

**THE EFFECT OF PHOTOGRAPHS TOWARDS STUDENTS'
WRITING ABILITY AND LEARNING MOTIVATION
AT MA MUSLIMAT NU PALANGKA RAYA**

THESIS



BY

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FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M/ 1441 H**

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THESIS

Presented to
Stated Islamic Institute of Palangka Raya
in Partial Fulfillment of the Requirements
for the Degree of *Sarjana* in English Language Education



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2019 M/ 1441 H**

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ABSTRACT

Umi Yana. 2019. *The effect of Photograph towards students writing ability and learning motivation tenth grade at MA Muslimat NU Palangka Raya*. Thesis. Department of Language Education, Faculty of Teacher Training and Education State Islamic Institute of Palangka Raya. Advisor (I) M. Zaini Miftah M.Pd ; (II) Hesty Widiastuty, M.Pd.

Key words: *Writing Ability, Photographs, Learning Motivation*

The objectives of the research were: (1) to find out the significant effect of photographs towards students' writing ability for tenth grade students of MA Muslimat NU Palangka Raya; (2) to find out significant effect of photographs towards students' learning motivation for the tenth grade of MA Muslimat NU Palangka Raya; and (3) to find out whether there is any interaction between photographs towards students' writing ability and learning motivation for the tenth grade at MA Muslimat NU Palangka Raya.

The research method was quantitative experimental. The respondent was tenth grade students at MA Muslimat NU Palangka Raya. The data were taken from test and questionnaire. The researcher analyzed the data by using SPSS 16.

Based on the result of data analysis, the research findings were: (1) The result showed that there was significant effect of photographs towards students' writing ability of the tenth grade students at MA Muslimat NU Palangka Raya, it was found the t_{observed} was greater than the t_{table} at 5% and 1% significance level or $1.99 < 14.744 > 2.65$, it meant H_{a1} was accepted and H_{o1} was rejected and then, the students who were taught photographs media got higher score in post-test with mean (75.34) in writing test, than those students who were taught without photographs media with mean (63.36) in writing test; (2) The result was showed that there was significant effect of photographs towards students' learning motivation for the tenth grade at MA Muslimat NU Palangka Raya, it was found the t_{observed} of the research was greater than the t_{table} at 5% and 1% significance level or $1.99 < 2.802 > 2.67$, it meant H_{a2} was accepted and H_{o2} was rejected; and (3) The result was showed there was no interaction between photographs towards students' writing ability and learning motivation of tenth grade of MA Muslimat NU Palangka Raya, it was found the t_{observed} of the research was lower than the t_{table} at 5% and 1% significance level or $1.99 < .279 > 2.67$, it mean H_{a3} was rejected and H_{o3} was accepted.

ABSTRAK

Umi Yana. 2019. *Pengaruh Photograph Terhadap Kemampuan Menulis Siswa dan Motivasi Belajar di MA Muslimat NU Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah M.Pd ; (II) Hesty Widiastuty, M.Pd.

Kata Kunci : *Kemampuan Menulis, Photographs, Motivasi Belajar*

Tujuan penelitian ini adalah : (1) untuk mengetahui pengaruh signifikan photograph terhadap kemampuan menulis siswa untuk siswa kelas sepuluh MA Muslimat NU Palangka raya; (2) untuk mengetahui pengaruh signifikan photograph terhadap motivasi belajar untuk siswa kelas sepuluh MA Muslimat NU Palangka raya; dan (3) untuk mengetahui apakah ada intraksi antara photograph terhadap kemampuan menulis dan motivasi belajar untuk siswa kelas sepuluh MA Muslimat NU Palangka Raya.

Metode penelitian adalah experimental kuantitatif, responden adalah siswa kelas sepuluh di MA Muslimat NU Palangka Raya. Data diambil dari tes dan kuesioner. Penelitian menganalisis data dengan menggunakan SPSS 16.

Berdasarkan analisis data, temuan penelitian adalah: (1) hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan photograph terhadap kemampuan menulis siswa kelas sepuluh di MA Muslimat NU Palangka Raya ditemukan t_{diamati} lebih besar dari t_{tabel} pada tingkat signifikan 5 % dan 1 % atau $1.99 < 14.744 > 2.65$. itu artinya H_{a1} diterima dan H_{o1} ditolak dan kemudian, siswa yang diajarkan menggunakan media photograph mendapatkan skor lebih tinggi dalam post test dengan rata-rata (75.34) dalam tes menulis. Kemudian para siswa yang diajarkan tanpa media photograph dengan rata-rata (63.36) dalam tes menulis; (2) hasil penelitian menunjukkan bahwa ada pengaruh photograph terhadap motivasi belajar siswa untuk kelas sepuluh MA Muslimat NU Palangka Raya. Di temukan bahwa t_{diamati} dalam penelitian lebih besar dari t_{tabel} pada tingkat signifikan 5 % dan 1 % atau $1.99 < 2.802 > 2.67$. Itu artinya H_{a2} diterima dan H_{o2} ditolak; dan (3) hasil penelitian menunjukkan bahwa tidak ada interaksi antara photograph terhadap kemampuan menulis dan motivasi belajar siswa kelas sepuluh MA Muslimat NU Palangka Raya. Ditemukan bahwa hasil penelitian t_{diamati} lebih rendah dari pada t_{tabel} 5% dan 1% atau tingkat signifikan $1.99 < .279 > 2.67$, itu berarti H_{a3} ditolak dan H_{o3} diterima.

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The researcher hopes this thesis can give some benefits for the readers. The researcher also realized that this thesis is still far for the perfect, therefore some constructive critics and suggestions are warmly welcome. Hopefully, may Allah SWT., always keep us on the straight path and reward us for what we have done and this could be useful for all of us.

Palangka Raya, Septemberth 2019

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DECLARATION OF AUTHORSIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, September th, 2019

Yours Faithfully,



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MOTTO AND DEDICATION

“And say: my Lord, increase me in knowledge.”

(*Q.S. Thaha: 144*)



This Thesis is dedicated to:

My beloved Father Alm. Rasudi, my beloved Mother Alm. Mursita, my beloved sister Zubaidah, Sri Amika and my beloved brother Khairul Anwar and Abdul Latif For their valuable endless prayer, material, time, sacrifice, patient and support. Thank you very much.

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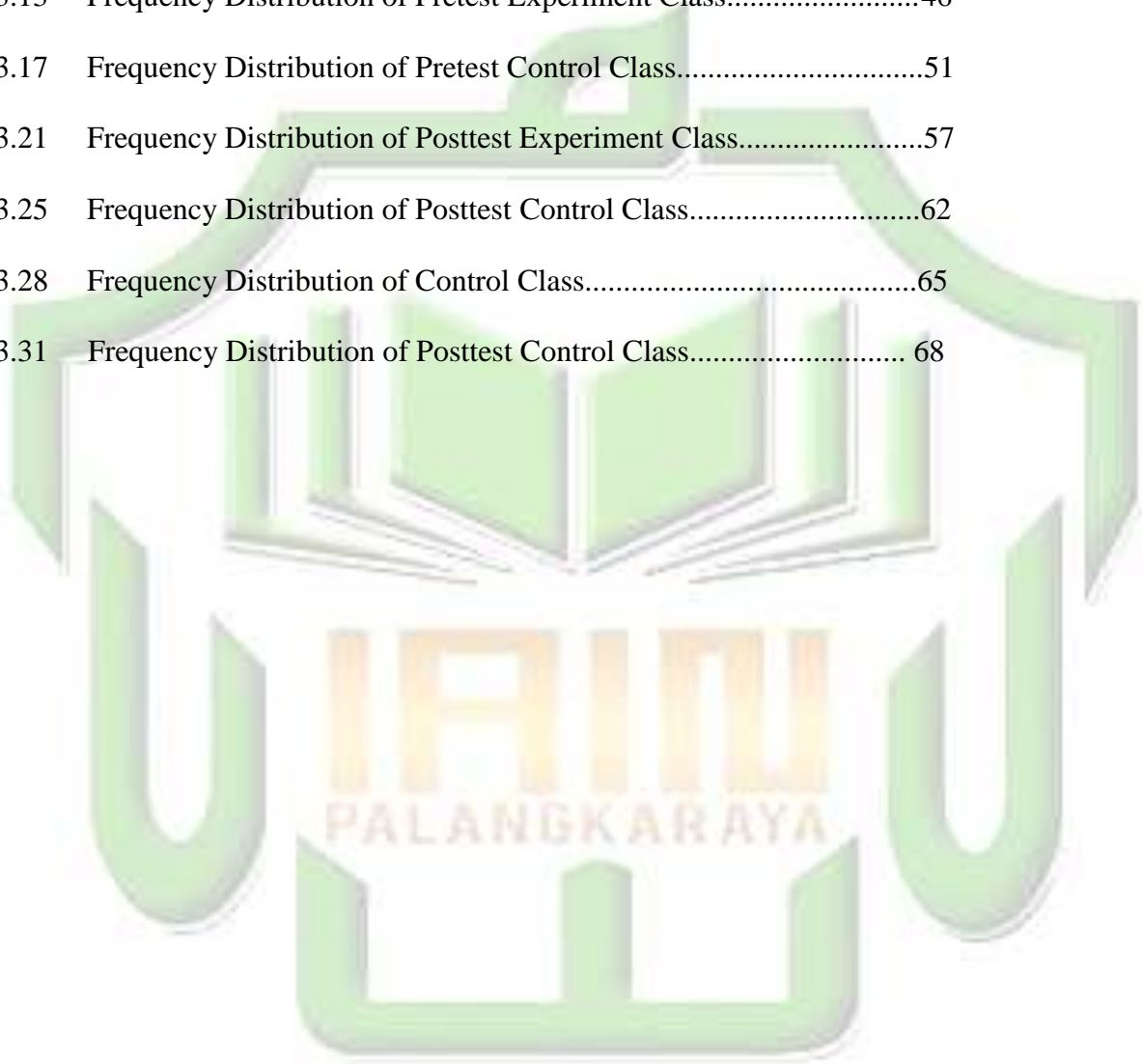
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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is producing something in written form so that people can read, perform and use it (Caroline,2003,p.25) It means that in teaching writing the teacher reinforces students to produce something in written form so that people can read it. In producing written from well, the students can not do it by themselves, but they should through a process in teaching and learning.

