generally legible; expression clear and appropriate, using a fair range of language; able to link themes and points coherently.

Advanced Level: Extremely high standards of grammar, vocabulary and spelling; easily legible handwriting; no obvious limitations on range of language candidate is able to use accurately and appropriately; ability to produce organized, coherent writing, displaying considerable sophistication.

f. Types of Writing Performance

Brown (2001: 343-346) also states that there are at least five types of classroom writing performance. The first is imitative or writing down. At the beginning level of learning to write, students will simply write down English letters, words, and possibly sentences in order to learn the conventions of orthographic code. The second is intensive or controlled. A common form of controlled writing is to present a paragraph to students in which they have to alter

a given structure throughout. For example, the students may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph. The next type is self-writing. The most salient instance of this category in classrooms is note taking, where students take notes during a lecture for the purpose of later recall. Diary or journal writing also falls into this category. Display writing is considered as the fourth type of classroom writing performance. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques. The last type is real writing. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lay some combination of display and real writing. Three subcategories illustrate how reality can be injected: academic, vocational/technical or personal.

From several definitions of writing in the previous section, it can be concluded that writing means the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful selection and organization of experience and also as the production of sentences as instances of usage.

In conclusion, there are some aspects to be evaluated in writing activity according to some experts. Some of them are: mechanics that relate to spelling, punctuation, handwriting, etc., contents that have relation with relevance,

originality, logic, etc., word choices that include vocabulary, idiom, diction, etc., organizations that have something to do with paragraphs, topic and support sentence, cohesion, unity, etc., and grammar in relation to the rules for verbs, articles, pronouns, etc. Since the subjects of the research are the seventh grade students of junior high school, they belong to intermediate level. In the intermediate level, it needs not too many aspects to be evaluated or it does not need too high standard of evaluation, as stated by Heaton (1975: 136). The minimum criteria for the intermediate level are: accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication, handwriting generally legible, expression clear and appropriate, using a fair range of language, able to link themes and points coherently.

Instructional Media

According to Richard (in Kasbolah 1993: 10), the instructional media are the media that are used within the instructional design and are determined by the requirements of the objective content and instructional method. Besides, Els (1984: 280) asserts that media are all aids that may be used by the teachers and learners to attain certain educational objectives. Moreover, they are used to improve the learning outcome.

The instructional media not only provide the necessary concrete experiences but also help students integrate prior experiences. In addition, Kemp, et al., (1985: 3) state that instructional media make use of the power of pictures, words, and

sounds to compel attention, to help an audience understand ideas and acquire information, and to help overcome the limitation of time, size and space.

Hence, it can be concluded that instructional media are all aids, which are used by the teachers in their teaching and learning class to help the students integrate their prior knowledge or experiences so that the learning process will be successful.

There are many kinds of instructional media that can be used in the teaching of English, but basically they are divided into three kinds: visual aids, audio aids, and audio-visual aids. The visual aids can be in the forms of boards, models, real objects, miniatures, puppets, clocks, time board, pictures, photos, wall charts, flannel boards, flash cards, poster and slides. The second one is audio aids such as radio and tape recorder. The last one is audio-visual aids such as television, video, and power point. Although there are various numbers of instructional media, the teacher should select and consider the appropriateness of the media with the techniques used in the teaching and learning process.

a. Picture Media

One of visual instructional media that is going to be used in this research is picture. Pictures are aids that can help the teachers in the teaching learning process. Callahan, et al. (1992: 479) suggest the teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and can

illustrate what teachers wish to teach. It is also used to add interest of the topic for the students.

Picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object. Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.

One of an excellent device for providing both a purpose and content for writing is the use of pictures. A picture or series of pictures not only provides the students with the basic material for their composition but also stimulates their imaginative powers. If the stimulus in a situational composition is purely verbal, the testees often tend to reproduce the phrases and sentences contained in it. Pictures and diagrams fortunately avoid this weakness. Picture and diagrams serving as stimuli for description of objects, people, places and processes may all be used to advantage in a test - as well as those involving the writing of directions, instructions, classifications, comparisons and narratives.

b. Teaching writing using picture

Raimes (1983: 27) says that all ESL writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps. It is because pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. With a picture, however, all students, after close observation of the material, will immediately need the appropriate vocabulary,

idiom, and sentence structure to discuss what they see. So, pictures are valuable, too, in that they provide for the use of a common vocabulary and common language forms. In addition, a picture can be the basis for not just one task but many, ranging from fairly mechanical controlled compositions, sentence-combining exercises, or sequencing of sentences to the writing of original dialogs, letters, reports, or essays. A whole series of connected activities can be generated from the source of one picture. Raimes also states that because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention. Pictures bring the outside world into the classroom in a vividly concrete way. So a picture is a valuable resource as it provides: (1) a shared experience in the classroom; (2) a need for common language forms to use in the classroom; (3) a variety of task; and (4) a focus of interest for students.

Pictures as media of teaching are the best-known sensory aids. Visualization is necessary for younger students because "most activities for the young learners should include movement and involve the senses. A plenty of objects and pictures will be needed to work with" (Scott and Ytreberg, 1990: 5).

Another expert, Harmer (1988: 55), says that by showing pictures or by drawing them on the board the teacher can also ensure that the students understand the meaning of a word.

Wright (1989: 2) states that the pictures are the teaching aids which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the

students to cope with. According to Wright (1989: 17), the roles of pictures in speaking and writing are as follows.

- 1) Picture can motivate the students and make him or her want to pay attention and want to take part.
- 2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train).
- 3) Pictures can be described as an objective way ('this is a train.') or interpreted ('it's probably a local train.') or responded to subjectively ('I like traveling by train.')
- 4) Pictures can cue responses to questions or cue substitutions through controlled practice.
- 5) Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

Another expert, Shores (1960: 189) also says about the advantages of pictures:

"Pictures can stimulate expression, develop understanding, add spice, and variety to verbal lesson, and provided opportunities, for individual or group study. Pictures are besides plentiful, inexpensive, and often timely and carefully documented, they present tremendous potential for extending verbal experience, reducing misinterpretation that result from vagueness, assisting in the organization of learning, showing process step by step, revealing comparisons and contrast, and visualizing quantitative concept".

Huebener (1965: 135) states that pictures of all types are easy to produce, the supply is inexhaustible, they may be used in many different ways and they

make a strong appeal to everyone. Pictures can also substitute objects that cannot be presented in the classroom. They have the obvious advantage of being easier to carry around. It is clarified by Stevick (1994: 107): “you can find pictures of some things that simply aren't available in the classroom either for physical reasons (a sunset, a busy street corner) or for financial reasons (an expensive wristwatch).

According to Burns and Broman (1975: 11), picture will help a new topic or catch the interest of the children as they look at point and talk about them. Meanwhile, Morgan and Bowen (1994: 1) give a summary of the benefits of using visual aids in the language classroom:

- 1) they vary the pace of the lesson;
 - 2) they encourage the learners to lift their eyes from their books, which makes it easier and more natural for one to speak to another;
 - 3) they allow the teacher to talk less, by diminishing the importance of the verbal stimuli provided by the teacher's voice, and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.
 - 4) they enrich the classroom by bringing in topics from the outside world, which are made real and immediate by the pictures;
 - 5) they spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might pass unnoticed or be quickly forgotten.
- Abstract ideas of sound, temperature, motion, speed, size, distance,

mass, depth, weight, colour, taste, feel, and time can be taught with visual aids;

- 6) a student with a creative imagination will often find the learning a new language easily and enjoyably through the use of pictures while he finds it difficult to learn just from a textbook and dictionary;
- 7) they make a communicative approach to language learning easier and more natural;
- 8) they help to teach listening, speaking, reading and writing and allow the teacher to integrate these skills constructively;
- 9) they inspire imaginativeness in both the teacher and students
comments, guesses, interpretations and arguments turn newly practical phrases into a lively give and take;
- 10) they provide variety at all levels of proficiency. A collection of visuals in the various media enters for all ages of learners and all types of groups from beginners to the most advanced and mostly highly specialized.

There are three kinds of pictures, which are commonly used by the teachers in the teaching and learning English. Finocchiaro, et al. (1973: 164) divides the pictures into pictures of individual persons or individual objects, pictures of situations, and picture series. Pictures of situation or situational pictures are pictures in which persons are doing something with objects and in which the relationship of objects and/or people can be seen. The picture series, which are

also called sequenced picture, are the pictures in which the persons are doing activities in sequences.

According to Raimes (1983: 36) pairs of pictures or pictures in sequence provide for a variety of guided and free writing exercises. A picture sequence, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. A set of parallel pictures-pictures that show a similar scene or tell a similar story- provides material that offers guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter.

c. Picture Selection

However, before the teacher employs pictures in the classroom, he must consider several factors. It is important to select pictures that can endorse the success of teaching learning process.

Morgan and Bowen (1994: 5) recommend some considerations that must be emphasized in selecting a picture:

1) Appeal

The content of the picture should capture the interest and imagination of the class members.

2) Relevance

The picture should be appropriate for the purpose of the lesson. However fascinating the picture might be to the students, it is of no

use to the teacher in that particular lesson if it does not contribute directly to the aim of the lesson.

3) Recognition

The significant features of the picture should be within the students' knowledge and cultural understanding

4) Size

A picture to be held up before the class should be large enough to be seen clearly by all. The detail of picture should be visible from the back of the room.

5) Clarity

A crowded picture can confuse and distract. Student should be able to see the relevant details clearly. Strong outlines and contrast in tone and color are important in avoiding ambiguity.

Brown and Lewis (1964: 445) say that teacher should choose the excellence of pictures. They also state five criteria about the selection of pictures as follows: is the picture sufficiently interesting to catch and hold the attention and interest of students with whom it will be used? is it sufficiently large and simple to be seen clearly? is the information portrays important to the topic being studied? is the information accurate (truthful, up to date) and does it have a basis for needed size comparison? is the picture well reproduces, realistic and attractive?. They add, to get the maximum result, the pictures should be relevant, large enough to be read

easily in detail, simple reproducing, realistic rather than stylized, and integrated with the text.

In addition, Wright (1989: 2) considers that there are five criteria for selecting the pictures, they are easy to prepare, easy to organize, interesting, meaningful and authentic, sufficient and amount of language. Any teachers either teachers of advanced adult students or teacher of exam classes, or teachers of beginners can apply these five criteria.

d. Teaching Procedure Using Picture

There are some ways in teaching using picture. A teacher can use a single picture or picture series as a media for the students in explaining something. From the picture, the students will get the ideas in writing their composition and stimulate their imaginative powers. The teacher can stick a big picture on the whiteboard in front of the class and then ask the students to describe the picture or ask the students to make a simple composition based on the picture. Besides that, the teacher can also give some picture series to some groups of the students. In each group, the students are asked to make a simple paragraph or a simple composition related to the picture given. The student may cooperate with other students from the same group in making their assignment. After that the teacher discusses the result of all the groups' works. Here, the teacher makes some corrections to the students' mistakes, if any. The final work after being checked by the teacher is attached on the whiteboard of the class. All students can see their works and can compare their work with others.

