The Inluence of Using Visual To Focus Description Toward Students' Ability In Writing Descriptive Texts At The Second Semester of The Tenth Class of Sma Negeri 16 Bandar Lampung

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Abstract: *Writing is one of skills in english language. Writing is very important in learning foreign language, because the objective of teaching and learning English is that students are able to use English both in spoken and writen form. However the writer knew that students are still difficult to express or tell their ideas and their feeling in writen English. The objective of this research is to know and describe the influence of using visual to focus description toward students' ability in writing descriptive text. The population of the research was taken from students at the second semester of the tenth class of SMAN 16 Bandar Lampung. In taking the sample of the research, the writer used stratified Propotional Random Sampling technique because the students' achievement was heterogeneous. In collecting the data, the writer use free writing test or essay test, the students given some pictures and titles and then the students chose one of the titles and describe it at leas is 150 words. In this research, the writer introduced using visual to focus description as a technique to solve the problems that possible appear in writing. So the students can be motivated and challenged in writing descriptive text. After analyzing the data by using t-test formula, it is found that: t_{ratio} or t_{test} = 7.84 and t_{table} = 0.99 (65) = 2.00 and t_{table} = 0.99 (65) = 2.66. It means that there is a significant influence of teaching writing through Using Visuals To Focus Description towards students' writing descriptive ability..*
Keywords: *English, Descriptive, Skill, Writing, visual.*

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I. Introduction

language plays an important role in the world. It is considered as a means of communication. Brown (1994:37) state that Language is a way of life, is that the foundation of our being, and interacts simultaneously with thoughts and feelings. Purpose of language is to communication. In Indosesia, English is a foreign language (Murcia, 2001:359) state that A foreign language is a language studied in an environment where it is not the primary vehicle or daily interactionor where input in that language is restriced. English language skills has four components,i.e.; listening, speaking, reading, and writing skills, of the four skills writing is a skill which is used to communicate indirectly, whithout face interaction ,Tarigan (1984:1-3). He also staid that of the four skills, writing is a skill which is used to communicate indirectly, whithout face interaction. From the four skills above, writing is complex. Writing is one of the skills to be achieved in English learning. Writing has been characterized as a written thinking. Furthermore, Brown (2001:339) also states that, why do we want student to write in school,writing is away of life. Without some ability to express yourself in writing, you do not pass the course. Across the age levels from elementary school through university graduate courses, we write in order to succed in mastering the subject matter. writing is a difficult subject for the students and they still face difficulties in expressing their idea, thought, felling, and opinion. Even thought, they had learnt it from junior high school. However they often make errors when they asked to write simple form of writing, such as descriptive. There are some factors which are caused the problem. One of them is teaching technique which is used by the teacher. As teacher we have to create the best and effective ways of learning English as a foreign language. One of the apropriate technique in teaching writing descriptive text is Visual To Focus Description. Using Visual To Focus Description is a technique to teach descriptive text by given some picture which not cronologycal picture, for example, place, porson, or think. The researcher interesting to do a reseach to know Influece of Using Visual To Focus Description toward students Ability in writing descriptive Text in SMAN 16 Bandar Lampung .The formulation of the research Questions: Is there any influence of using visuals to focus description pictures in students' writing descriptive text?

II.   The literature review

2.1 The Concept of Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to reader.Nunan (2003; 88). Based on the statement above, the writer can conclude that writing is the art of expressing idea, feeling in good composition. Writing is a communicative activity needs to be encouraged and nurtured during the language learner's cours of study, Murcia (2001:207). Also Harmer (2001:4) state that, writing is used for a wide variety of purpose it is produced in many different forms. the writer conclude that writing is important to be learnt by the student. It can be used to tranferring information of human thinking and their feeling to the reader. Consequently, in evaluating student' writing ability needs the English teacher to work hard as professional responsibility. Giving them variety trains of English learnig will help them to improve their writing and speaking skill because writing is not easy. We must follow the rules to make writing well. Descriptive writing is drawing important part of thing. In writing subject, it is very clear and details, it means that in descriptive writing the writer should be able to make the reader understand what the writer means. Not only how something is done, but also why it is done and what is needed to complete the process. In this reseach the writing will be focus on indicators that student have to use accepteble grammatical systems (e.g., tense, greement, prularization), patterns, and rules. The students have to convey link and connections between evants, and communicate such relation asmain idea, supporting idea, new information, generalization, and exemplification.

