TEACHING DESCRIPTIVE WRITING BY USING JUMBLED PICTURES TO THE TENTH GRADE STUDENTS AT SMAN 2 SUNGAI SELAN

THESIS

BY
LUCI PITRI TRIPASTA
NIM 372013035

UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
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By
Luci Pitri Tripasta
NIM 372013035

UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
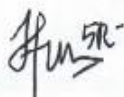**February 2019**

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Sri Yuliani, S.Pd., M.Pd.
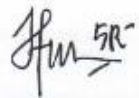
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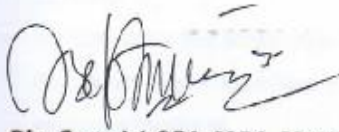Advisor II,

Kurnia Saputri, S.Pd., M.Pd.

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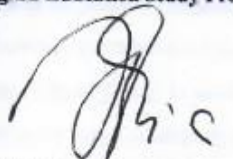
Sri Yuliani, S.Pd., M.Pd., Chairperson

Kurnia Saputri, S.Pd., M.Pd., Member

Dian Septarini, S.Pd., M.Pd., Member

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SURAT KETERANGAN PERTANGGUNGJAWABAN

PENULISAN SKRIPSI

Yang bertanda tangan di bawah ini

Nama	: Luci Pitri Tripasta
NIM	: 372013035
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Teaching Descriptive Writing by Using Jumbled Pictures to the Tenth Grade Students at SMAN 2 Sungai Selan.

Menerangkan dengan sesungguhnya bahwa

1. Skripsi yang telah saya buat ini benar-benar pekerjaan saya sendiri (bukan barang jiplakan)
2. Apabila dikemudian hari terbukti/dapat dibuktikan skripsi ini hasil jiplakan, maka saya akan menanggung resiko sesuai dengan peraturan dan undang-undang yang berlaku.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipertanggung jawabkan.

Palembang, Februari 2019

Yang menerangkan

Mahasiswa yang bersangkutan,

METERAI
TEMPEL
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ENAM RIBU RUPIAH

(Luci Pitri Tripasta)

Motto:

- *Nothing is impossible. Anything can happen as long as we believe.*
- *You can when you believe.*
- *A young person who will be successful is never give up before get the success on his hand.*
- *If you get the success you must do it, not just theory.*

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ABSTRACT

Tripasta, Luci Pitri. 2018. *Teaching Descriptive Writing by Using Jumbled Pictures to the Tenth Grade Students at SMAN 2 Sungai Selan.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang*. Advisors : (I) Sri Yuliani, S.Pd., M.Pd., (II) Kurnia Saputri, S.Pd., M.Pd.

Key words : Jumbled Pictures, Descriptive Writing.

This thesis is entitled "Teaching Descriptive Writing by Using *Jumbled Pictures* to the Tenth Grade Students at SMAN 2 Sungai Selan". The problem of this study was "is it effective to use *Jumbled Pictures* in Teaching Descriptive Writing to the Tenth Grade Students at SMAN 2 Sungai Selan?". The objective of this study was to find out whether or not it is effective to use *Jumbled Pictures* in teaching descriptive writing to the tenth grade students at SMAN 2 Sungai Selan?. The population of the study was all of the tenth grade students at SMAN 2 Sungai Selan consisting of 187 students from 6 classes. The sample were 31 students which were one group, such as pretest and posttest. The data obtained were analyzed by t-test. The data were calculated through SPSS 16.0. The result of data analysis showed that t-obtained 8.515, with the critical value 1.697, at the significant level 5% and df 30. Since t-obtained was higher than critical value. The null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It could be concluded that there was significant differences between students' ability in writing descriptive paragraph and taught *Jumbled Pictures*. It is clear that teaching descriptive writing by using jumbled pictures to the tenth grade students at SMAN 2 Sungai Selan was effective.

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The writers

LPTP

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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, (4) significance of the study, (5) hypotheses of the study, and (6) criteria for testing hypotheses

1.1 Background of the Study

Language is the most important means of communication in our lives. People use the language to communicate each other and it is of course people who live in different country languages. English is an international language, English is very important in many aspects of life in the world, such as education, trading, work, and political affairs.

In Indonesia, English is taught as a foreign language and also a compulsory subject at Elementary School until university level. Not all of people who can use English fluently and correctly, but there are some who use English well, as a lecturer, an English teacher, and the children who love English so that they follow the course. English is very interesting, especially for EFL students. In teaching English, there are four language skills that must be taught. (i.e. listening, speaking, reading, and writing).

Every skill, once closely associated with the three other skills in a way that diverse. In acquiring language skills, usually we got through a sequence of regular relationship. Childhood we learn to listen to the language, and then speak, after that we learned to

read and write. One's language reflects all thoughts. Teaching is an activity where a teacher gives the information and knowledge to their students. According to Richards and Schmidt (2010), a teacher's individual instructional methods and approach and the characteristic manner in which the teacher carries out instruction (p. 589). Moreover, Brown (2006), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (p. 19). It means that the teacher has functions as a guide, facilitator, motivator and manager.