Writing is an important productive skill that can be used in learning other receptive and productive skills (Zhu,2004,p.29) the purpose of teaching English is to master four skills, they are listening, speaking, reading and writing. Therefore teachers have to determine the effective strategies to improve their interest and ability in writing, and the main problem that leads to the low interest in writing is the lack of media that can give them a big picture of the story they want to write. EFL Students has a difficulty in making a brain connecting between their ideas with how to write so they need a media for making more easy in writing. The use of interesting media also contributes to the better learning process, both improving students' participation and their interest in classroom activity which might lead them to have better ability in writing.

In this research the researcher was do observation (2017). Base on the observation the student low in writing skill and have low learning motivation in foreign language, they have problem in writing such as less of vocabulary, grammar error, and difficulty of expressing ideas in writing. The problem is even greater when the difficulty of writing is supported by a problem of monotonous EFL classes. The fact stated that the teacher tended to use single pictures and even taught a writing class in a more traditional way, teaching writing without any media. These conditions of course led a class to be more

monotonous. Problems occurred when the students feel bored to attend a class without media.

Other problems raised in the product of their writing were not merely about grammatical errors, but also about an enrichment of ideas in writing. Single pictures, indeed, can help students to gain an illustration of the topic. However, the illustration is not as much as they need as the ideas to write. Therefore, the students need media to stimulate and to activate their thought in order to make a better piece of writing, and the media are expected to create a more interesting writing class.

Based on the problem above, the researcher give a solution media to teaching learning process that media is photograph. In this case, the teacher can use photograph in teaching writing of recount text, the research would try to utilize photograph owned by the students as a visual medium in teaching recount text, because photograph will make the students easier to remember the event that they experienced in the past. So, it will help them in generating ideas to write a recount text.

The use of photograph as a learning medium in English teaching and learning activity is supported by some experts. Heinich at al (2002,p.142) Stated that photograph is one of still pictures that are most commonly used in intruction. Another expert Raimes also supported that “because everybody likes to took at pictures, their use in classroom provides a stimulating focus for the students ‘attention’ Raimes (2001,p.27) by utilizing photograph as a visual medium in teaching writing recount text the students can learn writing recount text in intersting way. The students are expected to be more intrestedin following English subject, especially in the aspect of writing and the students’. Skill in writing recount text also increased. Hikmah (2007,P.6) states that photograph is a two-dimensional visual representation of person, place, and things. Photograph may not only be worth a thousand words but it may also be worth a thousand years and a thousand

miles. A photograph is also simple in that it can be drawn, printed, or photographically processed and it can also be mounted for preservation for the use in future.

Everybody needs to have motivation and a reason for action to learn something new some people. According to Dornye (2009,p.177) second and foreign language learners should be offered the opportunity to be motivated and fulfill their learning orientations. The teacher think how to stimulation the students learning motivation to enhance the writing ability of recount text, motivation has been widely accepted by both teachers and researcher as one of the key factors that influence the rate and success of second foreign language (L2) learning. Motivation provides the primary impetus to initiati learning the L2 and later the driving force to sustain the long and often tedious learning process indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent.

Based on the explanation above, this research was important to found the media in the learning process. There were some reasons of this study firstly, photographs can make the students interesting to learning process and the second, photograph is one of the visual aids that can improve writing recount text because photograph usually capture past events and photograph surely can help students remember details about people, places an events. Third, photograph can help the students to expres their ideas into writing product and than use photographs as media can stimulation the students in learning motivation .

Make sure whether or not the students comprehend the Photograph on writing recount text, a study entitles “ **The Effect of Photographs Towards Students’ Writing Ability and Learning Motivation at MA Muslimat Nu Palangkaraya** ”.

B. Research Problem

Based on the background of the study above, the main of problem this study were as follows:

1. Is there any significant effect of photograph towards students writing ability for the tenth grade at MA Muslimat NU Palangka Raya?
2. Is there any significant effect of photograph towards students learning motivation for the tenth grade at Ma Muslimat NU Palangka Raya?
3. Is there any intraction between photograph towards students writing ability and students learning motivation for the tenth grade at MA Muslimat Nu Palangka Raya ?

C. Objective of the Study

Related to the problems of the study above, the objective of the study were follows:

1. To find out significant effect of photograph towards students writing ability for the tenth grade at MA Muslimat NU Palangka Raya?
2. To find out significant effect of photograph towards students learning motivation for the tenth grade at MA Muslimat NU Palangka Raya?.
3. To find out whether there is any intraction between photograph towards students writing ability and learning motivation. for the tenth grade at MA Muslimat NU Palangka Raya?

D. Hypothesis of the Study

This hypothesis of this study as follows :

1. Alternative hypothesis (H_{a1}) There is significant effect of photographs towards students' writing recount text ability. Null hypothesis (H_{o1}) There is no significant effect of photographs towards students' writing ability at the tenth graders at MA Muslimat NU Palangka Raya.

2. Alternative hypothesis (H_{a2}) there is effect of photograph of students' learning motivation . Null hypothesis (H_{o2}) there is no effect of photograph of students' learning motivation at the tenth graders at MA Muslimat NU Palangka Raya.
3. Alternative hypothesis (H_{a3}) there is any intraction between students writing ability and students learning motivation. Null hypothesis (H_{o3}) there is no an intraction between students writing ability and students learning motivation

E. Variable of the Study

In there were three variables in this study. Which was experiment class used photographs towards students' writing recount text ability was code as Y1, and control class without used of photographs was code as Y2, and students learning motivation was code as X

F. Assumption

In this study, the researcher assump that photograph was improved the writing ability in writing recount text and learning motivation of the students at MA Muslimat NU Palangka Raya, especially tenth grade.

G. Scope and Limitation

This research was focused on effect of photographs towards students writig ability and learning motivation of the tenth year students in MA Muslimat NU Palangkaraya. In this research focused on original picture of photographs. based on the syllabus at the tenth year students' in MA Muslimat NU Palangka Raya.

The subject of this study was tenth-year students' at MA Muslimat NU Palangka Raya in academic year 2019/2020. The samples of the study were X A and X B. The number of the population was 78 for each classes. Therefore, the researcher was took both of classes as the sample of study.

H. Significance of the Study

There were two significances of the study in this research:

1. Theorically

The result of the study was expected to give a contribution to the teacher about the effect of photographs towards students writing ability of recount text and learning motivation method of teaching English for tenth grader in MA Mulimat NU Palangka Raya that can be used by teachers as an alternative method to be apply in teaching learning strategy. It be usefull especially in teaching English writing recount text.

2. Practically

a.To the Students

The students was get the descriptions of their ability in comprehending ability in writing recount text, they can measure the progresses achieved and know in what aspects/materials they master very much and what aspects they fail.

b.To the Teacher

The teacher was better prepare themselves and materials in teaching recount text and know what their students face through recount text by photograprs in writing.

I. Definition of the Key Terms

Here are some, key terms used in the research:

1. Effect

Is a change of something because treatment and repeated practice .

2. Writing

Writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, re-reading the text, editing and revising, by writing can reveal something that cannot be expressed through word.

3. Photographs

Photographs is real picture of an object such as people, place, and everything, it means students can take photographs in everywhere in daily life for their memories.

3. Recount text

Recount is a text story events or experiences in the past, there is no complication and have a structure tells who was involved, what happened, where the events took place, and what it happened.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section, the researcher briefly review the definition of recount, generic structures and language feature of recount, the evaluation of recount, the definition of photograph, the benefits of photograph, and the implementation of photograph media

A. Previous of Study

There are some previous studies support this study as follows with the effect of photographs towards students' writing ability of recount text and learning motivation:

Mawaddah, Sofyan A. Gani, Diana Fauzia Sari "A Study on Photographs in Teaching Writing Recount Text SMA Negeri 1 Trienggadeng" The data was collected by using test (pre-test and post-test). The purpose this research is conducted to find out whether teaching writing recount text by using photographs improve students' writing ability and to find out the students' responses toward the implementation of photographs. The result of the study revealed that the students score of writing taught by using photographs is better than the students who are not taught by using photographs where the mean score of experimental class after using of photographs is 74.92, whereas the mean score in control class that was not taught by using photographs in teaching writing is 47.42 (Mawaddah, Ghani, Sari, 2010, p.5).