Gerlach, et al. (1980: 273-274) say that picture may be drawn, printed, or photographically processed. They vary in size and color. They may be highly representational or abstract. If a picture is desirable for classroom use and it is in a book or pamphlet which is available to an entire class, it probably would be most efficient to ask everyone to turn to the same page at the same time to look at the picture. If, however, only one copy of picture is available and group viewing is required, the picture could be projected on a screen. He continues that pictures may be displayed on a classroom bulletin board or flannel board for individual or small-group observation. The teacher may also ask the students to arrange a set of pictures in such a way that they tell a story, this will test the students' ability to organize and to communicate. For explaining a sequential process, the teacher might take photos of the specific steps (for example, how to load film into a camera), explain the process to the class using the photos; then, rearrange the order and have a student place the photos in the correct sequence (Gerlach, et al 1980: 280).

In the teaching and learning process, the teacher has to use the target language all the time, as it is to reinforce the students to study hard. If the students have some difficulties in finding the meaning of the difficult words, they can consult to the teacher for the synonym of the word or they can open the dictionary. The students with high motivation will be motivated in learning, as they have to study more seriously. They have to master many words in the target language which will be used in the learning process. Those who have low motivation will have difficulties in learning if they do not study hard.

From some definitions above, it can be concluded that picture is a thing we see that is produced by painting, drawing or photography of objects, places and people whether the picture series, which are also called sequenced picture, are the pictures in which the persons are doing activities in sequences. In addition, pairs of pictures or pictures in sequence provide for a variety of guided and free writing exercises. It makes the students not only hear but also see the sign that expresses the words or idea. The use of picture in the teaching and learning process is very important. The students can understand easily what is happening in the pictures as they provide material that offer guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter.

.The pictures can also improve the students' idea in writing a text compared with just listening to the teacher's explanation. It can also motivate the students to give more attention to the lesson, as it is an interesting object for them. So, by using the pictures, it is hoped that the teaching and learning process especially in the writing class will be more effective.

Translation

a. Definition & Principle

According to Richards and Rodgers (2001: 4) there are some principle characteristics of the grammar translation method. They are namely as follows.

- 1) Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules,

followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.

- 2) Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening
- 3) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented and illustrated, a list of vocabulary items is presented with their translation equivalents, and translation exercises are prescribed.
- 4) The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method.
- 5) Accuracy is emphasized. Students are expected to attain high standards in translation, because of “the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century” (Howatt in Richards and Rodgers, 1984: 132).
- 6) The students’ native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the students’ native language.

Grammar translation method is suitable to translation technique in the way that it translates sentences and texts into and out of the target language using the students' first language or their translation equivalents.

Bell (1991: 5) states that translation is the expression in another language or target language of what has been expressed in another, source language, first language, preserving semantic and stylistic equivalences. He also states that translation is the replacement or a representation of a different text in second language.

Thornbury (2002: 157) says that translation is used to supply the meaning or definition, synonyms, or example given. He gives example that teacher can dictate a number of words that are familiar to the students then asks them to write the meaning in target language, if they cannot; they can consult their dictionary to find the words. Traditionally, translation has been the most widely used means of presenting the meaning of words in monolingual classes. It is the easiest way to understand the difficult words for the students.

As a matter of fact, Duff (1989: 5) has different idea about the use of translation. He says that today translation is largely ignored as a valid activity for language practice and improvement. The students cannot develop their language practically using translation. Because of the fact that translation is a passive way used for communication improvement, and even where it is still retained, it tends to be used not for language teaching, but for testing. He shows some justification why teacher does not want to apply translation for teaching and learning activity. They are as follows: (1) translation is a text-bound and only confined two

language skills, reading and writing, beside that it is not a communicative activity because it involves no oral interaction; (2) translation is not suitable for classroom work because the students only do writing activity which needs much time-consuming and it is very wasteful; (3) translation is not matched to the general need of language learner that is the junior high school students need to be able to speak as simple as possible; (4) translation is not attractive ways to present for beginner because it requires the use of mother tongue; and (5) finally, translation is bored to do and to correct. He says that sometimes the teacher cannot explain the material using interesting technique so he/she decided to use the easiest way in teaching like using translation. Usually, students are often asked to translate without being given any introduction to the material they are going to learn. Therefore, they are not mentally prepared for the activity although translation is primarily intended for students whose mother tongue is not English.

b. Teaching Writing Using Translation

Tarigan (1988: 227) says that translation is the oldest method used in language teaching which is lack of proficiency orientation where the students must do long writing exercise, list of vocabularies, and many academics exercise. This method is very boring and monotonous. The students will not be interested in the teaching and learning process.

Other examples are taken out from Allen, et al. (1977: 304). The teacher passes out dittoed sheets with short sentences in the native language. The students write the equivalent in the target language. Then the teacher passes out a second

sheet with answers. The teacher may wish to read the native-language sentences and have the students write down the foreign language equivalents.

In conclusion, translation is one of old method used in the teaching and learning activity in which the teacher tends to use the native language as a media to teach the target language. Some experts do not agree with this method, as there are some weaknesses. Some of the weaknesses are: time consuming and very wasteful, a text-bound and only included two language skills, reading and writing, not attractive way for teaching, and bored to do and to correct. Therefore, the teacher should be able to find the method or technique, which can make the teaching and learning better and more effective.

c. Translation Teaching Procedure

The procedure of teaching using translation is the teacher translates the target language into the students' second language or even the students' native language. In the teaching and learning process, the teacher tends to use the native language, as it is easy to be understood by the students. In explaining the lesson, teacher does not have to find the similar meaning of the target language using the same target language but he just translates it into the students' native or second language. Therefore, the students who have low motivation do not need to study hard as they have known the meaning from the teacher's translation. On the contrary, the students who have high motivation will give less attention, as they do not have any challenge in studying the lesson. They will just receive the

materials without any difficult effort because they do not have to find the synonym of the difficult word using the same target language.

Motivation

a. Definition

In the teaching and learning process, the teacher plays an important role to motivate students to be active and interested in the learning activities. It is in line with Harmer (1998: 8) who states that one of the main tasks for the teachers is to provoke interest and involvement in the subject even when the students are not initially interested in. Moreover, Ur (1993: 19) asserts that it is an important part of the teacher's job to motivate the learners. In addition, Brown (1994: 152) says that motivation is an inner drive, impulse, emotion, or desire that moves one to a particular action. In more technical terms, he explains that motivation refers to the choices people makes as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. Brophy (1998: 3) suggests a similar concept. He says that motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. There is still another concept that is also similar to the previous ones suggested by Elliot, Kratochwill, Cook, and Travers (2000: 332). They define motivation as an internal state that arouses one to action, pushes one in particular directions, and keeps one engaged in certain activities.

According to <http://en.wikipedia.org/wiki/Motivation>, motivation is the set of reasons that determines one to engage in a particular behavior. The term is

generally used for human motivation but, theoretically, it can be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, morality, or avoiding mortality.

Ur (1996: 274) states that the abstract term of 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive. Various studies have found that motivation is very strongly related to achievement in language learning

The learner's motivation is the important factor in successful language learning. Teachers should be able to increase the students' motivation to gain the success of learning activity. The word 'motivation' itself is the noun of the word 'motivate' which means causing somebody to act in a particular way or reason (Advance Learner's dictionary, 1995). Singer (1984: 29) supports that the students having low motivation because of no interest to the teacher, material given, and situation will get bad score of English. Considering this condition, he suggests the teacher to improve the teaching and learning process in shaping a positive interest so the students will be motivated to learn.

The concept of motivation helps one understand and explain certain intriguing facts about behavior and learning. One needs to explain why some students are always keen to do well and why others with the same level of ability are uncaring about learning. One needs the concept of motivation to account for reinforcement, the goal orientation of behavior, and the amount of time students spend on different tasks. Motivation is causally related to achievement, acting both as a means to achieve educational outcomes and as an end (aim) of the educational process (Maltby, Gage, and Berliner, 1995: 309).

Based on the statements above, the writer can infer that motivation is an impulse, emotion, initiation, intensity, or desire, direction, and persistence of behavior that arouse one to do a particular action and keep one engaged in certain activities to approach or avoid goals. Motivation is very strongly related to achievement in language learning. The authors of a classic study of successful language learning said that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of whom clearly associated with motivation (Ur, 1996: 275).

b. Kinds of Motivation

According to Ur (1993: 276), there are two kinds of motivation that have an important part in classroom motivation. The first is intrinsic motivation, which means the urge to engage in the learning activity. The second is extrinsic motivation meaning that motivation that is derived from external incentives. So,

the former is the motivation, which comes from the learners themselves to be actively engaged in the learning activity, while the latter is the motivation that comes from outside the learners such as praise and reward from others.

Two kinds of motivation, 'intrinsic' motivation (the urge to engage in the learning activity for its own sake) and 'extrinsic' motivation (motivation that is derived from external incentives) have important parts to play in classroom motivation. Intrinsic motivation is in its turn associated with what has been termed 'cognitive drive' - the urge to learn for its own sake, which is very typical of young children and tends to deteriorate with age.

There are also two kinds of motivation which are taken from <http://en.wikipedia.org/wiki/motivation>: (1) Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant; and (2) Extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades).

Example of intrinsic motivation is the joy of doing a particular activity or satisfying one's curiosity whether many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of the students to please some other authority figures such as parents, their wish to succeed in an external exam, or peer-group influences. However, other sources are certainly affected by teacher action. Some of them are: success and its rewards, failure and its penalties, authoritative demands, tests, and competition. Rewards can also be

organized as extrinsic or intrinsic. Extrinsic rewards are external to the person; for example, praise or money. Intrinsic rewards are internal to the person; for example, satisfaction or a feeling of accomplishment

Some authors distinguish between two forms of intrinsic motivation: one based on enjoyment, the other on obligation. In this context, obligation refers to motivation based on what an individual thinks ought to be done. For instance, a feeling of responsibility for a mission may lead to helping others beyond what is easily observable, rewarded, or fun.

Brown (2001: 75) says that motivation refers to the intensity of one's impetus to learn. The intensity or motivation of learners to attain that goal could be high or low. He states that motivation is divided into two. They are intrinsic and extrinsic. The intrinsic and extrinsic motivation designates a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal, self-generated reward to strong, externally administered rewards from beyond one self. For more details, here is the table of extrinsic to intrinsic motivation in educational institutions according to Brown (2001: 79):

Table 1. Extrinsic to intrinsic motivation in educational institutions.

| Extrinsic Pressures | Intrinsic Innovations | Motivational Results |
|-------------------------------------|---|---|
| School Curriculum | Learner-centered, Personal goal-setting Individualization | Self-esteem Self-actualization Decide for self |
| Parental Expectations | Family Values | Love, Intimacy, Acceptance, Respect for Wisdom |
| Society's Expectations (Conformity) | Security of comfortable routines, Task-based Teaching | Community, Belonging, Identity, Harmony, Security |

| | | |
|-------------------------|--|--|
| Tests and exams | Peer-evaluation, Self-diagnosis, Level-check exercises | Experience, Self knowledge |
| Immediate Gratification | Long-term goals The big picture “things take time” | Self-actualization |
| Make Money | Content-based teaching, ESP Vocational Education, Workplace ESL | Cooperation, Harmony |
| Competition | Cooperative Learning, Group work, The class is a team | Manipulations, Strength, Status, Security |
| Never Fail | Risk taking, Innovation Creativity | Learn from mistakes, Nobody is perfect |

Intrinsic motivation is of course not the only determiner of success for a language learner. Sometimes, no matter how much you want to accomplish something or how hard you try, you may not succeed for a host of other reasons. But if the learners in your classroom are given an opportunity to “do” language for their own personal reasons of achieving competence and autonomy, those learners will have a better chance of success than if they become dependent on external rewards for their motivation.