Writing is one of the four language skills besides reading, listening and speaking. It is difficult for the students to learn. Because writing is more difficult than three other skills, it was obvious that writing needs more attention than three other skills, it does not means that writing is more important than the others but if was because writing is more completed than the three other skills, therefore writing needs more time and more practice to learn than others. Writing is a creative process. Writing is usually taught after the students learn reading, listening and speaking. It could be seen in the English textbooks for the SMA that writing is placed at the end of the teaching and learning activities.

List of writing systems of the language in Indonesia

Name of script	type	Population actively using (in millions)	Language associated with	User (s)	Regions with predominant usage
Latin	alphabet	200	Language of Indonesia	Indonesia	Indonesia
Javanese	Abugida	80	Javanese, Cirebonese, Madurese, Sundanese	Javanese, Cirebonese, Madurese, Sundanese	Central java, east java, special region of yogjakarta, cirebon, cirebon rejency, indramayu regency, madura islan

Indonesia is written using the latin alphabet, it is more phonitically consistent than many language the correspondence between sounds and their written forms is generally regular. One common source of confusion for foreign readers. Particularly when reading place names, is the spelling changes in the language that have occurred since Indonesia independence commonly used changes include :

Old spelling	New spelling
Oe	U
Tj	C
Dj	J
J	J

The first of these changes (oe to u) occurred around the time of independence in 1947. All of the others were a part of an officially mandated spelling reform in 1972, some of the old spelling, which were more closely derived from the Dutch language, do survive in proper names :

for example : the name of a former president of the Indonesia is still sometimes written *Soeharto,* and the central Java city of Yogyakarta is sometimes written Jogjakarta, which is how it is pronounced.

Jumbled pictures are pictures which are disordered than rearranged to be a complete picture. It is a memory jigsaw it was the same like puzzle. A jigsaw puzzle is tilling puzzle that requires the assembly of numerous small, often oddly shape, interlocking pieces. Each piece has a small port of a picture on it; when complete, a jigsaw puzzle produces a complete picture. Based on the description above, this study, attempts to find out whether or not the use of jumbled picture as opening improve the students writing achievement especially the Tenth Grade Students at SMA N 2 Sungai Selan.

1.2 Problem of the Study

The problem of the study dealt with Teaching Descriptive Writing by using Jumbled Pictures to Tenth Grade Students at SMAN 2 Sungai Selan.

1.2.1 Limitation of the Study

The problem in this study was limited to Teaching Descriptive Writing by using Jumbled Pictures to Tenth Grade Students at SMAN 2 Sungai Selan.

1.2.2 Formulation of the Study

The problem in this study was formulated "is it effective to teach Descriptive Writing by using Jumbled Pictures to the Tenth Grade Students at SMAN 2 Sungai Selan?".

1.3   Objective of the Study

The objective of the study was to find out whether or not it is effective to teach Descriptive Writing by using Jumbled Pictures to Tenth Grade Students at SMAN 2 Sungai Selan.

1.4   The Significances of the Study

This study can hopefully be significant to the way of teaching writing and by using jumbled picture technique that might make writing more interesting. The study was useful to enlarge knowledge and gain experiences for the study

a. For the Writer Herself

This study would be useful for the writer especially in increasing her knowledge in descriptive writing and how to do next research.

b. For the Students

This study would give some practice in descriptive writing by using jumbled pictures.

c. For the Teacher

The teacher of English could have a reference in improving the activity of teaching English especially in teaching descriptive writing.

d. For the other Researchers

The result of this study might become a source of information for the other researchers and important reference in conducting the related study.

1.5 The Hypotheses of the Study

According to Tavakoli (2012), a scientific approach to assessing belief about a reality or phenomenon under investigation. It is a decision making process where two possible decisions are weighed in a statistical fashion (p. 266). In this study, the writer proposes two hypotheses, namely the null hypotheses (H_o) and the alternative hypotheses (H_a).

H_o: It is not effective to teach descriptive writing by using jumbled pictures to the tenth grade students at SMAN 2 Sungai Selan.

H_a: It is effective to teach Descriptive writing by using jumbled pictures to the tenth grade students at SMAN 2 Sungai Selan.

1.6 Criteria for Testing Hypotheses

In this study, to test hypotheses means to accept or reject the hypotheses. The writer used t-test. If the t-obtained is equal to or higher than t-table, the study hypotheses (H_a) can be accepted and the null hypotheses (H_o) should be rejected. In other word, if the t-table is higher than t-obtained, it means that null hypotheses can be acceptable and the research hypotheses should be rejected.

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