2.2 The Concept Of Descriptive Text

James McCrimmon (1999:163) states that Description is a presenting a verbal partrait of a person, place or thing. James McC (1999:163)description text is text to describe about something more detils, and must select spesific, vivid detils to that you can make your readers see what you see. It can be use as a technique to enrich other form of writing or as a dominant strategy for developing a picture of "what it looks like."

2.2.1 Text Element and Rhetorical Structure

a) **Identification**

Identification is to indentifies the phenomenon to be described.

b) **Description**

Description is describing the phenomenon in parts,qualities or/and characteristics.

A. Using attributive and indentifying process.
B. Using adjective and classifiers in nominal group.
C. Using simple present tense.

2.3 The Concept of Using Visual to Focus Descriptions

Using Visual to Focus Description is a technique which using picture as a media, the picture which uses is picture non chronologycal, for example, of place, people, or scenes. Using Visual to Focus Description is a useful technique for helping student to see the importance of selection and focus in developing a a description picture. Picture is one media which is suggested for helping success of teaching-learning proccess, Wright, (1989:2-4). By using picture the attention of students will be more focused, so pictures can create their inspirations, their wishestom know the content of the message of thet picture and they can write it in a composition, picture can trigger the students creativity through various language.

Using a picture to plan a description is a useful technique for helping students to see the importance of selection and focus in developing a description which is non-chronological, for example, of places, people, or scenes. A writer has to decide how best to describe something so that the reader can recounstruct a true image of it. This means deciding what to focus on first and how torelate the various elements. This activity can be used to bring in the related roles of purpose in the writer and interest in the reader.

One definition of picture is a two-dimensional visual representative of persons, and things. A picture may not only be worth thousand words but it may also be worth a thousand years or a thousand kilometres. A picture is also simple in that it can be drawn, printed, or photographically processed and it can be mounted for preservation for the use in the future (Minor, 1978:2). Brown et al (1977:179) says that pictures provide for most people critical contacts with the real world. As students use still pictures, they may improve their visual literacy. For example, study of still pictures may help them to comprehend various abstractions. Past experiences may provide clues to learning from still pictures in much the same way that phonetics or contextual clues help in reading verbal materials.

Kridler calssified picture into two kinds:

1. One kind depicts a situation on topic and includes several people and action, for example, a birthday party, a picnic, and sport events.
2. The other kind depicts is one action, one person and one object.

Kridler (1987:7)

But in this reseach the researcer uses the picture one action, one person, and one object or some picture which non cronologycal picture.

2.4 Related previous studies

Nina Puspitaloka (2016) concludes that Picture Series media significantly was effective toward students' descriptive writing skill. From this finding we can conclude that most of the students had positive responses in learning writing of descriptive text by using Picture Series media and they were felt enjoyable and interested series to use pictures in learning writing descriptive text.

Hesti siregar (2015) assumes that implementation of single pictures is a good and interesting media to be used in teaching writing descriptive text, because it was make students feel interested in writing descriptive text.

Generally pictures can contribute greatly to students in writing especially writing descriptive text. By looking at the pictures, the students were able to catch the idea of what had to be written. The students were more creative in using the appropriate words based on the pictures they see. The students' writing ability were improved during the teaching and learning activity using the pictures. Mei Setya Chairena (2007)

Anis Munawwiroh and Siti Sudartini (2017) assume that the use of pictures found to be effective in improving the students' writing skill. The students made a good improvement in grammar and organization mainly. They also showed enthusiastic and interested in doing the tasks given in post-writing process.

III. Research Methodology

1.1 Research Design

In this research, the writer conducted experimental research. According to Gall, at all, the experimental is the most powerfull quatitative reseach methode for establishing cause and effect. Relationships between two or more variables. There will be to classes in this reseach. The first, the experimental class, is taught by using Vocus Fisual Description Picture. The second, the control class, is taught by using direct instruction. The result of the data collecting are classified and analyze to know whether there is influence of using visuals to focus descriptions toward students' ability in writing descriptive text.