For the students with high motivation in teaching and learning process it is not a problem for the teacher in conducting the class but for the low motivation students it is problem for the teacher as they have difficulty in the learning activity. That is why; giving the suitable motivation for the students is important strategies in the classroom.

c. Motivation Aspects

Some psychologists define motivation in terms of certain needs or drives. For example, Ausubel (in Brown, 1994: 152), identifies six needs underlying the kinds of motivation:

- 1) The need for exploration, for probing the unknown;
- 2) The need for manipulation, for operating on environment and causing change;
- 3) The need for activity, for movement and exercise, both physical and mental;
- 4) The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thought, and feeling;
- 5) The need for knowledge, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and self-consistent systems of knowledge;
- 6) The need for ego enhancement, for the self to be known and to be accepted and approved by others.

Motivation can be viewed as the process whereby one selects out of the myriad of incoming messages, those most relevant to his or her personal needs. Learners are motivated when they believe the tasks they perform are relevant to their personal needs, interest, and goals. Learning is most effective when an individual is ready to learn, that is, when one wants to know something.

Motivation is enhanced by the way in which the instructional material is organized. Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates

Learning and motivation are equally essential for performance: learning enables one to acquire new knowledge and skills, and motivation provides the impetus for showing what one has learned. In general, more-motivated people achieve at higher levels (Elliot, Kratochwill, Cook, and Travers, 2000: 332). They say that motivation is an important psychological construct that has some functions in learning and performance in at least four ways:

- 1) Motivation increases an individual's energy and activity level. It influences the extent to which an individual is likely to engage in a certain activity intensively or half-heartedly.
- 2) Motivation directs an individual toward certain goals. Motivation affects choices people make and the results they find rewarding.
- 3) Motivation promotes initiation of certain activities and persistence in those activities. It increases the likelihood that people will begin something on their own, persist in the face of difficulty, and resume a task after a temporary interruption.
- 4) Motivation affects the learning strategies and cognitive processes and individual employs. It increases the likelihood that people will pay attention to something, study and practice it, and try to learn it in a

meaningful fashion. It also increases the likelihood that they will seek help when they encounter difficulty.

Maslow (in Dornyei, 2001: 8) distinguishes between five basic classes of needs, which he defined as:

- 1) Physiological needs (e.g. hunger, thirst, sexual frustration)
- 2) Safety needs (needs for security, order and protection from pain and fear)
- 3) Love needs (need for love, affection and social acceptance)
- 4) Esteem needs (need to gain competence, approval and recognition)
- 5) Self-actualisation needs (need to realise one's potential and capabilities, and gain understanding and insight).

These needs form a hierarchy, with the lower, physiologically based needs having to be satisfied first, before we can strive for the deeper happiness and fulfilment that comes from satisfying our higher-level needs.

Starting from a studies involving more than 6,000 people, Reiss in <http://en.wikipedia.org/wiki/motivation> has proposed a theory that finds 16 basic desires that guide nearly all people's behavior. The desires are:

Table 2. Basic Desires

| | |
|--|--|
| <ul style="list-style-type: none"> • Acceptance, the need for approval • Curiosity, the need to think • Eating, the need for food • Family, the need to raise children • Honour, the need to be loyal to the traditional values of one's clan/ethnic group • Idealism, the need for social | <ul style="list-style-type: none"> • Physical Activity, the need for exercise • Power, the need for influence of will • Romance, the need for sex • Saving, the need to collect • Social Contact, the need for friends (peer relationships) |
|--|--|

| | |
|--|--|
| <p>justice</p> <ul style="list-style-type: none"> • Independence, the need for individuality • Order, the need for organized, stable, predictable environments | <ul style="list-style-type: none"> • Status, the need for social standing/importance • Tranquillity, the need to be safe • Vengeance, the need to strike back |
|--|--|

In this model, people differ in these basic desires. These basic desires represent intrinsic desires that directly motivate people's behaviour, and are not aimed at indirectly satisfying other desires. People may also be motivated by non-basic desire, but in this case this does not relate to deep motivation, or only as a means to achieve other basic desires.

According to Sutikno (2007: 2) there are several strategies that can be used by the teacher to develop students' learning motivation. They are as follows: (1) the teacher describes the objectives of learning to the students in the beginning of the lesson. The objective will motivate students to learn; (2) the teacher gives reward to the clever students. The reward will motivate the high-motivated students to study harder and motivate the low motivated students to be better in studying; (3) teacher tries to make a competition among her students to improve the students' mastery in learning and to make their score up; (4) the teacher praises the students; (5) teacher gives punishment to the students who do not do the homework or do not pay any attention to the teacher's explanation during the lesson. This technique will give much development on students' self like having good discipline, high responsible, and have good interaction; (6) teacher supports the students to study hard while giving them maximal attention; (7) the teacher

makes a good habit of learning; (8) the teacher helps the students to solve their difficulty whether it is done individually or in group; (9) teacher uses various method in teaching and learning process; and (10) teachers uses teaching media which is suitable with the objective of the learning.

So, by being given the right motivation, the students are expected to enjoy the teaching and learning process in the classroom as it can increase their concentration or attention. Therefore, a teacher should be able to motivate the students, as it is important for the success of teaching. Motivation can be any thing which is able to make the students interested in learning activity.

Based on the statements above, the writer can infer that motivation is an impulse, emotion, initiation, intensity, or desire, direction, and persistence of behavior that arouse one to do a particular action and keep one engaged in certain activities to approach or avoid goals. Motivation is very strongly related to achievement in language learning. The authors of a classic study of successful language learning said that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of whom clearly associated with motivation (Ur, 1996: 275).

In this research, the researcher wants to focus on motivation as external and internal support from teacher to the students in understanding the lesson given by the teacher. The techniques that will be used are using picture series and translation. Those techniques are used to improve students' motivation. The motivation aspects include intrinsic and extrinsic motivation. The intrinsic

motivation that is the urge to engage in the learning activity for its own sake includes doing something which makes the person feels pleasure, important or significant. On the other hand, the extrinsic motivation is derived from external incentives such as reward, money, good grades, praise, etc. After that, the researcher wants to focus the students on some indicators as follows: (1) the need for ego enhancement, for the self to be known and to be accepted and approved of by others; (2) the need for self-actualization; (3) the need for activity, for movement and exercise both mental and physical; (4) the need for manipulation, for operating on the environment and causing change; (5) the need for exploration, the need for probing unknown; (6) the need to know and understand; and (7) the need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradictions to quest for solutions to the problems and for self consistent systems of knowledge. The indicators number 2, 3 and 6 belong to intrinsic motivation. The indicators number 4 and 5 are extrinsic motivation. The indicators number 1 and 7 can be both intrinsic and extrinsic motivation.

Review on Related Research

There are some researchers who have conducted almost the same research, one of them giving evidences the implementation of using picture in teaching learning activity. Hesti Puspitasari (2009: 106) concludes that using picture is more effective than translation to teach vocabulary for elementary school students. The use of picture is more effective for the high motivated students. Other

researcher, Purnomo (2009: 121) says that good teaching techniques challenge students to perform better learning. They also minimize boredom and energize students to do more than usual. Good teaching techniques, in their turn, increase students' motivation. Students are more motivated to learn when they are taught using challenging and interesting teaching techniques. There is significant difference in writing skill between students having high motivation and those having low motivation. Highly motivated students perform better learning achievement than students having low motivation. Winkel (1996: 150) says that learning motivation plays an important role to promote the spirit of learning so that students with high learning motivation have strong energy to perform learning. Sardiman (1992: 75) states that learning motivation has specific roles in promoting learning enthusiasm, joy, and interest. Low motivated students do not often perform hard effort to learn more. They are not actively involved in the learning activities. They do not have enough courage to take a risk to enrich their knowledge. This makes them perform low learning activities and makes them have low achievement.

Rationale

The difference between picture series and translation for teaching writing.

For the students, writing is probably the most difficult activities among the four skills, both in their mother tongue and even in a foreign language. Writing is not a simple matter of transcribing language into written symbols. It is an expression of thinking process in the form of graphic symbols on a media for a

special purpose. A process where ideas are generated is focused on more relevant and important ideas. These ideas are structured and then put into writing, called a draft. This draft is evaluated, reviewed, and rewritten until final version, which is certainly suitable with the context of culture. The draft is then developed into a good text.

However, the students' writing skill is, in fact, still low. It is caused by many problems. To overcome the problems, the teacher should be able to find the right method, technique or strategy to improve the students' motivation in the learning process. By using the suitable way of teaching, it is hoped that the students' writing ability will be improved. Finally, it can be said that the teaching and learning process will be successful.

The researcher believes that using picture series will be able to improve the students' writing skill effectively due to the following reasons: (a) Picture media can motivate students to write as it gains the students' interest; (b) Picture media provide the necessary concrete experiences and help students integrate prior experiences; (c) Pictures can help audience understand ideas and acquire information and overcome the limitation of time, size, and space, too; (d) Pictures can add students' vocabulary mastery; and (e) The use of pictures can help the teacher in the teaching learning process so that it will run smoothly.

Based on the strengths of the use of picture series explained before, the researcher is fully certain that it will be able to improve the students' English writing skill effectively.

Translation is a technique that cannot increase the students' motivation. The students tend to be passive in the teaching and learning process, as they do not have a challenge to find the meaning in the target language. The teacher gives the meaning directly using the students' first language. In addition, as the translation only includes two language skills, reading and writing, it cannot be called as a communicative teaching technique. It is also time consuming because the teacher or the student needs to translate the material from the target language to their first language or vice versa. Besides, the translation technique is not an attractive way in teaching learning activity. The students will be bored easily and as the result their motivation in learning decreases.

So, it is assumed that teaching using picture series is more effective than using translation in improving students' writing skill due to some reasons above.

The difference in writing achievement between students having high motivation and low motivation

The achievement between students having high motivation and students having low motivation is theoretically different. For those who have high motivation tend to be active in the teaching and learning process. They are brave to answer the teacher's questions related to the material. They have strong intention in learning that makes them understand the lesson easily. If they have difficulty, they have braveness to ask to the teacher. The students are also eager to find other sources which are relevant to their lesson in the classroom. They always submit the assignment on time. As a result, they will get better achievement than the students who have low motivation.