Lifatur Rohamah Yunita (2012, p.01) "The Effectiveness of Personal Photograph As Media to Enhance the Writing Ability of Descriptive Text of the Seventh Graders" The results of this study showed that there is significant difference in the experimental group students after the researcher applied personal photographs as a media in writing descriptive text with the magnitude of difference (.52) that indicates a very large effect than the control group who are not taught by using personal photographs as a media in

writing descriptive text. It can also be seen from the analysis of independent sample t-test on SPSS 16.00 which indicates that the control group had a mean score of 77.38, while the experimental group had a mean score of 84.58 with the Sig (2-tailed) .000. Keywords: Writing Skill, Personal Photographs, Descriptive Text

Abdur Rehman, Hafiz Ahmad Bilal, Ayesha Sheikh, Nadia Bibi, Asma Nawaz(2014) “The Role of Motivation in Learning English Language for Pakistani Learners” the study was quantitative in nature. A questionnaire was designed on Likert scale in order to collect data from a group of 50 Pakistani intermediate students from a private college. In terms of gender the group was divided involving 25 males and 25 females. Finally on the basis of finding a number of generalizations were made regarding the importance of motivation in learning English for Pakistani learners.

Dian Candra Prasetyanti, Husnul Hotimah (2014) The data was conducted in eight grade of SMPN 3 Banjarharjo academic year 2014/2015 “ it could be concluded that ” the implementation of group grid technique and photographs could improve students” In this research, photographs helped students to write recount text easily, and the use of group grid in teaching writing skill had helped both teacher and students as well. Finally, the students” response about the implementation of photograph 124 media through group grid was positive and it would be alternative way in teaching writing. Therefore, photographs could develop the students” writing skill in writing recount text through group grid technique.

The similarities between their research with this research is conduct on writing recount text and using photograph media. Although it has a difference that is the previous studies using collaborative classroom action research and using cycle 1 until cycle 3 to analyze the data and than the researcher applied personal photographs as a media in writing descriptive text.

B. Photograph

1. Definition of Photographs

Photograph or real picture is one of visual aids that can be used in teaching and learning English. It creates the situation for learning classes and interesting that the ultimate of writing is to give the students the opportunity to express their own ideas clearly, using pattern they have learned. There are two kinds of pictures that can be used as teaching media, they are the original picture and the picture illustration. The original picture show the concrete shapes of the object or person related to the topic being discussed. The picture of illustration on the other hand are made in order to display a situation or an object needed for teaching activities such as illustration of a conversation between mother and father in a dining room Mawaddah, (2010: 83).

Photographs are the original picture and a visual media that sure useful in process writing recount text. Photograph usually captures past events, and photograph surely can help students remember details about people, places and events. In short they can be powerful sources of text. Besides, a photograph is worth a thousand words because one picture can tell students something, even have sequences of story behind it. It is appropriate with writing recount text because recount text use to reconstruct past experiences by retelling events and incident in order in which they have occurred. So the researcher choose photograph as visual media to help student find idea to write the paragraphs and also give more motivation to students in learning foreign language, can help to improving writing ability of recount text of students MA Muslimat NU palangkaraya.

2. The Benefits of Photographs

According to Rimes, (2002,p.27-28) photograph is available resource as provides:

- a. shares experience in the classroom.

- b. a need common language form re use in the classroom
- c. a variety of tasks
- d. a focus of interest for students

Heinich et al (2002,p.142) explained that photograph as one of the still pictures most commonly used in instruction is categorized into non-projected visuals that give some benefits as follows:

- a. Non-projected visuals are easy to use because they do not require any equipment
- b. They are relatively inexpensive. Many can be obtained at little or no cost
- c. They can be used in many ways at all levels of instruction and in all disciplines
- d. You may also use them to stimulate creative expression, such as telling or writing stories or composing poetry

3. The Implementation of Photographs Media

Photograph can be effective media to enhance writing ability of recount text, because photographs represent the past events in the form of picture. It has a relationship of recount text that retell about the events that happened in the past.

A photograph is the representation of the real picture of an object such as, people, place, building, things and many more. In daily life, many people like to take photograph. They usually take photograph in various occasions both in happy and sad moment. For example, when the people went to Pasuk Kameloh garden for happing holiday, all of them surely would took photograph and made Pasuk Kameloh garden as a background of their online photograph. So, photograph can be effective and intersting media that can be use in teaching writing recount text, it is supported by indah (2010:38-54) in her research that found that average score of the students' achievement who were taught writing recount text by using photographs is 76,8 which is catagorized good meanwhile the average score of students' achieviement who were

taught writing recount text without using photographs is 64 which is categorized fair. So, there is a significant difference in students' achievement between those who were taught writing recount text by using photographs and those who were taught writing recount text without using photographs.

4. Teaching Recount Text Through Photographs

Photographs have been suggested as teaching aids in the classroom used to help students in learning English as foreign language. According to Wrigh, (2002 : 83-84) there are some benefits of pictures in learning English, first they can motivate students and make them want to pay attention and take part in learning process, second they can stimulate and provide information referred and to conversation, discussion and storytelling, third they describe a context of an event clearly, it such that picture bring the world into the classroom (Mawaddah,Ghani & sari,2010,p.84).

Photograph is categorized as one of visual aids in language teaching. Visual aids are a situation where learners can see words to be learned. Teaching media photographs are commonly used as visual media, besides its simplicity, photographs are relatively cheap used in the classroom. Asserted that photographs are not just an aspect of method but through their representation of place, objects and people, they are in essential part of the overall experiences.

C. Teaching Writing Using Photographs

There are many conceptions about writing process. Oshima & Hongue (2007,p.15-18) stated that there are four steps in writing process: pre-writing, organizing, writing, and polishing: revising and editing. Harmer mentioned that the stages of writing process included: planning, drafting, editing (reflecting and revising),

and final draft. Langan (2015,p.23-34) also explained the process of writing as follows:

- a. Prewriting, as a starting point in writing activity to develop the topic that will be discussed by the researcher in his/her writing. There are five techniques in prewriting stage that can be applied by the writer such as free writing, questioning, making a list, clustering and preparing a stretch outline.
- b. Writing a first draft, the researcher is just focused on what he/she wants to write about, keeps on the fluency of his/her writing and does not worry yet about grammatical and writing mechanic.
- c. Revising, the researcher rewrite his/her paper based on what has already been written by him/her. The goal is to make his/her writing be stronger.
- d. Editing, as the last stage in writing process. The researcher will identify and correct his/her writing for mistakes and errors in grammatical and mechanic of writing that covering punctuation and spelling. In summary, all the experts' explanation above has similar ideas dealing with the process of writing. In producing a writing product, there are some steps that should be done by researcher as explained above. The researcher will go through those steps until he/she finished his/her final draft.

The researcher use some procedure in implementing photographs in classroom through writing process. They are as following (Pratama,2016,p.17):

- a. The teacher can ask students to bring their own photographs that like their family album, frame or mobile phone to school.
- b. The teacher built knowledge on the topic.
- c. The teacher give a sample of recount text.

- d. The teacher gives some questions to guide students to write recount text
- e. The students write their recount text based on their own photographs.
- f. The teacher guides a discussion of recount text they have written and give some feedback.
- g. The teacher asks the students to draft their text, The student does peer assessment in classroom
- h. The teacher gives the final score of students' writing

D. Writing

1. The Nature of Writing

Writing is process to produce some information in people mind that should be expressed into writing about everything, such as adventure and day's daily activities.

There are some definitions about writing, is support by some expert in producing writing, a writer may hold a thinking activity which enable him to put a words in a paper Phelps (2001,p.2). A writer uses knowledge of structure and vocabulary to combine his ideas as a means of communication . Furthermore, Fauziati (2002, p.151) also gave statement that writing as a process is oriented to words work progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other In other words..

According to Langan (2006,p.15) writing can be defined as a process of discovery. This means that people should explore their thoughts in writing. In exploring their thoughts, people use a series of steps to write. The step can be like a straight journey until the writing is finished and also can be a zigzag journey. People may have an obstacle in the middle of writing which makes them have to switch the direction or changing the idea of their writing

Based on the statements, it can be concluded that writing is an active Productive more clearly writing is an act or process to produce some information in their mind that should be expressed into writing form. Writing will be the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

2. Elements of Writing

There were five elements of writing adapted from Wilbers, (2016: 1-2) there were:

a. Central Idea

This element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize your material. It includes selecting subordinate ideas that support and reinforce your central idea. The important point of central idea: 1) Purpose or central idea is sufficiently limited for meaningful discussion. 2) Central idea is clearly stated, normally in the opening. 3) All subordinate ideas relate clearly to the central idea.

b. Organization

This element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material. The important point of organization:

- 1).Introduction orients the reader to the central idea and the line of reasoning.
- 2).Material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified. transitions are clear and helpful.
- 3). Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion.

c. Supporting Material

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify; in argument, to persuade. The important point of supporting material: 1) Examples are relevant, specific, detailed, sufficient, and persuasive. 2) Quotations support the argument.

d. Expression, Word Choice, And Point Of View

Language is clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis. The important point of expression, word choice, and point of view:

- 1). Word choice is clear, specific, accurate, unassuming, and free of clichés and misused jargon.
- 2). Sentences are free of wordiness and ambiguity.

e. Spelling, Grammar, and Punctuation

This element of good writing counts only when it's wrong. Fair or not, your reader will notice your spelling, grammar, or punctuation only when you make a mistake. The important point of spelling, grammar, and punctuation:

- 1). Spelling, including technical terms and proper names, is correct.
- 2). Correct words are used to convey the intended meaning.
- 3). Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.
- 4). Punctuation, particularly comma placement, reflects standard usage.
- 5). Copy is free of mechanical errors and mistakes in proofreading

3. Writing Ability

Writing is functional communication, making learners possible to create imagined words of their own design M.Zaini (2012,p.189-191). Writing as one of four language skill is considered as a difficult skill because the writer should make some aspect in writing such as content, organization, propose, vocabulary, punctuation, and spelling in a balance way.