1.2 Data collecting tehnique

To know about the students' ability in writing descriptive, writer would like to use free writing test. Where the students are asked to make composition based on the topic given. The word that used in writing descriptive are around 150-200 words. To score the students ability in writing dialogue, the writer is going to use the scoring system which proposed by H.Jacob in Reid (1993:236) as follows:

Content
30-27 Excellent to very good: knowledge, subtantive, development of thesis, relevant to assigned topic
26-22 good to average: sure knowledge of subject, adequate range, limited development of thesis, most relevant to topic but lucks detail
21-17 Fair to poor: limited knowledge of subject – little substance, inadequate development of topic
16-13 Very poor: Does not show knowledge of subject, non – substantive, not pertient, or not enought to evaluate

Organization
20-18 Exellent to very good: Fluent expression – ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
17-14 Good to average: somewhat choopy, loosely organized but main ideas stand out, limmited support, logical but in complete sequencing
13-10 fair to poor: non- fluent, ides confuced or disconnected-, lack logical sequencung and developtment
9-7 very poor: Does not communicate, no organization, or not enought to evaluate

Vocabulary
20-18 Exellent to very good: sophisticated range, effective word / idiom choice and usage, word from mastery, appropriate register
17-14   Good to average: adequate range, effective word / idiom form, choice, usage but meaning confuced or obscured
13-10   fair to poor: limited range, frequent errors of work / idiom form, choice, usage, meaning confused or obscured
10-5 very to poor: essentially translation, little knowledge of English vocabular, idioms, word form, or enough to evaluate

Language use

25-22 Exellent to very good:effective, complex constructions, few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions

21-18 Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order foncion, articles, pronouns, preposition, but meaning seldom obscured

17-11 fair to poor:major problems in simple / complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions, meaning confused or obscured

10-5 very to poor: virtual to mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate

Mechanics

5.   Exellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing

4.   Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured

3.   Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confuced or obscured

2.   Very to poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

3.3 Data Analysis

From the result on the table of the score of students' descriptive writing ability in experimental class, the writer got the highest score was 85 and the lowest score was 50 with n = 33

Table 1: The List of Distribution of the Result Frequency Test of Experiment Class

Score	f_1	X_1	X_1^2	$f_1 . X_1$	$f_1 . X_1^2$
50-55	3	52.5	2756.25	157.5	8268.5
56-61	2	58.5	3422.25	117	6845
62-67	8	64.5	4160.25	516	33282
68-73	9	70.5	4970.25	634,5	44732.25
74-79	5	76.5	5852.25	382.5	29261.25
80-85	6	82.5	6806.25	495	40837.5
Total	33			2302.5	163226.75

So, from calculating with the formula above, it was gotten the result as follows:

Table 2: List of the Distribution of
Expected and Observed Frequency of Experimental Class

X	Z	Z_i	L	E_i	O_i
49,5	- 2.26	0.4881			
55.5	-1.60	0.4452	0.0429	1.4	3
61.5	-0.92	0.3212			
67.5	-0.25	0.0987	0.124	4.1	2
74.5	0.53	0.2019			
79.5	1.08	0.3599	0.2225	7.3	8
85.5	1.75	0.4599			
			0.3006	9.9	9
			0.158	5.2	5
			0.1	3.3	6

Determining $\chi^2{}_{ratio}$ by using the following formula:

$$\chi^2{}_{ratio} = \sum_{i-1}^{k} \frac{(Oi - Ei)^2}{Ei}$$

$$\chi^2{}_{ratio} = \frac{(3-1.4)^2}{1.4} + \frac{(2-4.1)^2}{4.1} + \frac{(8-7.3)^2}{7.3} + \frac{(9-9.9)^2}{9.9} + \frac{(5-5.2)^2}{5.2} + \frac{(6-3.3)^2}{3.3}$$