On the contrary, the students who have low motivation tend not to be active in the teaching and learning process. They sit quietly and do not give full attention to the lesson. They are lazy to study as their motivation is low. If they have any difficulty in the learning process, they do not have any braveness to ask to the teacher or others. The students are also reluctant to answer the teacher's questions. In doing the assignment, they do not do their best. Finally, their achievements in learning are low.

Therefore, it can be assumed that the high motivation students will get better writing achievement in learning than those who have low motivation.

The interaction between teaching techniques and motivation in teaching writing

The right choice of technique will help to motivate the students a lot. For the students who have high motivation, teaching using picture series is better than translation. Picture series can help the students in finding the idea especially for the writing skill. It can increase their imagination so that the writing process will run fluently. The motivated students will tend to be active using picture series in the classroom. The situation of the learning process is also full of spirit. They are not bored easily. As a result, the successful teaching and learning can be obtained. So, the use of picture series is more suitable for the students having high motivation as it can improve their way of learning and their learning achievement.

However, it is quite different from the students who have low motivation. Usually, they are lazy to study; therefore when the teacher asks them to be active, to answer some questions, for example, they do not give satisfying response. When the teacher explains the material, they do not give good attention. They also

do not submit the assignment on time. If they have difficulty, they just keep silent. So, the suitable technique for this group is translation. It is hoped by translating, the students will understand the materials easier. They do not have to find out the meaning of the difficult words. Teacher explains the material by translating it using their first language. It makes the students easier to learn. The materials become easy to understand. Therefore, by translating the materials, it is hoped that their learning motivation will be increased. Of course, it will take a long time and monotonous. The students only receive what they have got from the teacher. There is no full participation from the students. The situation of the class tends to be a boring class. Yet, based on the understanding of the materials, the low motivation students will have high spirit to increase their motivation. Furthermore, by giving the meaning, the students will be motivated to study hard, to improve their ability in writing because they have already known the meaning of the words. In the contrary, if the students want to write in English, they can do it first using their first language and then with the help from the teacher they can translate it into English. Using this way, it is expected that their writing ability will be improved.

In conclusion, it can be assumed that there is an interaction between teaching techniques and the students' motivation. The right choice of teaching technique will increase the students' motivation; in the contrary the unsuitable teaching technique will decrease their motivation.

Hypothesis

Based on the above review of related literatures and rationale the researcher formulates the hypotheses as follows:

1. Teaching using picture series is more effective than using translation in improving the students' writing skill of the seventh grade students in SMPN 1 Tanjunganom Nganjuk in the academic year 2008/2009.
2. The writing skill of the students having high motivation is better than that of those having low motivation in learning.
3. There is an interaction between teaching techniques and English learning motivation in teaching writing in the way that picture series technique is effective for the students having high motivation and translation technique is effective for the students having low motivation or vice versa for the seventh grade students of SMPN 1 Tanjunganom Nganjuk in the academic year 2008/2009.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is devoted to discuss (1) Place and Time of Research; (2) Research Method; (3) Population, Sample and Sampling; (4) Data Collecting Technique; and (5) Data Analysis Technique.

A. Place and Time of Research

1. Place of the Research

The research was conducted in SMPN 1 Tanjunganom Nganjuk which is located on Basuki Rahmat Street No. 63 Tanjunganom, Nganjuk because it is the school where the researcher has been teaching English since 1999. Besides, in this school the problem of writing was found.

2. Time of Research

Preliminary observation: November 2008

Designing research proposal: December 2008

Conducting proposal seminar: March 2009

Developing research instrument: February 2009

Giving treatment and collecting data: February-April 2009

Discussing the data analysis: April-June 2009

Writing research report was accomplished in November 2009

Thesis Examination was held in February 2010

B. Research Method

In this research the researcher wants to improve students' English writing skill using pictures series and wants to know whether this media is effective or not in improving the students' English writing skill. The researcher started from the problems that the students got and after the research ended the researcher hopes that the problems can be solved. For those reasons, the researcher applied experimental study with a quantitative approach since it has purpose to solve the problem and to know whether the media are effective or not for the teaching writing process.

A quantitative approach is a kind of research that gives a pressure in systematic analysis, using statistic analysis toward the quantitative data that includes correlation study, experiment, and ex-post facto. Because the researcher wants to assess both independent variables, the use of picture series and the students' motivation, so factorial design is used to analyze the main effects for both experimental variables as well as an analysis of the interaction between the treatments, using picture series and using translation. The design of this research is a simple factorial design 2×2 with posttest only design, because the population was taken from two classes out of twelve classes that already exist at that school. In the posttest only design, the subjects of the research (two classes) were chosen to determine the experimental group and the control group. The experimental group was taught writing by using the picture series, while the control group was taught writing by using translation. At the end of the treatments, both experimental and control groups were given posttest. In this posttest only design,

the two groups of the subjects were first assigned to the different treatments or control conditions. This research is designed to describe and to prove the influence of using picture series compares with translation technique in teaching writing skill to improve the students' writing ability and to attract the students so they are motivated to learn.

C. Population, Sample and Sampling

Fraenkel and Wallen (1993:79) say that a population is the group to which the result of the study are intended to apply while the sample is a group in a research study on which information is obtained. Tuckman (1978: 227) states that population in educational research as the group about which the researcher is interested in gaining information and drawing conclusion. In addition, Best (1981: 8) states that a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. He adds that a sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. Contrary to some popular opinion, samples are not selected haphazardly; they are chosen randomly in a systematic way, so that chance or the operation of probability can be utilized. In almost all research, the sample is smaller than the number of population. The population of this research is the seventh grade students of SMPN 1 Tanjunganom Nganjuk in the academic year 2008/2009.

There are 12 classes for the seven grade students of the school. Each class contains more or less 36 students. So the total numbers of the whole students are 432 students. The populations are homogeneous. Each class contains male and female students. The ability of the students is random. Some get high mark on their elementary final examination, some are on the average results of elementary final examination and some are on the lower marks of their elementary final examination.

Sampling is the way or technique of taking samples out of population. In determining the sample, the researcher employed cluster random sampling technique to the total population. The use of cluster random sampling is due to the fact that the number of population is large enough, in accordance with Arikunto's statement (2006: 133) that samples can be used if the number of the population is too large to be observed wholly. The technique was used because the subjects of the study were homogeneous and were grouped into two classes. The researcher just took two classes without any special characteristics.

The samples of this research are the seventh grade 1 and the seventh grade 2 of SMPN 1 Tanjunganom, Nganjuk in the academic year 2008/2009. The number of students of each class is 36 students. So, the total number of the students in both classes is 72 students. The seventh 1 is for experimental class and the seventh 2 is for the control class. The experimental class was taught using picture series media while the control class was taught using traditional technique that was a translation. The researcher purposely took these classes because the

researcher has been teaching in these classes besides the English writing skill problem is found here.

D. Data Collecting Techniques

Data collecting techniques, which are used, are test and questionnaire. The test is used to know the students' writing skill after being given treatment, whether they have better achievement or vice versa. Questionnaire is used to know the motivation of the students in learning English whether they have high motivation or low motivation. It is assumed that the students who have high motivation will get better achievement than of those who have low motivation since the high motivation students will study more seriously. Best (1981: 167) states a questionnaire is used when factual information is desired. Questionnaires administered personally to group of individuals have a number of advantages. The person administering the instrument has an opportunity to establish rapport, to explain the purpose of the study, and to explain the meaning of items that may not be clear. The availability of a number of respondents in one place makes possible an economy of time and expense and provides a high proportion of usable responses.

Before the questionnaire is used, it must be tried out to know the validity and the reliability of the instrument. The questionnaire being tried out by the researcher consists of 55 items. The motivation questionnaire was tried out to the 45 students of SMPN 1 Tanjunganom, Nganjuk, who did not belong to the experimental and control class. The tried out learning motivation questionnaire

consisted of 55 items and it was held on April 5th, 2009. After trying the items out, the researcher analyzed the validity and reliability of the instrument. The result showed that for the item of learning motivation there were 34 valid out of 55 items. Then, the researcher analyzed again the valid on valid of the questionnaire items. The result showed that for the item of motivation there were 34 valid out of 34 items. The researcher used all the items for testing students' learning motivation. *(See appendix 4 page170)*

In giving students' questionnaire, the researcher asked the students to give responses to the items of learning motivation questionnaire. There were 34 questionnaire items which the students had to respond by giving a circle to the alternative answer. The four alternative answers were (SS) means strongly agree, (S) means agree, (TS) means disagree, and (STS) strongly disagree. After analyzing the students' level of learning motivation, the researcher divided the students into two levels. They were high-motivated students and low motivated students. The students' learning motivation result is enclosed. *(See appendix 7)*

Based on the results of questionnaire from both experimental and control group, it can be classified which students have better achievement; the ones with high motivation or those ones who have low motivation.

The set of writing test only consisted of one item test. It is used to collect data related to the students' improvements after the treatment is given. The test being given to the students must be valid and reliable. According to Heaton (1975: 159) the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. Every test, whether it is a short, informal classroom test

or a public examination, should be as valid as the constructor can make it. He also adds that reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable on different occasions (with no language practice, work taking place between these occasions). Then, to the extent that it produces differing results, it is not reliable. In addition, Tuckman (1988: 172) says that test reliability means that a test is consistent. A test that is not reliable is not good test regardless of its other characteristic. Unfortunately, the validity and reliability are not used in this writing test. For this writing test, it uses readability. It means that if the test is tested to some students out of the sample group, they understand the instructions of the test and do as the instruction asks them to do. In other word, the instruction of the writing test should be clear and easy to understand. Even though the teacher is not in front of the students who do the test, they can do the test based on the instruction given.

The tried out of the writing test was given to 10 students of SMPN 1 Tanjunganom excluded of the experimental and control class. It was held on April 30th, 2009. The purpose of holding writing test was to know whether the writing test was readable or not, whether the students understand the instruction of the test and they can do properly as what has been asked. The result of the tried out was that all students can do exactly as the instruction ordered.

E. Data Analysis Techniques

The data are analyzed using descriptive and inferential statistic because the researcher wants to give the interpretation of the data and takes a conclusion. Best

(1981: 221) says that descriptive statistical analysis limits generalization to the particular group of individuals observed. No conclusions are extended beyond this group and any similarity to those outside the group cannot be assumed. The data describe one group and that group only. Much simple action research involves descriptive analysis and provides valuable information about the nature of a particular group of individuals. In inferential statistical analysis, it always involves the process of sampling, and the selection of a small group that is assumed to be related to a larger group from which it is drawn. The small group is known as the sample; the large group is the population. Drawing conclusions about populations based upon observations of samples is the purpose of inferential analysis.

The first procedure to analyze data is arranging the data and then classifying them into some categories to make the frequency distribution table; next, analyzing them using ANOVA or Analysis of Variance because the data consist of more than two groups and; finally using Tukey test to know the mean difference.