Definition of writing ability according to the approaches to the teaching of writing, it is not plausible to find “the” writing ability which is accepted and agreed amongst all researchers and practitioners of English writing Yi (2009,p.55) . Approaches themselves are classified differently according to researchers, it seems, however, that they can be reduced into three main approaches: product/text-oriented, process/cognitive-oriented and reader/genreoriented. It appears, however, appropriate to classify them into three approaches, as in Hyland (2002), on the grounds that since factors such as audience and social context have come to be considered important in writing, approaches involving these elements need to be included in the discussion.

4. The Teaching of Writing

Related to the aim of the teaching and learning English in Indonesia as mandated by the National Curriculum, especially in, writing in senior high school is aimed to improve the students’ communicative competence both spoken and written to achieve the functional stage literacy National Education Department Depdiknas, (2006,p.278). So, there are two forms of language, spoken and written that should be learned by student as stated in the curriculum.

Writing is an important part of the curriculum in the schools from the earliest grade onward, and that most children in countries that have a formal education system will learn to write , at las at a basic level in that setting. in this sense, we can say that

first language writing instruction is relatively standardized within a particular culture (Weigle, 2002,p.5) Writing is a means of communication that should be consciously learn by the students. In writing they have to communicate without facial expression, gestures, or body English of any kind. they have to speak with words and punctuation alone (Seth, 2004,p.3)

In writing, the researcher should use the appropriate word to make readers understand what the researcher wants to tell. The researcher should also use the correct grammar in order not to make readers confused when they read the writing. The teachers' role in teaching writing class is to provide understanding to the students that writing is a form of language for communication in written text. It may provide an opportunity to help students to improve their vocabulary and helps students to choose an appropriate grammar and language use in their writing so their writing can be understood easier.

The purpose of teaching writing is not merely about product oriented including content, organization, vocabulary use, spelling, and punctuation error. It is the process of how the students can express what they really want to communicate with someone else as offer by Setiyabudi (2012,p.12).

5. Writing Assessment

Assessment is a written English text in which the writer explains the process. This involves in the formation (evolution) of a socio cultural phenomenon as a natural phenomenon. Siahaan and Shinoda (2008, p.143).Assessment of any kind should inform our instruction. That is, we assess to see how students are doing, to see how well we're teaching, and to get sense of what skills need to be taught. The writing assessment form WAF) can be used to document students' growth while inviting them

to experience success (Johnson & Andrew, p.213-216). In the teaching of writing we can focus on the product of that writing process itself.

a. Product Assessment

When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing, however pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phrases, editing, redrafting, and finally publishing their work, a process approach aims to get to the heart of the various skills that should be employed when writing.

b. Process Assessment

Process writing is simply not appropriate, either because classroom time is limited, or because we want students to write quickly as part of communication game, or when working alone, we want them to compose a letter or brief story on the spot. Product assessment is measuring students' result of the test toward students' ability in making result of work and the quality result of students'. In assessing students' result there are two concept assessments, the first one is student assessment is the choice and the second is the way in using the instruments and procedure. Besides that, there are three types in product assessment in assessing toward technique quality or the results (Sri Wahyuni and Abdul Syukur, 2012, p.77-78).

- 1) Planning: Assessing students' ability in organizing, developing and designing the product.
- 2) Processing: Assessing students' ability in selecting and using the material, instrument, and the technique

- 3) Appraisal: Assessing the students' product based on the criteria that had decided.

E. Recount Text

1. The Definition of Recount

Recount text is story events or experiences in the past events, usually in the order which they happened. There for the experience of the readers themselves, such as their adventure and their day's activities.

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining, the tense that used in recount text is past tense. According to Ken Hyland, (2004: 29) recount text is a kind of text that retell past events, usually in the order in which they occurred, to provide the audience with a description of what occurred and when it occurred and it is presenting series of events. When referring to the information in the school books, recount text is a text that telling the reader about one story, action or activity.

Based on the definition of recount about retelling events for the purpose of informing or entertaining, a recount text has text organization that consists of three parts. They are classified into orientation that provides the setting and introduces participants about the background information answering who, when, where and why: events which are about what happened and in what sequence:and re-orientation which is optional-closure of events.

2. Generic Structures

- a. Orientation :tells who was involved, what happened, where the events took place, and when it happened.
- b. Events :tell what happened and in what sequence.
- c. Reorientation :consists of optional-closure of events/ending.

3. Language features of Recount Text

- a. It is written in the past tense (she yelled, it nipped, she walked)
- b. It is made of words which connect events in time, such as next, later, when, then, after, first, at the same time, as soon as she left, late on friday)
- c. Recounts describe events, it is made of verbs (action words), and of adverbs (which describe or add more detail to verbs)
- d. The details are often chosen to add interest or humour to the recount.
- e. Use of personal pronouns (i, we) (personal recount)
- f. The passive voice may be used, (Factual Recount

Here the example of recount text:

Our trip to the blue mountain

Orientation On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and tennis court.

Event 1 On Saturday we saw the Three sisters and we went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried in some old hats.

Event 2 On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation In the afternoon we went home.

F. Learning Motivation

1. Definition of Learning Motivation

Relationship between motivation and learning is issued by Suprijono (2009). He states that motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior. That is, the motivated behavior is behavior that is full energy, focus and enduring. Furthermore, Winkel (2003). Defines that the motivation to learn is the overall driving force within the students who lead activities and provide direction on learning activities. Thus, motivation is born from the need to achieve the goal. Motivation to learn is very important for the realization of learning achievement. For this reason, students must have the ability to motivate themselves since it is truly required to gain such achievement.

2). Increase of Learning Motivation

To increase learning motivation, Makmum(2000) states that identify some indicator in certain stages. Motivation indicators are :

- a. The duration of activity
- b. The frequency of the activity
- c. Persistence of the objectives the activity
- d. Fortitude, tenacity and ability in the face of actions and difficulties to achieve the objectives
- e. Devotion and sacrifice to achieve goals
- f. The level of aspirations to be achieved by the activities carried out
- g. The level of qualification achievement
- h. Towards its attitude toward the target activity

Hamzah (2008) defines that the characteristics or indicator of motivation are:

- a. Desires and wishes to success

- b. Encouragement and leaning needs
- c. Hopes and ideals of the future
- d. Awards in learning
- e. Interesting activities
- f. The existence of a conducive learning environment

Meanwhile, dimensions and indicator of motivation based on the Bophy and Good (1990) theory of learning motivation are:

a. Intrinsic dimension actively involved in the learning activities, the urge to find out things related to lessons and encouragement to learn independently

b. Extrinsic dimensions avoiding teachers' punishments, encouragement to get praise from the teacher, the urge to please parents, the urge to get good grades and encouragement from friend.



CHAPTER III

RESEARCH METHOD

In this part, the researcher described about research method that used in conducted the research. The purpose was to answer the problem of the study. This chapter consists of research type and design, population, instruments of the study, validity, reliability, normality, homogeneity, data collection procedures, and data analysis.

A. Research Type

The type of this research was quantitative research. Quantitative research was based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in the terms of quantity (Khotari 2004:3).

B. Research Design

The research design of this study used Quasi-Experiment research design, because this study was compared with three ways and the researcher wanted to measure three variables used that ways.

Quasi experimental designs were similar to randomized experimental research in that involved manipulation of an independent variable but different in that subjects are not randomly assigned to treatment group (Ary, 2010: 316). There were not many situations in educational research in which not is not possible to conduct a true experiment neither full control over the scheduling of experimental conditions nor the ability to randomize can be always realized.

This design was compatible with the research purpose which wants to measure the effect of photographs in teaching writing recount text. To observe the data about the

students' achievement in writing skill, the researcher was obtained the data from the result the students' score both in pre-test and post-test. The researcher used non randomized control class pre-test, post-test design with a kind of treatment. There were two classes in this model, control class and experiment class. Both classes were given pre-test to measure the score of students before treatment given (Y1 and Y1). The treatment was given for experiment class (X). Post tests were given for both classes to measure the students score after treatment was given (Y2 and Y2). The schemes of this model as follow:

Table 3.1

The Scheme of Quasi Experimental Design Nonrandomized Control Class, Pre-Test and Post-Test Design

Class	Pre-test	Treatment	Post-test
Class ex	Y1	X1	Y2
Class co	Y1	X2	Y2

Where: Ex: experiment class, Co: control class, Y1: pre-test, Y2: post-test, X1: teaching photograph, X2: teaching without photograph

In this study, the researcher was taught the students directly with the same material. Therefore, used of photographs media was applied on experiment class only, and for the control class was not given the treatment. The time allocation for each class was 1 x 90 minutes of English class.