$\chi^2{}_{ratio} = 1.82+1.17+0.06+0.08+0.07+2.20$

$\chi^2{}_{ratio} = 5.3 =5$

3.3.1 Criterion test :

Reject Ho if : $\chi^2_{ratio} \geq \chi^2 (1 - \alpha) (k- 3)$

For the significance level of 5% (α =0.05) it is obtained :

χ^2　　　$= \chi^2 (1- 0.05) (6-3)$
χ^2　　　$= \chi^2 (0.95) (3)$
χ^2　　　$= 7.81$

For the significance level of 1% (α = 0.01) it is obtained :

χ^2　　　$= \chi^2 (1- 0.01) (6-3)$
χ^2　　　$= \chi^2 (0.99) (3)$
χ^2　　　$= 11.3$

It is seen that $\chi^2_{ratio} \leq \chi^2_{tab}$, so Ho is accepted which means that the data have normal distribution.

Furthermore the result from the control class showed that $\chi^2_{ratio} \leq \chi^2_{tab}$, so Ho is accepted which means that the data have normal distribution.

Then to know the homogeneity test of the variance the writer used the normal distribution for both sample with the following hypothesis formula :

Ho = $\sigma^2_1 = \sigma^2_2$ (the variance of the data are homogeneous)

Ha = $\sigma^2_1 \neq \sigma^2_2$ (the variance of the data are not homogeneous)

The result revealed that F_{tab} at significance level of 0.05 is 1.85 and 0.01 is 2.41 so that $F_{ratio} \leq F_{tab}$. It means that the variance of the data in experimental class and control class are homogeneous.

Then to prove the hypothesis proposed by the writer whether they were accepted or not by using t- test formula. The hypothesis showed that:

Ho 1: $\mu 1 = \mu 2$　　(There is no influence of using visual to focus description toward students ability in writing descriptive text at the second of the tenth class at SMAN 16 Bandar Lampung

Ha1: $\mu 1 \neq \mu 2$　　(There is influence of using visual to focus description toward students ability in writing descriptive text at the second semester of the tenth class at SMAN 16 Bandar Lampung

Based on the data analysis, it was got t_{ratio} or t_{test} = 7.84 and t_{table} =0.95 (65) =2.00 and t_{table} = 0.99 (65) = 2.66. It means that $t_{test} > t_{table}$. So the writer could conclude that there is positive influence of using visual to focus description toward student's ability in writing descriptive text at the second semesters of the tenth at SMAN 16 Bandar Lampung

IV.　　Research Finding
4.1.　Is there any influence of using visuals to focus description pictures in students' writing descriptive text?

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$\chi^2{}_{ratio} = 1.82+1.17+0.06+0.08+0.07+2.20$

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V. Conclusion and recommendation

5.1 Conclusion

After discussing and analyzing the data, the writer conclude that there is different in achievement of writing ability between the students that are taught by using visual to focus description and the students are taught without using visual to focus description at tenth class of SMAN 16 Bandar Lampung. The writer can conclude that:

1. The average score of the students who are taught by using visual to focus description in experimental class is higher than that of those who are taught by using conventional technique in control class. Experimental class (80.47) > control class (72.07). It means that teaching by using visual to focus description is appropriate technique in teaching writing, because the students could be active in writing activity.

2. There is influence of using visual to focus description towards students descriptive writing ability at the second semesters of the tenth class at SMAN 16 Bandar Lampung in 2013/2014 . It is shown by the result of data analysis in which $t_{ratio} > t_{tabel}$ (t_{ratio} = 7.84 and t_{tabel} = 2.00 et significance level 5% and 2.66 at significance level of 1%)

3. Using visual to focus description in teaching writing has positive influence to help the students to increase their writing ability.

5.2 Recommendation

Based on the conclusion above, the writer gives some recommendation to increase the quality of teaching English at tenth class of SMAN 16 Bandar Lampung. The teacher can use visual to focus description in teaching writing process as a technique because it is can help the students who have difficulties in writing activity. The students writing ability increased by applying of this technique, and it can increase their idea in writing. finally the writer recommended this technique to apply in class room because this technique was very helpful and effective to help student writing descriptive text.

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