Table 3. ANOVA table

| | | | |
|------------------------|-------------------------------|-------------------------------|-------|
| Method Motivation | Picture A ₁ | Translation A ₂ | Total |
| High B ₁ | A ₁ B ₁ | A ₂ B ₁ | |
| Low B ₂ | A ₁ B ₂ | A ₂ B ₂ | |
| Total | | | |

1. ANOVA Test:

The analyses of multi-factors of variance are as follows:

a. The total sum of squares:

$$\sum x_t^2 = \sum X_t^2 - \frac{(\sum X_t)^2}{N}$$

b. The sum of squares between groups:

$$\sum x_t^2 = \frac{(\sum X_1)^2}{n_1} - \frac{(\sum X_2)^2}{n_2} - \frac{(\sum X_3)^2}{n_3} - \frac{(\sum X_4)^2}{n_4} - \frac{(\sum X_t)^2}{N}$$

c. The sum of squares within groups:

$$\sum x_w^2 = \sum x_t^2 - \sum x_b^2$$

d. The between-columns sum of squares:

$$\sum x_{bc}^2 = \frac{(\sum X_{c1})^2}{n_{c1}} - \frac{(\sum X_{c2})^2}{n_{c2}} - \frac{(\sum X_t)^2}{N}$$

e. The between-rows sum of squares:

$$\sum x_{br}^2 = \frac{(\sum X_{r1})^2}{n_{r1}} - \frac{(\sum X_{r2})^2}{n_{r2}} - \frac{(\sum X_t)^2}{N}$$

f. The sum-of-squares interaction:

$$\sum x_{\text{int}}^2 = \sum x_b^2 - \left(\sum x_{bc}^2 - \sum x_{br}^2 \right)$$

g. The number of degrees of freedom associated with each source of variation:

$$\text{df for between-columns sum of squares} = C - 1 = 2 - 1 = 1$$

$$\text{df for between-rows sum of squares} = R - 1 = 2 - 1 = 1$$

$$\text{df for interaction} = (C - 1)(R - 1) = 1 \times 1 = 1$$

$$\text{df for between-groups sum of squares} = G - 1 = 4 - 1 = 3$$

$$\text{df for within-groups sum of squares} = \sum(n-1) =$$

$$\text{df for total sum of squares} = N - 1 =$$

where: C = the number of the column

R = the number of rows

G = the number of groups

n = the number of subjects in one group

N = the number of subjects in all groups

2. Tukey Test:

a. Picture series compared with translation in teaching writing

$$q = \frac{\bar{X}_{c1} - \bar{X}_{c2}}{\sqrt{\text{ErrorVariance} / n}}$$

b. Picture series compared with translation in teaching writing

for students having high motivation

$$q = \frac{\bar{X}_{c1r1} - \bar{X}_{c2r1}}{\sqrt{\text{ErrorVariance} / n}}$$

c. Picture series compared with translation in teaching writing

for students having low motivation

$$q = \frac{\bar{X}_{c2r2} - \bar{X}_{c1r2}}{\sqrt{\text{ErrorVariance} / n}}$$

The analysis of the result of the computation of q_0 is compared with q_t , if $q_0 > q_t$, the difference is significant. To know which one is better, the means are compared.

CHAPTER IV

RESEARCH FINDING

The data gained from a research field are analyzed to get the clear conclusion. The steps that are taken can be classified as the following steps: (1) Data description; (2) Data analysis; (3) Hypotheses verification; and (4) Discussion. These four steps can be classified chronologically and explained clearly as follows:

Data Description

For analyzing the data, first of all the researcher evaluated the results of the students' writing test by giving some scores based on the writing evaluation rubric. The possible minimum score which can be gained by the students was 34 and the maximum score was 100. In evaluating the students' writing test, the researcher did it with the partner (inter rater) to avoid the subjectivity factor in giving the scores. Hughes (1996: 19) says that to decrease subjectivity, the writing can be scored by two different scorers, inter rater, or one scorer scores the same writing test in different occasion, intra rater. Next, the scores from each evaluator were combined and then they were divided by two. The average results were the data to be analyzed. For the experimental class, the highest score was 94 and the lowest score was 66. For the control class, the highest score was 90 and the lowest score was 50.

After collecting the data from the experimental group and control group in the form of scores, then the researcher ranks the students' scores based on the students' highest motivation to the lowest ones. Then, from the ranking, the researcher takes 27% of the highest scores as a group of students with high motivation and 27% of the lowest scores as a group of students with low motivation (Rasyid, 2007: 247). After that the researcher classifies them into some categories to make the frequency distribution table, finally analyze them using ANOVA or analysis of variance. The distribution table is divided into 6 groups. The first group is the students who were taught using picture series media (A_1); the second group is those who were taught using translation (A_2); the third group is those having high motivation who were taught using picture series media (A_1B_1); the fourth group is those having low motivation who were taught using picture series media (A_1B_2); the fifth group is those having high motivation who were taught using translation (A_2B_1); and the last group is those having low motivation who were taught using translation (A_2B_2).

The followings are the frequency distribution tables, histograms, and the polygons of students' scores:

1. The students who are taught using picture series technique
 The students' scores are: 90, 94, 88, 86, 78, 80, 84, 92, 84, 82, 80, 66, 80, 70, 83, 75, 79, 75, 70, 74
 - a. The highest score is 94 and the lowest score is 66 so the range (r) is 28
 - b. The number of classes is $1 + (3.3) \log 20 = 1 + (3.3) 1.3010 = 5.2934$
 (6 is used)

c. The class width (interval) = $28/6 = 4.6$ (5 is used)

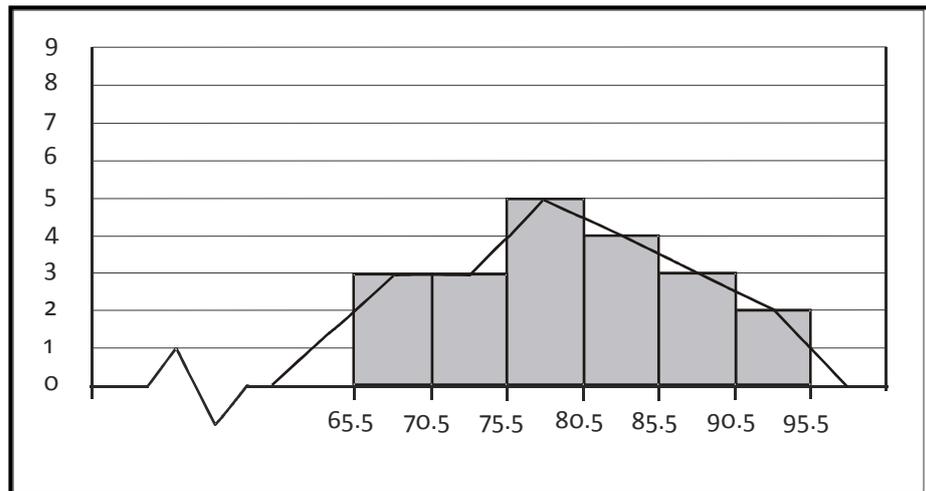
d. Tally the data

Table 4 Frequency distribution A_1 .

| Class Limit | Class Boundaries | Midpoint | Tally | Frequency | Percentage |
|-------------|------------------|----------|-------|-----------|------------|
| 66 - 70 | 65.5 - 70.5 | 68 | | 3 | 15% |
| 71 - 75 | 70.5 - 75.5 | 73 | | 3 | 15% |
| 76 - 80 | 75.5 - 80.5 | 78 | | 5 | 25% |
| 81 - 85 | 80.5 - 85.5 | 83 | | 4 | 20% |
| 86 - 90 | 85.5 - 90.5 | 88 | | 3 | 15% |
| 91 - 95 | 90.5 - 95.5 | 93 | | 2 | 10% |
| | | | | 20 | 100% |

e. Histogram and polygon

Figure 2 Histogram A_1 .



f. The mean is 80.5, the mode is 80, the median is 80 and the standard deviation is 7.49

2. The students who are taught using translation technique

The students' scores are: 82, 83, 80, 77, 90, 84, 75, 88, 77, 86, 57, 58, 65, 64, 50, 50, 64, 72, 65, 67

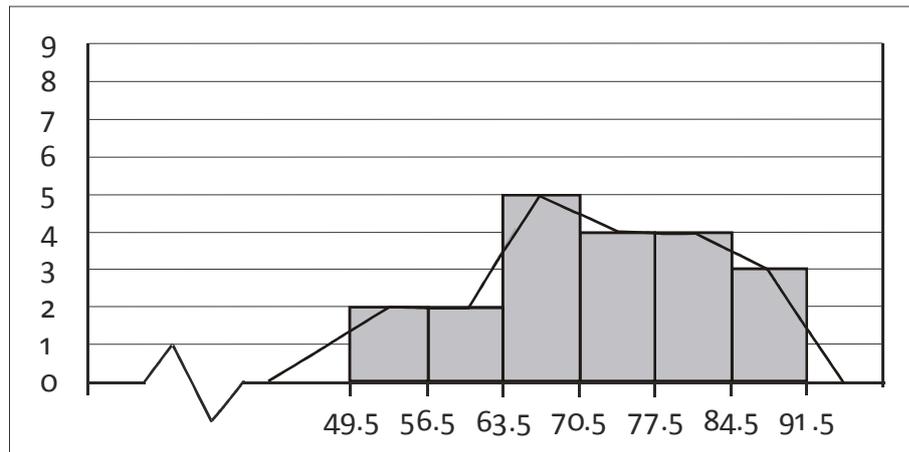
- a. The highest score is 90 and the lowest score is 50, so the range (r) is 40
- b. The number of classes is $1 + (3.3) \log 20 = 1 + (3.3) 1.3010 = 5.2934$
(6 is used)
- c. The class width (interval) = $40/6 = 6.66$ (7 is used)
- d. Tally the data

Table 5 Frequency distribution A₂.

| Class Limit | Class Boundaries | Midpoint | Tally | Frequency | Percentage |
|-------------|------------------|----------|-------|-----------|------------|
| 50 - 56 | 49.5 - 56.5 | 53 | | 2 | 10% |
| 57- 63 | 56.5 - 63.5 | 60 | | 2 | 10% |
| 64 - 70 | 63.5 - 70.5 | 67 | | 5 | 25% |
| 71 - 77 | 70.5 -77.5 | 74 | | 4 | 20% |
| 78 - 84 | 77.5 - 84.5 | 81 | | 4 | 20% |
| 85 - 91 | 84.5 - 91.5 | 88 | | 3 | 15% |
| | | | | 20 | 100% |

- e. Histogram and Polygon

Figure 3. Histogram A₂.