C. Place and time of the study

The research was conducted at Ma Muslimat NU Palangkaraya in acadmic year 2019/2020. The place is in Jl. Pilau no.41. This research was started for 3 months March 2019 until Mei 2019.

D. Population

A population was defined as all members of any well-defined class of people, events objects. If someone wants to investigate all of the elements in research on census study (Ary: 311). Population is the larger group to which a researcher wishes to generalize (Ary: 647). Moreover, the researcher does not need to take a sample because the researcher has determined the sample. The total population was used in this study. It means that the population of this study was all of the tenth grade students in MA Muslimat NU Palangka Raya. There were two classes of the tenth grade; class X-A has 41 students and class X-B has 37 students. So, the population in this research was 78 for each class. Then, the researcher determined which class belongs to experimental and control class by used coins toss. The result of flipping a coin showed that X-A class became experimental class and X-B class constituted control class.

Table 3.2

Population of the Study

Class	Total
XA	41
XB	37
TOTAL	78

E. Research Instrument

1. Instrument

To get the data accurately, it is important to use the instrument, as the tool that is chosen and used by researcher to collect the data (Arikonto, 2010:101). In the collected the data, the researcher was used test and questionnaire to answer the problem of study.

a. Test

Test is a sequence of question or exercise, which is measure skill, knowledge, intelligence, and ability of individual or group (Mauludiyah 2014:46). Indeed, the researcher used the type of test was an essay test. The researcher used guided questions for the students to write because that would like to help students to explore a topic by use photographs on the students' writing ability of recount text and learning motivation. According to Traver (1998:72), "Guiding question is basic question that direct the search for understanding." as a teaching technique, it can be very useful for helping students to explore a topic or information they need to write a text. Hence, the test was got the objective data of students' achievement in writing recount text by used photographs. The researcher was applied two kinds of test, namely, pre-test and post-test.

Firstly, the researcher gave pre-test in the first meeting in order to know the capacity of the students' competence between the experimental class and control class. In the pre-test the researcher was gave the students a topic which is "unforgettable moment, sad story, happy story" the students gave five guided questions to make recount text.

Hereinafter, the researcher gave post-test to know the change of understanding material about recount text after the treatment by used photographs. This post-test used to know the significant difference between the experimental classes which is used photographs for the treatment and the control class which is not used any treatment. In post-test the researcher gave the students a topic which is “your experience (unforgettable moment, sad story, happy story)’. In analyzed the data related to the students’ test of writing ability, the researcher used analytical scoring rubric adapted from Weigle (2002, p.116). There were five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. The following table was the analytical scoring rubric used by the researcher to analyze the students’ writing paragraph.

Table 3.3

An Analytic Scoring Rubric adapted from Weigle (2001,p.116).

Aspects of writing	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks 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 pertinent or not enough to evaluate
Organization	20-18	Excellent to very good: Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive
	17-14	Good to average: Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: Non-fluent, ideas confused or disconnected, lacks logical sequencing and

		development
	9-7	Very poor: Does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	Excellent to very good: Sophisticated range, effective word choice, word form mastery
	17-14	Good to average: Adequate range, sometimes errors of word choice, usage but meaning not obscured
	13-10	Fair to poor: Limited range, frequent errors of word choice, usage but meaning confused or obscured
	9-7	Very poor: Essentially translation, little knowledge of English vocabulary, not enough to evaluate
Language use	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problem in simple or complex constructions; frequent errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
Mechanics	5	Excellent 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 confused or obscured

	2	Very poor: no mastery of conventions; dominated by 38 errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
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b. Questionnaire

Questionnaire is a number of questions which is used to gain the information from the respondents that deals with their personality report (statement), or everything they know. Arikunto (2013, p.272) Basically, it was a set of standardized questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics.

In doing the research, there were some types of questionnaire that it used. They were opened questionnaire and closed questionnaire. Riduan (2010: 26) defines opened questionnaire is questionnaire in easy form where the respondent can give the response based on their thought. Meanwhile, closed questionnaire was questionnaire given in structured form. So that, the respondent has inquired to choose one of response which is available by giving *tanda checklist* (√).

The number items of questionnaires were shown in table 3.4. Then, scale used in questionnaires was likert scale. Riduan (2010: 12-13) defines likert scale which is used to measure attitude, behavior, opinion, and perception about event or social symptoms. The likert scale can be seen in table 3.4 below:

Table 3.4 Likert Scale

Pernyataan positif			Pernyataan negatif		
Sangat Setuju	SS	5	Sangat Setuju	SS	1
Setuju	S	4	Setuju	S	2
Netral	N	3	Netral	N	3
Tidak Setuju	TS	2	Tidak Setuju	TS	4
Sangat Tidak	STS	1	Sangat Tidak	STS	5

Setuju				Setuju		
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Table 3.5

The Clue of Learning Motivation questionnaire

INDICATORS	ITEMS		TOTAL
	(+)	(-)	
1. Self-confidence in facing achievement related tasks.			
- being optimistic to accomplish tasks	1	12	2
- feeling satisfactory of the result of self-work	13	24	2
- being fearless to experience failures	25	34	2
2. Persistence in case of failure.			
- being encouraged to gain better results	3	10	2
- being willing to overcome constraints	15	22	2
- having a spirit to keep participating in unpleasant activities	27	32	2
3. Preference of levels of difficulties.			
- choosing moderate difficulties	5,17	8,20	4
4. Preference of partners in doing achievement related tasks.			
- choosing capable rather than liked persons as partners	7,19	2,28 30	4
5. Time perspective.			
- using extra time to check the accomplished tasks	9	16	2
- substituting cancelled activities with other useful activities	21	4	2
- coming on time in any activities	35	6	2
6. Competition with others.			
- being encouraged to engage in a competitive situations	11	14,	2
- having a desire to outperform others	23,	36,18	6

- having curiosity to know the position of oneself achievement among others	31,33 29	26	2
	18	18	36

F. Instruments Validity

1. Content Validity

Content validity was the test performances that begin to measure (Douglas Brown, 2000: 388). The test items in this study measured the students' ability of writing recount text based on syllabi applied in MA Muslimat Nu Palangka Ray

Table 3.6

Significant of Content Validity

Competence Standard	Material	Type of Test	Kind of Question
The students are able to write a recount text about 100 words.	Recount text	Writing: essay test	Text structure: orientation, sequence of events, language features, reorientation, text form.

2. Face Validity

Face validity was a design to achieve the performance on the test (Douglas Brown, 2000: 388). In this study, the test item was used short essay and suitable on the syllabi of English subject in Ma Muslimat NU Palangka Raya, as follows:

- a. Writing test instruction on the test.
- b. Score system for evaluation the test.
- c. Writing recount text for the kind of the test.
- d. The language of items was English.
- e. The test was suitable on the syllabi

3. Construct Validity

Construct validity was the theoretical construct in the language learning and teaching which is operational the entity being received (Douglas Brown, 2000: 388). In this study, the test items followed the purpose of syllabi that aims at developed the students' knowledge and skill in writing recount photographs as media. To measure the validity of the instrument, the researcher was used the formulated of product moment by Pearson as follows (Ridwan, 2007: 110):

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : Total coefficient of correlation

$\sum X$: Total value of score X

$\sum Y$: Total value of score Y

$N\sum Y$: Multiplication result between score X and Y

N : Number of Students

Table 3.7**Criteria of Validity**

Validity	Interpretation
0.800-1.000	Very High Validity
0.600-0.799	High Validity
0.400-0.599	Fair Validity
0.200-0.399	Poor Validity
0.000-0.199	Very Poor Validity

G. Instruments Reliability

Reliability refers to the consistence of score (Ridwan, 2007: 386). In this study, the researcher was employed on two raters. They are the researcher self and the teacher. The coefficient and interpretation of inter rater reliability according to Djiwandono as show in table 3.8:

Table 3.8**Inter-Rater Coefficients Correlation Interpretation**

Correlation Coefficient	Interpretation
0.90 to 1.00 or -0.90 to -1.00	Very High or Negative Correlation
0.70 to 0.89 or -0.70 to -0.89	High Positive or Negative Correlation
0.50 to 0.69 or -0.50 to -0.69	Moderate Positive or Negative Correlation

0.30 to 0.49 or -0.30 to -0.49	Low Positive or negative correlation
0.00 to 0.29 or -0.00 to -0.29	Little if any Correlation

After doing inter-rater reliability, the researcher was examined the reliability of the items by used Alfa Cronbach Technique.

H. Data Collection Procedure

Collected data was the most important step in conducted the research, before conducted the real test, the researcher was conducted try out and then analyzed the test to get its validity, reliability, difficulty of level and discriminating power of each them of the test. In this research, both questionnaire and test was used as instrument to collect the data.

Reliability was the degree to which an assessment tool produces stable and consistent results. Validity refers to how well a test measure what it has purported to measure.

Before the questionnaire was used, it must be tried out to know validity and reliability of the instrument. The questionnaire being tried out by the researcher consists of 45 items and it was held on March 26th 2019. After, tried the items out, the researcher analyzed the validity and reliability of the instrument. The result showed for the items of motivation there were 36 valid out of 45 items.

The researcher was chosen students to different school and different class to try out the test. The motivation questionnaire was tried out to X-class consist of 12 students of SMA PERINTIS Palangka Raya, it was chosen because, in MA Muslimat NU Palangka Raya had two class only that used as experiment class and control class.

To collect the objective data, this research has several steps as follows

1. Try out conduction.
2. Given the pre-test to the students.
3. Collected the answer pre-test.
4. Calculated the result of pre-test.
5. Teaching English used photograph to experiment class.
6. Teaching English without used photograph to control class.
7. Given posttest.
8. Collected the answer of post-test.
9. Calculated the result.
10. Analyzed the data.
11. Made interpretation.
12. Made conclusion.

I. Data Analysis Procedure

The researcher analyzed the data by used statistical analysis. In analyzing the data, the t-test was used to find out significant effect of photographs media in writing recount text or not. The formula as follow (Riduwan, 2010: 157)

$$t_o = \frac{MD}{SE MD}$$

Where:

MD = Mean of Different

SEMD = Standard error of the mean

t_o = T Test

By the criteria:

If $t_{\text{test}} \geq t_{\text{table}}$, H_a is accepted and H_0 is rejected

If $t_{\text{test}} \leq t_{\text{table}}$, H_a is rejected and H_0 is accepted

Tabulating the data into the distribution of frequency of the score table, then found out the mean of students' score, standard deviation, and standard error of variable by used the formulas bellow:

a. Mean

$$M = \frac{\sum FX}{N}$$

Where:

M = Mean

F = Frequency

Σ = The sum of

X = The scores

b. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

Where:

b = lower boundary of medium class

p = length of median class

n = number of all observation

f = frequency of median class

F = the sum of frequencies from the classes before median class ($\sum f_i$)

c. Measuring the sum of standard deviation.

$$SD = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}}$$

Where:

SD = Standard deviation

$\sum D$ = The square deviation sum of experimental group

N = The total number of respondents

d. Measuring the standard error (Anas Sudijono, 2012: 282).

$$SEM = \frac{SD}{\sqrt{N-1}}$$

Where:

SEM = Standard error of the mean

SD = Standard deviation

N = Number of case

1 = Bilangan konstan

The researcher was analyzes the data with a few of way, they were:

1. The researcher collected the result of the test
2. The researcher given score for the students that suitable with the criteria

3. The researcher arranged into the table of students' score
4. The researcher collected the score of the students work sheet result. with the table:

Code of Students	Experimental Class	
	Y1	Y2
A1	41	41
SUM (Σ)	2404	3087

Where:

Y1 : Pre-test

Y2 : Post-test

5. The researcher used normality test, it used for the normality of the data that became analyze whether both classes have normal distribution or not.
6. The researcher used homogeneity test, it used for relatively same variant or not.
7. The last, the researcher calculated t-table with the degree of freedom (d.f) in significant level 5% and 1% by used formula:

$$df = (N1 + N2) - 2$$

Df= Degree of Freedom

N1= Number of students of experimental class

N2= Number of students of control class

After get t-counted, then the researcher was compare with it to t-table of certain significant level. If the t-count was higher than t-table, it means that there was

positive effect of photographs media on writing recount. In addition, the researcher was used SPSS 16.0 program to compare the data.

After that, the interpretation made to answer the research problem. To sum up, the procedures of collected data and analyze data, as describe in figure 3.7 as follows:

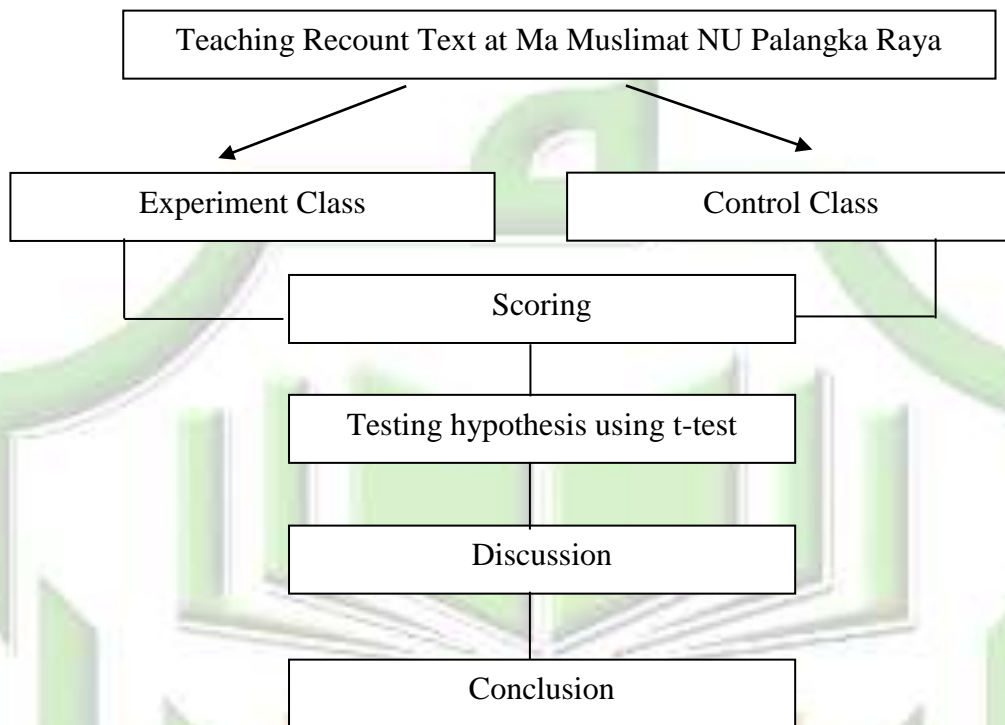


Figure 3.9

The Scheme of Collecting and Analysis Data

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research. The data were obtained from the students' score of pre test and post test and also in writing recount text with treatment by photograph and without photograph and students learning motivation.

A. Research Findings

1. The Result of Pre Test and Post Test in Experimental Class and Control Class

In this section, it would be described the obtained data of improvement the students' writing scores after and before taught by using photograph media. The presented data consisted of Mean, Median, Modus, Standard Deviation, Standard Error, and the figure.

a. Distribution of Pre Test Scores in Experimental Class

Table 3.10

Pre Test Score by the First Rater and Second Rater

Code	Rater	Content	Organization	Vocabulary	Language use	Mechanic
E1	1	16	15	12	13	2
	2	17	16	12	16	2
E2	1	15	13	11	13	2
	2	16	15	12	15	2
E3	1	16	15	12	13	2
	2	17	16	12	16	3
E4	1	14	12	10	12	2
	2	16	14	12	15	2
E5	1	16	15	13	12	2
	2	17	15	12	16	3
E6	1	16	14	12	13	2
	2	17	16	12	16	2
E7	1	14	13	11	13	2

	2	16	14	11	14	2
E8	1	15	15	12	13	2
	2	16	15	12	15	2
E9	1	15	14	11	15	2
	2	17	16	11	17	3
E10	1	15	14	14	14	2
	2	18	17	13	17	3
E11	1	16	14	11	15	3
	2	17	16	11	16	2
E12	1	16	16	13	15	3
	2	18	17	13	17	3
E13	1	15	14	11	12	3
	2	16	15	10	14	2
E14	1	14	13	10	13	2
	2	16	12	11	13	2
E15	1	15	13	11	14	2
	2	16	15	11	15	2
E16	1	16	14	11	12	3
	2	16	15	11	16	2
E17	1	16	15	12	15	2
	2	18	17	12	17	2
E18	1	14	13	11	12	2
	2	15	14	11	15	2
E19	1	14	13	11	12	2
	2	16	15	12	14	2
E20	1	15	14	11	13	2
	2	16	15	12	16	2
E21	1	15	14	12	14	3
	2	17	17	12	16	3
E22	1	16	15	12	14	3
	2	18	17	13	16	2
E23	1	14	15	11	12	2
	2	16	15	11	16	2
E24	1	16	15	12	14	2
	2	17	17	11	16	2
E25	1	15	14	12	14	2
	2	17	16	11	16	2
E26	1	14	12	11	12	2
	2	15	15	11	13	2
E27	1	15	13	11	12	2
	2	17	16	12	13	2
E28	1	14	13	10	11	2
	2	16	15	11	14	2
E29	1	15	14	13	14	2
	2	17	17	11	16	2
E30	1	14	15	11	12	2
	2	16	15	10	14	2
E31	1	15	13	11	13	2

	2	15	15	10	14	2
E32	1	16	14	11	13	3
	2	18	17	12	14	2
E33	1	16	15	12	14	3
	2	18	17	13	16	3
E34	1	15	12	10	13	2
	2	16	14	11	15	2
E35	1	14	13	10	12	2
	2	15	14	10	13	2
E36	1	14	15	11	14	2
	2	16	15	12	15	2
E37	1	16	14	11	13	2
	2	18	17	13	17	3
E38	1	15	13	10	12	2
	2	17	16	12	14	2
E39	1	14	14	11	14	2
	2	17	16	12	16	3
E40	1	14	13	10	12	2
	2	15	15	11	13	2
E41	1	16	15	11	13	2
	2	17	16	12	16	2

The table above was combination each components of pretest score by first rater (R1) and second Rater (R2). Then, the researcher combines the score become the final score. In the next table 3.11 as follows

Table 3.11
The Combination of Pretest Score

Code	Scored by		Final score
	R1	R2	
E1	58	64	61
E2	54	60	57
E3	58	64	61
E4	50	59	55
E5	60	64	62
E6	57	63	60
E7	53	57	55
E8	57	60	59

E9	57	64	61
E10	62	68	65
E11	59	62	61
E12	63	68	66
E13	55	57	56
E14	52	54	53
E15	55	59	57
E16	56	60	58
E17	60	66	63
E18	52	57	55
E19	52	59	57
E20	55	61	58
E21	58	63	61
E22	60	66	63
E23	54	60	57
E24	59	63	61
E25	57	62	60
E26	51	56	54
E27	53	60	57
E28	50	58	54
E29	59	63	61
E30	50	57	54
E31	54	56	55
E32	57	63	60

E33	60	66	63
E34	52	58	55
E35	51	54	53
E36	56	60	58
E37	65	68	67
E38	52	61	57
E39	56	64	60
E40	51	56	54
E41	57	63	60
Sum (Σ)	2287	2503	2404
Average	55,78049	61,04878	58,63415
Lowest	50	54	53
Highest	65	68	67

Based on the data from combination pretest score of first rater (R1) and second rater (R2), it showed that the highest score was 67, the lowest score was 53 and average was 58. After that, the researcher used table Frequency Distribution of the Pretest Score.