- f. The mean is 71.7, the mode are 50, 64, 65, 77, the median is 73.5 and the standard deviation is 12.36

3. The students having high learning motivation who are taught using picture technique

The students' scores are: 80, 82, 84, 84, 86, 88, 78, 92, 90, 94

- a. The highest score is 94 and the lowest score is 78 so the range (r) is 16

- b. The number of classes is $1 + (3.3) \log 10 = 1 + (3.3) 1 = 4.3$

(5 is used)

- c. The class width (interval) = $\frac{16}{5} = 3.2$ (4 is used)

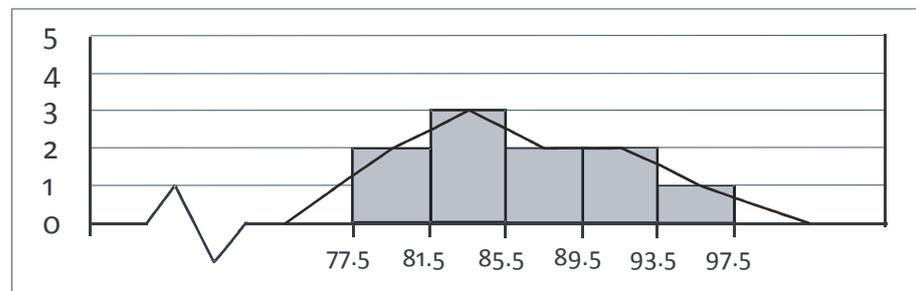
- d. Tally the data

Table 6. Frequency distribution A_1B_1 .

| Class Limit | Class Boundaries | Midpoint | Tally | Frequency | Percentage |
|-------------|------------------|----------|-------|-----------|------------|
| 78 - 81 | 77.5 - 81.5 | 79.5 | | 2 | 20% |
| 82 - 85 | 81.5 - 85.5 | 83.5 | | 3 | 30% |
| 86 - 89 | 85.5 - 89.5 | 87.5 | | 2 | 20% |
| 90 - 93 | 89.5 - 93.5 | 91.5 | | 2 | 20% |
| 94 - 97 | 93.5 - 97.5 | 95.5 | | 1 | 10% |
| | | | | 10 | 100% |

- e. Histogram and Polygon

Figure 4. Histogram A_1B_1



- f. The mean is 85.8, the mode is 84, the median is 85 and the standard deviation is 5.20

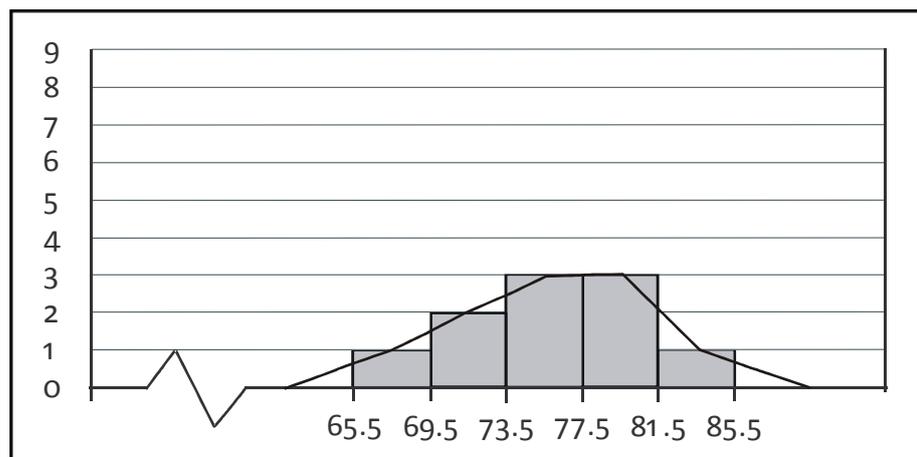
4. The students having low learning motivation who are taught using picture technique. The students' scores are: 70, 74, 70, 75, 79, 80, 75, 83, 80, 66.
- The highest score is 83 and the lowest score is 66 so the range (r) is 17
 - The number of classes is $1 + (3.3) \log 10 = 1 + (3.3) 1 = 4.3$ (5 is used)
 - The class width (interval) = $17/5 = 3.4$ (4 is used)
 - Tally the data

Table 7 Frequency distribution A_1B_2 .

| Class Limit | Class Boundaries | Midpoint | Tally | Frequency | Percentage |
|-------------|------------------|----------|-------|-----------|------------|
| 66 - 69 | 65.5 - 69.5 | 67.5 | | 1 | 10% |
| 70 - 73 | 69.5 - 73.5 | 71.5 | | 2 | 20% |
| 74 - 77 | 73.5 - 77.5 | 75.5 | | 3 | 30% |
| 78 - 81 | 77.5 - 81.5 | 79.5 | | 3 | 30% |
| 82 - 85 | 81.5 - 85.5 | 83.5 | | 1 | 10% |
| | | | | 10 | 100% |

- Histogram and Polygon

Figure 5. Histogram A_1B_2 .



- The mean is 75.2, the mode are: 70, 75, 80, the median is 75, and the standard deviation is 5.39

5. The students having high learning motivation who are taught using translation technique

The students' scores are: 82, 83, 80, 77, 90, 84, 75, 88, 77, 86

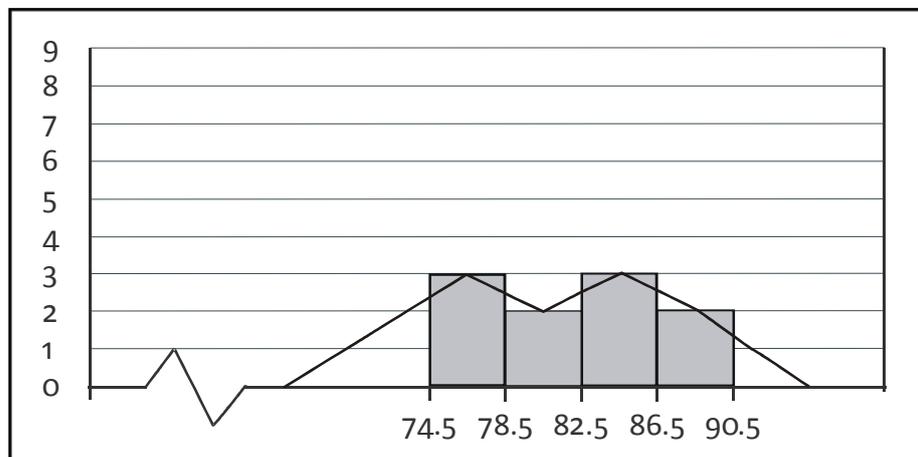
- The highest score is 90 and the lowest score is 75 so the range (r) is 15
- The number of classes is $1 + (3.3) \log 10 = 1 + (3.3) 1 = 4.3$ (4 is used)
- The class width (interval) = $\frac{15}{4} = 3.75$ (4 is used)
- Tally the data

Table 8 Frequency distribution A₂B₁.

| Class Limit | Class Boundaries | Midpoint | Tally | Frequency | Percentage |
|-------------|------------------|----------|-------|-----------|------------|
| 75 - 78 | 74.5 - 78.5 | 76.5 | | 3 | 30% |
| 79 - 82 | 78.5 - 82.5 | 80.5 | | 2 | 20% |
| 83 - 86 | 82.5 - 86.5 | 84.5 | | 3 | 30% |
| 87 - 90 | 86.5 - 90.5 | 88.5 | | 2 | 20% |
| | | | | 10 | 100% |

- Histogram and Polygon

Figure 6. Histogram A₂B₁.



f. The mean is 82.2, the mode is 77, the median is 82.5 and the standard deviation is 4.98

6. The students having low learning motivation who are taught using translation technique

The students' scores are: 57, 58, 65, 64, 50, 50, 64, 72, 65, 67

a. The highest score is 72 and the lowest score is 50 so the range (r) is 22

b. The number of classes is $1 + (3.3) \log 10 = 1 + (3.3) 1 = 4.3$ (4 is used)

c. The class width (interval) = $\frac{22}{4} = 5.5$ (6 is used)

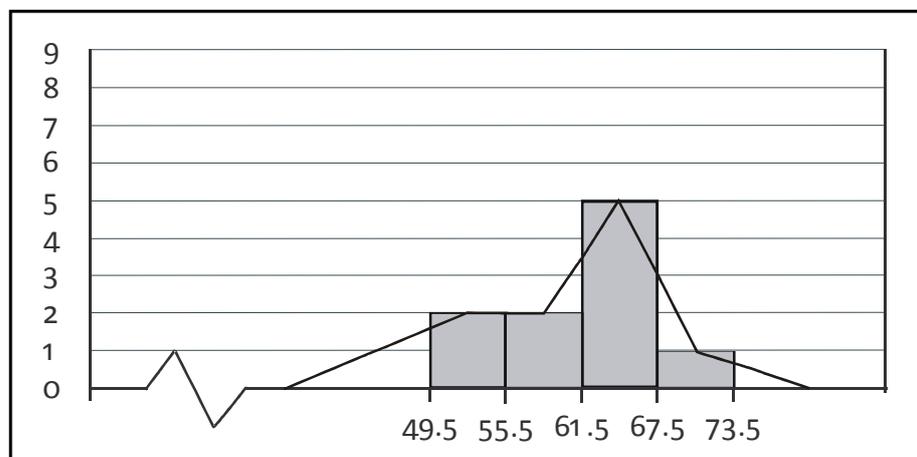
d. Tally the data

Table 9 Frequency distribution A₂B₂

| Class Limit | Class Boundaries | Midpoint | Tally | Frequency | Percentage |
|-------------|------------------|----------|-------|-----------|------------|
| 50 - 55 | 49.5 - 55.5 | 52.5 | | 2 | 20% |
| 56 - 61 | 55.5 - 61.5 | 58.5 | | 2 | 20% |
| 62 - 67 | 61.5 - 67.5 | 64.5 | | 5 | 50% |
| 68 - 73 | 67.5 - 73.5 | 70.5 | | 1 | 10% |
| | | | | 10 | 100% |

e. Histogram and Polygon

Figure 7. Histogram A₂B₂



- f. The mean is 61.2, the mode are 50, 64, 65, the median is 64 and the standard deviation is 7.25

After knowing the histograms and polygons of each group, the researcher analyzed the normality and homogeneity of the data. The followings are the summary of normality of the data:

Table 10 The summary of the normality of the sample distribution.

| Data | Number of Sample | Lo | Lt | Alpha | Distribution of Sample |
|-------------------------------|------------------|--------|--------|-------|------------------------|
| A ₁ | 20 | 0.0739 | 0.1900 | 0.05 | Normal |
| A ₂ | 20 | 0.1054 | 0.1900 | 0.05 | Normal |
| A ₁ B ₁ | 10 | 0.1368 | 0.2580 | 0.05 | Normal |
| A ₁ B ₂ | 10 | 0.1315 | 0.2580 | 0.05 | Normal |
| A ₂ B ₁ | 10 | 0.1508 | 0.2580 | 0.05 | Normal |
| A ₂ B ₂ | 10 | 0.1382 | 0.2580 | 0.05 | Normal |

The homogeneity of the data is as follows:

Table 11 Data Homogeneity

| NO | X ₁ | X ₂ | X ₃ | X ₄ | X ₁ ² | X ₂ ² | X ₃ ² | X ₄ ² |
|----|----------------|----------------|----------------|----------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1 | 90 | 80 | 88 | 64 | 8100 | 6400 | 7744 | 4096 |
| 2 | 94 | 66 | 86 | 64 | 8836 | 4356 | 7396 | 4096 |
| 3 | 88 | 80 | 77 | 72 | 7744 | 6400 | 5929 | 5184 |
| 4 | 86 | 70 | 90 | 67 | 7396 | 4900 | 8100 | 4489 |
| 5 | 78 | 83 | 80 | 65 | 6084 | 6889 | 6400 | 4225 |
| 6 | 80 | 75 | 84 | 50 | 6400 | 5625 | 7056 | 2500 |
| 7 | 84 | 79 | 83 | 50 | 7056 | 6241 | 6889 | 2500 |
| 8 | 92 | 75 | 75 | 65 | 8464 | 5625 | 5625 | 4225 |
| 9 | 84 | 70 | 77 | 58 | 7056 | 4900 | 5929 | 3364 |
| 10 | 82 | 74 | 82 | 57 | 6724 | 5476 | 6724 | 3249 |
| Σ | 858 | 752 | 822 | 612 | 73860 | 56812 | 67792 | 37928 |

- | | | | | | |
|----|------------|---|---------|-------|----------------|
| 1. | s_1^2 | = | 27.0667 | Note: | $X_1 = A_1B_1$ |
| 2. | s_2^2 | = | 29.0667 | | $X_2 = A_1B_2$ |
| 3. | s_3^2 | = | 24.8444 | | $X_3 = A_2B_1$ |
| 4. | s_4^2 | = | 52.6222 | | $X_4 = A_2B_2$ |
| 5. | s^2 | = | 33.4000 | | |
| 6. | $\log s^2$ | = | 1.5237 | | |
| 7. | B | = | 54.8549 | | |

| Sample | df | 1/df | s_1^2 | $\log s_1^2$ | $(df)\log s_1^2$ |
|----------|----|---------|---------|--------------|------------------|
| 1 | 9 | 0.11111 | 27.0667 | 1.43243 | 12.89191 |
| 2 | 9 | 0.11111 | 29.0667 | 1.4634 | 13.17056 |
| 3 | 9 | 0.11111 | 24.8444 | 1.39523 | 12.55706 |
| 4 | 9 | 0.11111 | 52.6222 | 1.72117 | 15.49052 |
| Σ | 36 | 0.44444 | | | 54.11006 |

8. $x_o^2 = 1.7150$

Because x_o^2 (1.7150) is lower than $x_{t,95(3)}^2$ (7.81), it can be concluded that the data are homogeneous.

Data Analysis

The research which has been done needs to be analyzed orderly. This is meant to answer the problems as follows: (1) Is the using of picture series more effective than the using of translation in teaching writing for the seventh grade students of SMPN 1 Tanjunganom in the academic year 2008/2009?; (2) Is the writing skill of the students having high motivation better than that of those having low motivation in learning English?; and (3) Is there an interaction between teaching techniques and motivation?

All of them are answered by the analysis of the data. The researcher analyzed the data using multifactor analysis and Tukey test. It can be seen in the following:

Table 12. ANOVA .

| Method | Picture Technique | | Translation Technique | | | | |
|-----------------|---|------------------------------------|---|------------------------------------|---|--------|---|
| | Picture Technique | | Translation Technique | | | | |
| Motivation | | | | | | | |
| High Motivation | 80 | CELL 1 | 82 | CELL 3 | $\sum X_{r1} = 1680$ $\bar{X}_{r1} = 84$ | | |
| | 82 | | 83 | | | | |
| | 84 | $\sum X = 858$ $\bar{X} = 85.8$ | 80 | $\sum X = 822$ $\bar{X} = 82.2$ | | | |
| | 84 | | 77 | | | | |
| | 86 | | 90 | | | | |
| | 88 | | 84 | | | | |
| | 78 | | 75 | | | | |
| | 92 | | 88 | | | | |
| | 90 | | 77 | | | | |
| | 94 | | 86 | | | | |
| Low Motivation | 70 | | CELL 2 | | 57 | CELL 4 | $\sum X_{r2} = 1364$ $\bar{X}_{r2} = 68.2$ |
| | 74 | | | | 58 | | |
| | 70 | $\sum X = 752$ $\bar{X} = 75.2$ | 65 | $\sum X = 612$ $\bar{X} = 61.2$ | | | |
| | 75 | | 64 | | | | |
| | 79 | | 50 | | | | |
| | 80 | | 50 | | | | |
| | 75 | | 64 | | | | |
| | 83 | | 72 | | | | |
| | 80 | | 65 | | | | |
| | 66 | | 67 | | | | |
| TOTAL | $\sum X_{c1} = 1610$ $\bar{X}_{c1} = 80.5$ | | $\sum X_{c2} = 1434$ $\bar{X}_{c2} = 71.7$ | | $\sum X_t = 3044$ $\bar{X}_t = 76.1$ $\sum X_t^2 = 236,392$ | | |

Table 13. Summary of Multifactor ANOVA.

| Source of variance | SS | df | MS | F _o | F _{t(.05)} | F _{t(.01)} |
|--|-------|----|-------|----------------|---------------------|---------------------|
| Between columns (Teaching Techniques) | 774.4 | 1 | 774.4 | 23.1856 | 4.08 | 7.31 |

| | | | | | | |
|---------------------------------------|---------|----|-------------|---------|------|------|
| Between rows (Learning Motivation) | 2,496.4 | 1 | 2,496.4 | 74.7425 | 4.08 | 7.31 |
| Columns by rows (Interaction) | 270.4 | 1 | 270.4 | 8.0958 | 4.08 | 7.31 |
| Between groups | 3,541.2 | 3 | 1,180.4 | | | |
| Within groups | 1,202.4 | 36 | 33.4 | | | |
| Total | 4,743.6 | 39 | | | | |

After knowing the summary of a 2 x 2 Multifactor Analysis of Variance, it can be concluded that:

1. Because F_o between columns (23.1856) is higher than $F_{t(0.05)}(4,08)$ and $F_{t(0.01)}(7.31)$, the difference between columns is significant. It can be concluded that the use of picture series **differs significantly** from translation in their effect on the students' writing achievement in the experiment.
2. Because F_o between rows (74.7425) is higher than $F_{t(0.05)}(4,08)$ and $F_{t(0.01)}(7.31)$, the difference between rows is significant. It can be concluded that the difference between the students' writing achievement having high learning motivation and that of those having low learning motivation is **significant**.
3. Because F_o interaction (8.0958) is higher than $F_{t(0.05)}(4,08)$ and $F_{t(0.01)}(7.31)$, there is an **interaction** effect between the two variables, teaching techniques and learning motivation. It means that the effect of teaching techniques on

the students' achievement in writing depends on the degree of learning motivation. The picture series technique is effective for the students having high motivation and translation technique is effective for the students having low motivation.

The researcher continues analyzing the data using Tukey test. The following is the analysis of the data using Tukey test.

1. Picture series compared with translation in teaching writing

$$q = \frac{\bar{X}_{c1} - \bar{X}_{c2}}{\sqrt{\text{ErrorVariance} / n}} = \frac{80.5 - 71.7}{\sqrt{33.4 / 20}} = 6.82$$

2. Picture series compared with translation in teaching writing for the students having high motivation

$$q = \frac{\bar{X}_{c1r1} - \bar{X}_{c2r1}}{\sqrt{\text{ErrorVariance} / n}} = \frac{(85.8) - (82.2)}{\sqrt{33.4 / 10}} = 1.97$$

3. Picture series compared with translation in teaching writing for the students having low motivation

$$q = \frac{\bar{X}_{c2r2} - \bar{X}_{c1r2}}{\sqrt{\text{ErrorVariance} / n}} = \frac{(75.2) - (61.2)}{\sqrt{33.4 / 10}} = 7.66$$

After knowing the summary of Tukey test, it can be concluded that:

1. Because q_o between columns (6.82) is higher than q_t (2.95), the difference between columns is significant. It means that the effect of teaching writing using picture series differs significantly from that of teaching writing using translation. The means score of the students taught using picture series (80.5) is higher than that of those taught using translation (71.7). It can be concluded that the use of picture series is more effective than the use of translation for teaching writing.
2. Because q_o (1.97) is lower than q_t (3.15) the difference between using picture series and translation for teaching writing to the students having high motivation is not significant.
3. Because q_o (7.66) is higher than q_t (3.15), the difference between using picture series and translation for teaching writing to the students having low motivation is significant. The means of the score of the students having low motivation who are taught using picture series (75.2) is higher than that of the students having low motivation taught using translation (61.2). So, it can be concluded that using picture series is more effective for teaching writing for low motivated students.

Hypothesis Verification

The analysis above is used to test the statistical hypotheses as follows:

1. The null hypothesis of the method of teaching writing is that there is no difference in the effectiveness between picture series technique and translation technique in teaching writing. Because F_0 (23.1856) is higher

than $F_{t(0.05)}(4,08)$ and $F_{t(0.01)}(7.31)$) the null hypothesis is rejected. It can be concluded that there is a significant difference between using picture series and translation to teach writing. The mean of the students taught using picture (80.5) is higher than the mean of those taught using translation (71.7), therefore it is concluded that using picture series is more effective than translation.

2. The null hypothesis is that there is no difference in writing achievement between the students having high motivation and those having low motivation. Meanwhile, the alternative hypothesis is the students with high motivation have better achievement than that of those having low motivation. The data analysis shows that F_o between rows (74.7425) is higher than $F_{t(0.05)}(4,08)$ and $F_{t(0.01)}(7.31)$, so the null hypothesis is rejected. It can be concluded that there is a significant difference between the writing achievement of the students having high motivation and the writing achievement of the students having low motivation. The students who have high motivation get better achievement than that of those who have low motivation in learning.
3. The null hypothesis between the two variables, the teaching techniques and learning motivation, is there is no interaction between teaching techniques and motivation in teaching writing. Meanwhile, the alternative hypothesis is there is interaction effect between the two variables, the teaching techniques and learning motivation. In this research, the null hypothesis is rejected because F_o (8.0958) is higher than F_t (4,08). So,

there is an interaction between the teaching techniques and students' learning motivation. The picture series technique is effective for the students having high motivation and translation technique is effective for the students having low motivation.

Discussion

The experiment has an effort to get some improvement in the teaching writing to the seventh grade students of the junior high school students. The discussions of the finding are as follows:

1. Teaching using picture series is more effective than using translation to teach writing for the seventh grade students of SMPN 1 Tanjunganom in the academic year 2008/2009. Pictures are aids that can help the teachers in the teaching learning process. Callahan, et al. (1992: 479) suggest the teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students. Raimes (1983: 27) says that all ESL writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps. It is because pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. In addition, a picture can be the basis for not just one task but many, ranging from fairly mechanical controlled

compositions, sentence-combining exercises, or sequencing of sentences to the writing of original dialogs, letters, reports, or essays. A whole series of connected activities can be generated from the source of one picture. Raimes also states that because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention. Pictures bring the outside world into the classroom in a vividly concrete way. Pictures as media of teaching are the best-known sensory aids. Visualization is necessary for younger students because "most activities for the young learners should include movement and involve the senses. A plenty of objects and pictures will be needed to work with" (Scott and Ytreberg, 1990: 5). Another expert, Harmer (1988: 55), says that by showing pictures or by drawing them on the board the teacher can also ensure that the students understand the meaning of a word.