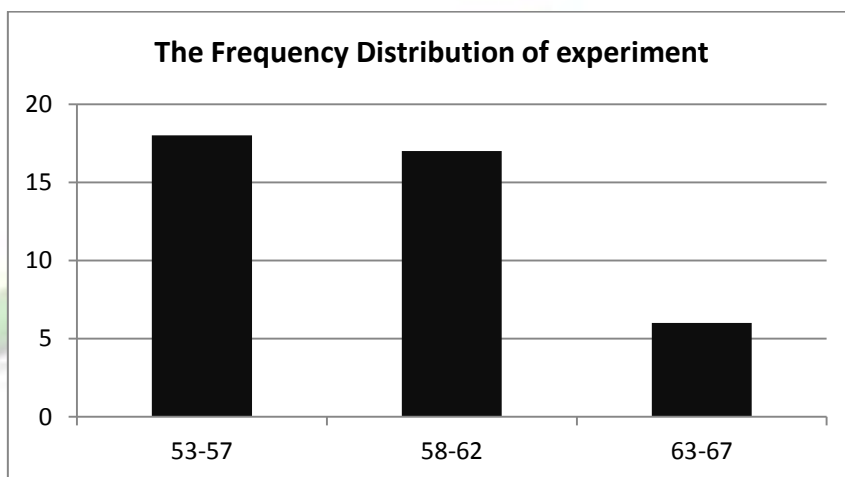
Table 3.12
Frequency Distribution of the Pretest Score
Experiment Class

Category	Frequency	Percent	Valid percent	Cumulative percent
53-57	18	43,90%	43,90%	43,90%
58-62	17	41,47%	41,47%	85,37%
63-67	6	14,63%	14,63%	100%
Total	41	100	100	

The table explains about the distribution of students' pretest score that shows the frequency in each scores with the total frequency was 37 seem like the total number of students.

Next, the data can also be seen in the following figure.

Figure 3.13 The Frequency Distribution of Pre Test Score of Experiment Class



The next step, the researcher tabulated the score into the table for calculation mean, standard deviation and standars error as follows:

Statistics		
Raters I and Raters II		
N	Valid	41
	Missing	0
	Mean	58.6341
	Std. Error of Mean	.56391
	Median	58.0000
	Mode	61.00
	Std. Deviation	3.61079
	Minimum	53.00
	Maximum	67.00
	Sum	2404.00

Table shows that mean score of the student' pre test experiment class was 58.6341, the median was 58.000, standard deviation was 3.61079, stndard error was 0,56392, mode was 61.00, minimum was 53, maximum was 67 and sum 2404.00

b. Distribution of Pre Test Scores in Control Class

Table 3.14

Pre Test Score by the First Rater and Second Rater

Code	Rater	Content	Organization	Vocabulary	Language use	Mechanic
C1	1	16	14	11	13	3
	2	17	16	11	17	3
C2	1	16	15	12	14	3
	2	17	16	12	16	2
C3	1	15	12	10	13	2
	2	17	16	11	16	2
C4	1	14	13	10	12	2
	2	15	15	11	13	2
E5	1	14	15	11	14	2
	2	17	16	12	13	2
E6	1	16	14	11	13	2
	2	18	17	13	17	3
E7	1	15	13	10	12	2
	2	17	17	11	16	2
E8	1	14	14	11	14	2
	2	16	15	12	14	3
E9	1	14	13	10	12	2
	2	17	16	11	16	2
E10	1	16	15	11	13	2
	2	16	15	12	14	3
E11	1	16	15	12	13	2
	2	17	16	12	13	2
E12	1	15	13	11	13	2
	2	16	15	11	14	2
E13	1	16	15	12	13	2
	2	16	15	12	13	2
E14	1	14	12	10	12	2
	2	16	15	10	14	2
E15	1	16	15	13	12	2
	2	17	15	12	16	3
E16	1	16	14	12	13	2
	2	16	15	11	15	2
E17	1	14	13	11	13	2
	2	16	15	12	13	2
E18	1	16	15	12	13	2
	2	17	16	11	17	3
E19	1	15	14	11	15	2
	2	17	16	12	16	2

E20	1	15	14	14	14	2
	2	18	17	13	17	3
E21	1	14	13	11	12	2
	2	15	14	11	15	2
E22	1	14	13	11	12	2
	2	16	15	12	14	2
E23	1	15	14	11	13	2
	2	16	15	13	12	2
E24	1	15	14	12	14	3
	2	17	16	12	16	2
E25	1	16	15	12	14	3
	2	17	16	12	16	3
E26	1	14	15	11	12	2
	2	16	15	12	14	2
E27	1	16	15	12	14	2
	2	17	17	11	16	2
E28	1	15	14	12	14	2
	2	16	15	12	14	2
E29	1	14	12	11	12	2
	2	16	12	11	13	2
E30	1	15	13	11	12	2
	2	16	15	12	14	2
E31	1	14	13	10	11	2
	2	17	16	11	16	2
E32	1	15	14	13	14	2
	2	17	16	11	16	2
E33	1	15	14	11	12	3
	2	16	15	12	14	3
E34	1	14	13	10	13	2
	2	15	14	11	13	2
E35	1	15	13	11	14	2
	2	16	15	12	14	3
E36	1	15	13	11	12	2
	2	16	15	11	14	2
E37	1	15	13	11	13	2
	2	16	14	12	15	2

The table above was combination each components of pretest score by first rater (R1) and second Rater (R2). Then, the researcher combines the score become the final score. In the next table 3.15 as follows.

Table 3.15
The Combination of Pretest Score

Code	Scored by		Final score
	R1	R2	
C1	57	64	61
C2	60	63	62
C3	52	62	57
C4	51	56	54
C5	56	60	58
C6	65	68	67
C7	52	63	58
C8	56	60	60
C9	51	62	57
C10	57	60	56
C11	58	60	59
C12	54	58	55
C13	58	63	61
C14	50	57	54
C15	60	64	62
C16	57	59	58
C17	53	58	56
C18	57	64	61
C19	57	63	60
C20	62	68	65
C21	52	57	55

C22	52	59	56
C23	55	60	58
C24	58	63	61
C25	60	64	62
C26	54	59	57
C27	59	63	61
C28	57	59	58
C29	51	54	53
C30	53	59	56
C31	50	62	56
C32	59	62	61
C33	55	60	58
C34	52	55	54
C35	55	60	55
C36	53	58	56
C37	54	59	57
Sum (Σ)	2052	2245	2155
Average	55	60	58
Lowest	50	54	53
Highest	65	68	67

Based on the data from combination pretest score of first rater (R1) and second rater (R2), it showed that the highest score was 67, the lowest score was 53 and average was 58. After that, the researcher used table Frequency Distribution of the Pretest Score.

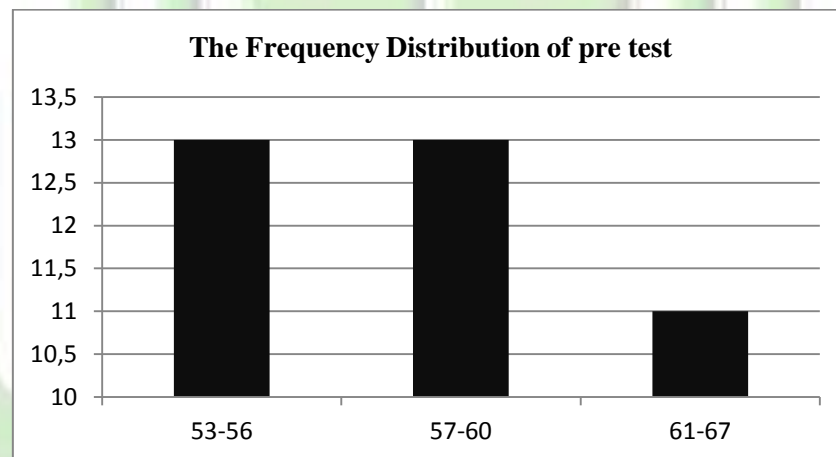
Table 3.16
Frequency Distribution of the Pretest Score

Experiment Class				
Category	Fraquency	Percent	Valid percent	Cumulative percent
53-56	13	35,13%	35,13%	35,13%
57-60	13	35,13%	35,13%	70,26%
61-67	11	29,74%	29,74%	100%
Total	37	100	100	

The table explains about the distribution of students' pretest score that shows the frequency in each scores with the total frequency was 37 seem like the total number of students.