Wright (1989: 2) states that the pictures are the teaching aids which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the students to cope with. Huebener (1965: 135) states that pictures of all types are easy to produce, the supply is inexhaustible, they may be used in many different ways and they make a strong appeal to everyone. Pictures can also substitute objects that cannot be presented in the classroom. They have the obvious advantage of being easier to carry around. According to Burns and Broman (1975: 11), picture will help a new topic or catch the interest of the children as they look at point and talk

about them. Meanwhile, Morgan and Bowen (1994: 1) give a summary of the benefits of using visual aids in the language classroom. Using picture series is one of techniques to teach writing which can motivate students to write as it gains the students' interest. The environment of teaching and learning becomes alive. The students tend to be more active since pictures can provide the necessary concrete experiences and also help the students integrate prior experiences that make them easy to write their ideas into a good writing. By giving picture series, the teacher does not need to spend too much time for explaining the teaching materials because the students already understand the materials. Besides, the condition of class is not boring. Each student is busy with their own work to write using picture. By looking at the series of pictures, their ideas expand that can make their writing works run fluently. Therefore, the writing skill achievement can be improved.

On the contrary, teaching using translation is less effective than picture series. It can be known from the mean score of the students taught using picture series and the mean score of those students taught using translation. Duff (1989: 5) says that today translation is largely ignored as a valid activity for language practice and improvement. The students cannot develop their language practically using translation. Because of the fact that translation is a passive way used for communication improvement, and even where it is still retained, it tends to be used not for language teaching, but for testing. He shows some justification why

teacher does not want to apply translation for teaching and learning activity. They are as follows: (1) translation is a text-bound and only confined two language skills, reading and writing, beside that it is not a communicative activity because it involves no oral interaction; (2) translation is not suitable for classroom work because the students only do writing activity which needs much time-consuming and it is very wasteful; (3) translation is not matched to the general need of language learner that is the junior high school students need to be able to speak as simple as possible; (4) translation is not attractive ways to present for beginner because it requires the use of mother tongue; and (5) finally, translation is bored to do and to correct. He says that sometimes the teacher cannot explain the material using interesting technique so he/she decided to use the easiest way in teaching like using translation. Usually, students are often asked to translate without being given any introduction to the material they are going to learn. Therefore, they are not mentally prepared for the activity although translation is primarily intended for students whose mother tongue is not English.

The situation of the class taught using translation is not as active as that taught using picture series. The students are passive in joining the teaching and learning process. The class tends to be quiet and boring as the students are only receiving what the teacher gives them. There is less motivation to study hard. The teacher should give more time in explaining the teaching and learning materials because she always translates the

materials using their first language or even using their mother tongue if the materials are difficult to understand. Translating the materials spends too much time that makes the progression of the study run slowly. The translation technique is not only used in explaining the materials but also in doing the writing work. The students usually make their work using their first language and when it is done, they translate the work into English. Of course, it takes a lot of time, especially when they face some difficulties in translating the suitable words. Besides, they also find difficulty in gaining the ideas for writing as the students get used to think using their first language and get used to be given spoon-feeding by the teacher. Because of those difficulties, the students tend to be lazy in doing the writing task. As the result, the achievement of writing cannot be improved effectively. In conclusion, translation is one of old methods used in the teaching and learning activity in which the teacher tends to use the native language as a media to teach the target language. Therefore, the teacher should be able to find the method or technique, which can make the teaching and learning better and more effective.

2. Students with high motivation perform better achievement in writing than those having low motivation. Winkel (1996: 150) says that learning motivation plays an important role to promote the spirit of learning so that the students with high learning motivation have strong energy to perform learning. Moreover, Ur (1993: 19) asserts that it is an important part of the teacher's job to motivate the learners. In addition, Brown (1994: 152) says

that motivation is an inner drive, impulse, emotion, or desire that moves one to a particular action. In more technical terms, he explains that motivation refers to the choices people makes as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. Ur (1996: 274) states that the abstract term of ‘motivation’ on its own is rather difficult to define. It is easier and more useful to think in terms of the ‘motivated’ learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive. Various studies have found that motivation is very strongly related to achievement in language learning. Singer (1984: 29) supports that the students having low motivation because of no interest to the teacher, material given, and situation will get bad score of English. Considering this condition, he suggests the teacher to improve the teaching and learning process in shaping a positive interest so the students will be motivated to learn.

Learners are motivated when they believe the tasks they perform are relevant to their personal needs, interest, and goals. Learning is most effective when an individual is ready to learn, that is, when one wants to know something. Motivation is enhanced by the way in which the instructional material is organized. Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates. Motivation is

very strongly related to achievement in language learning. The authors of a classic study of successful language learning said that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of whom clearly associated with motivation (Ur, 1996: 275).

The motivated students are usually active in the class, in showing their eagerness to the lesson, in answering the questions or in doing the exercises. They are not afraid to ask the teacher if they have some problem in connection with the lesson. They are also brave to show their opinion. No wonder, the students with high motivation usually succeed to get high achievement in their study. Students with low learning motivation tend to be lazy to improve their study. It is difficult for them to express their opinion. If there is a question, they do not give good responds. They also do not want to study hard. They like to be passive students in the class. This makes their achievement in learning lower. Therefore, the students with high motivation have higher writing skill than those students with low motivation

3. There is an interaction between teaching techniques and learning motivation. The use of picture series is effective for the students having high motivation. It is due to the facts that picture series can reduce the boring condition in the class and also make the teaching and learning process alive. Raimes (1983: 27) says that a picture can be the basis for not just one task but many, ranging from fairly mechanical controlled

compositions, sentence-combining exercises, or sequencing of sentences to the writing of original dialogs, letters, reports, or essays. A whole series of connected activities can be generated from the source of one picture. Wright (1989: 2) states that the pictures are the teaching aids which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the students to cope with. He also says that picture contributes to the context in which the language is being used. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling. The high-motivated students tend to be active in the joining the class activity. They eager to study and get more knowledge during the teaching and learning activity. If there are some tasks from the teacher, they will do it as soon as they can. Using picture series is suitable for students with high motivation as it challenges students to broaden their eagerness in studying and in its turn increases students' learning achievement. When highly motivated students are taught using picture series, the result will be better learning achievement.

Thornbury (2002: 157) states that translation is used to supply the meaning or definition, synonyms, or example given. He gives example that teacher can dictate a number of words that are familiar to the students then asks them to write the meaning in target language, if they cannot; they can consult their dictionary to find the words. Traditionally, translation has been the most widely used means of presenting the meaning of words in

monolingual classes. Translation is the replacement or a representation of a different text in second language. Duff (1989: 5) says that sometimes the teacher cannot explain the material using interesting technique so he/she decides to use the easiest way in teaching like using translation. The low motivated students tend to be passive in the class. The situation of teaching and learning are quiet and boring. They just receive to what the teacher gives them. They feel reluctant to do the assignment or to answer the teachers' question. In fact they are lazy to study or to improve the way to learn. This technique is suitable for the students who have low motivation in learning because in the teaching and learning process, the teacher tends to use the native language, as it is easy to be understood by the students. Using translation, teacher does not have to find the similar meaning of the target language but he just translates it into the students' native or second language. Sometimes it is necessary for the teacher to spoon feeding the learning materials to the low motivation students. Therefore, the students who have low motivation will be provoked to study, as they have known the meaning from the teacher's translation. It makes the materials easy to learn. As a result they will have better achievement.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

The discussion of the finding has been presented in the previous chapter. This chapter presents the conclusion, implication, and suggestion.

Conclusion

Based on the result of the data analysis presented in chapter IV, the findings of the research are:

1. Using picture is more effective than translation for teaching writing to the seventh grade students of Junior High School.
2. The writing skill of the students having high motivation is better than that of those having low motivation in learning English.
3. There is an interaction between teaching techniques and learning motivation. The picture series technique is effective for the students having high motivation and translation technique is effective for the students having low motivation.

Based on those findings, it can be concluded that using a series of picture is an effective technique used to improve writing skill of the students of Junior High School, especially for the seventh grade students of SMPN 1 Tanjunganom

Implication

The use of picture series can help the teaching and learning process run well. The students are able to gain the ideas in writing a composition especially writing a procedure text by looking and understanding the series of pictures which are given by the teacher. In addition, it also helps them with the vocabularies. Picture media can motivate the learners to write, too, because it attracts their interest and help them understand ideas and acquire information and overcome the limitation of time, size and space. The teacher will be easier in explaining the material as the picture helps her to integrate the materials and make the students understand. In addition, pairs of pictures or pictures in sequence provide for a variety of guided and free writing exercises. It makes the students not only hear but also see the sign that expresses the words or idea. The use of picture in the teaching and learning process is very important. The students can understand easily what is happening in the pictures as they provide material that offer guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter. The pictures can also improve the students' idea in writing a text compared with just listening to the teacher's explanation. It can also motivate the students to give more attention to the lesson, as it is an interesting object for them. So, by using the pictures, it is hoped that the teaching and learning process especially in the writing class will be more effective. Therefore, the improvement of the students' writing skill can be achieved effectively.

There are some ways in teaching using picture. A teacher can use a single picture or picture series as a media for the students in explaining something. From

the picture, the students will get the ideas in writing their composition and stimulate their imaginative powers. The teacher can stick a big picture on the whiteboard in front of the class and then ask the students to describe the picture or ask the students to make a simple composition based on the picture. Besides that, the teacher can also give some picture series to some groups of the students. In each group, the students are asked to make a simple paragraph or a simple composition related to the picture given. The student may cooperate with other students from the same group in making their assignment. After that the teacher discusses the result of all the groups' works. Here, the teacher makes some corrections to the students' mistakes, if any. The final work after being checked by the teacher is attached on the whiteboard of the class. All students can see their works and can compare their work with others.

In the teaching and learning process, the teacher has to use the target language all the time, as it is to reinforce the students to study hard. If the students have some difficulties in finding the meaning of the difficult words, they can consult to the teacher for the synonym of the word or they can open the dictionary. The students with high motivation will be motivated in learning, as they have to study more seriously. They have to master many words in the target language which will be used in the learning process.

The right techniques used to teach writing can make the process of teaching and learning more alive and conducive. It can be known from their motivation to study. If the students enjoy the class, they will be motivated to learn; hence it can improve their learning achievement.

Suggestion

It is necessary to have other investigations as follow up to the research which has been done. Replication of the similar study will reinforce the findings. Some suggestions for teachers, students, and future researchers can be listed as follows:

4. For the teachers

The suitable choice of teaching technique can make the teaching and learning process run well. The students will enjoy their class if the learning process is not boring. If the learning process is enjoyable, the students will understand the material more easily. If the students understand the material, the purpose of teaching and learning will be gained. Surely, it is one of the objectives of teachers in teaching. Teachers must be clever in choosing the techniques for the teaching and learning process in the classroom.

5. For the students

Both using picture and translation are not the only problem solving technique used to overcome students' problem in learning writing. Yet, it can be said, that using picture series is included as one of good strategies to overcome the students' problem in improving the English writing.

6. For the future researchers

- a. A replication of this research design using picture and translation as teaching techniques as the treatment for teaching writing can be done with some revision.
- b. A similar research with different population characteristic is also possible.
- c. It maybe also useful to have research with different students' condition like students' habit or interest.

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