Next, the data can also be seen in the following figure.

Figure 3.17 The Frequency Distribution of Pre Test Score of Control Class



The next step, the researcher tabulated the score into the table for calculation mean, standard deviation and standars error as follows

Statistics

Raters I and raters II

N	Valid	37
	Missing	0
Mean		58.2432
Std. Error of Mean		.52477

Median	58.0000
Std. Deviation	3.19205
Minimum	53.00
Maximum	67.00
Sum	2155.00

Table shows that mean score of the student's pre test experiment class was 58.6341, the median was 58.000, standard deviation was 3.61079, standard error was 0,56392, mode was 61.00, minimum was 53, maximum was 67 and sum 2404.00.

c. Distribution of Post Test Scores in Experiment Class

Table 3.18

Post Test Score by the First Rater and Second Rater

Code	Rater	Content	Organization	Vocabulary	Language use	Mechanic
E1	1	19	19	18	19	4
	2	16	16	15	14	2
E2	1	20	18	16	18	3
	2	18	17	15	14	3
E3	1	22	20	17	18	4
	2	17	18	15	16	3
E4	1	22	19	16	17	4
	2	18	19	15	17	3
E5	1	19	17	16	18	3
	2	18	16	15	18	3
E6	1	20	19	19	20	4
	2	20	19	17	18	4
E7	1	23	20	16	17	3
	2	17	16	15	18	3
E8	1	24	21	16	18	3
	2	18	17	15	17	3
E9	1	21	19	17	18	4
	2	19	17	16	16	3
E10	1	25	20	17	19	4
	2	20	19	16	18	4
E11	1	20	19	19	20	4
	2	22	17	17	16	4
E12	1	21	18	17	16	3
	2	19	17	15	16	3
E13	1	20	18	17	18	4
	2	18	16	15	17	2
E14	1	20	18	19	19	4
	2	19	17	16	18	4

E15	1	20	19	17	18	4
	2	19	17	15	18	4
E16	1	19	18	16	17	4
	2	17	16	14	15	3
E17	1	20	19	16	17	3
	2	17	16	14	14	3
E18	1	23	19	17	18	4
	2	18	17	16	17	3
E19	1	22	19	16	17	3
	2	18	17	15	17	3
E20	1	20	18	16	17	3
	2	17	16	13	14	3
E21	1	21	19	17	19	4
	2	20	19	17	19	4
E22	1	20	19	17	19	4
	2	18	17	15	17	3
E23	1	20	18	16	17	3
	2	18	17	16	17	3
E24	1	20	17	15	16	3
	2	22	18	16	17	4
E25	1	20	19	17	18	4
	2	18	16	15	17	3
E26	1	22	19	21	20	4
	2	22	20	19	20	4
E27	1	20	20	19	20	3
	2	19	17	15	17	3
E28	1	20	18	17	18	3
	2	19	16	15	17	3
E29	1	21	18	16	18	4
	2	18	17	15	17	3
E30	1	20	19	16	18	4
	2	19	17	15	16	3
E31	1	20	18	17	19	4
	2	20	18	17	19	4
E32	1	24	19	18	19	3
	2	19	17	16	17	4
E33	1	25	19	21	20	4
	2	23	20	17	19	4
E34	1	22	20	19	20	4
	2	20	19	17	18	3
E35	1	20	18	17	17	3
	2	19	18	16	15	3
E36	1	20	19	18	19	4
	2	19	16	15	17	3
E37	1	19	18	17	18	3
	2	21	18	17	19	3
E38	1	20	20	19	19	4
	2	18	17	15	17	3

E39	1	21	19	16	17	4
	2	19	17	16	17	3
E40	1	20	19	17	18	4
	2	20	19	17	18	3
E41	1	19	18	17	16	3
	2	18	17	15	17	3

The table above was combination each components of posttest score by first rater (R1) and second Rater (R2). Then, the researcher combines the score become the final score, in the next table 3.19 as follows

Table 3.19
The Combination of Post test Score

Code	Scored by		Final score
	R1	R2	
E1	79	63	71
E2	75	67	71
E3	81	69	75
E4	78	72	75
E5	73	70	71
E6	82	78	80
E7	79	69	78
E8	82	70	76
E9	79	71	75
E10	85	77	81
E11	82	76	79
E12	75	70	73
E13	77	68	73
E14	80	74	77

E15	78	73	76
E16	74	65	66
E17	75	64	70
E18	81	71	76
E19	77	70	74
E20	74	63	67
E21	80	79	80
E22	79	70	75
E23	74	71	73
E24	71	77	74
E25	78	69	74
E26	86	85	86
E27	82	71	77
E28	76	70	73
E29	77	70	74
E30	77	70	74
E31	78	70	74
E32	83	73	78
E33	89	83	86
E34	85	77	81
E35	75	71	73
E36	80	70	75
E37	75	78	77
E38	82	70	76

E39	77	72	75
E40	78	77	78
E41	73	70	72
Sum (Σ)	3221	2943	3089
Average	78,56	71,78	75,34
Lowest	71	63	66
Highest	89	85	86

Based on the data from combination posttest score of first rater (R1) and second rater (R2), it showed that the highest score was 86, the lowest score was 66 and average was 75,34. After that, the researcher used table Frequency Distribution of the Pretest Score.

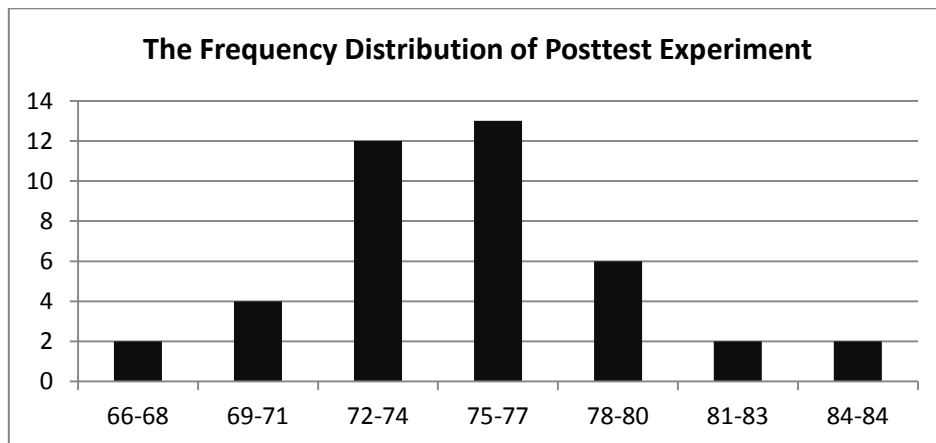
Table 3.20
Frequency Distribution of the Posttest Score
Experiment Class

Category	Fraquency	Percent	Valid percent	Cumulative percent
66-68	2	4,92%	4,92%	4,92%
69-71	4	9,75%	9,75%	14,67%
72-74	12	29,26%	29,26%	43,93%
75-77	13	31,70%	31,70%	75,63%
78-80	6	14,63%	14,63%	90,26%
81-83	2	4,87%	4,87%	95,13%
84-84	2	4,87%	4,87%	100%
Total	41	100	100	

The table explains about the distribution of students' pretest score that shows the frequency in each scores with the total frequency was 37 seem like the total number of students.

Next, the data can also be seen in the following figure

Figure 3.21 The Frequency Distribution of Post Test Score Experiment Class



The next step, the researcher tabulated the score into the table for calculation mean, standard deviation and standars error as follows:

Statistics		
Raters I and raters II		
N	Valid	41
	Missing	0
Mean		75.3415
Median		75.0000
Mode		74.00 ^a
Std. Deviation		4.09640
Range		20.00
Minimum		66.00
Maximum		86.00

a. Multiple modes exist. The smallest value is shown

Table shows that mean score of the student' post test experiment class was 75.3415, the median was 75.000, standard deviation was 4.09640, mode was 74.00, minimum was 66, maximum was 86 and range 20.00.

d. Distribution of Post Test Scores in Control Class

Table 3.22

Post Test Score by the First Rater and Second Rater

Code	Rater	Content	Organization	Vocabulary	Language use	Mechanic
C1	1	17	16	12	15	2
	2	17	16	11	17	3
C2	1	17	15	12	15	3
	2	17	16	12	16	2
C3	1	16	15	12	15	3
	2	18	17	13	17	3
C4	1	17	16	11	16	2
	2	17	16	12	16	3
C5	1	17	16	11	16	2
	2	17	16	13	15	2
C6	1	16	15	12	14	3
	2	16	15	13	12	2
E7	1	17	16	13	13	2
	2	17	16	13	16	2
E8	1	16	15	12	14	3
	2	17	16	12	16	3
E9	1	16	15	13	15	2
	2	17	17	11	16	2
E10	1	17	16	12	15	2
	2	18	16	13	15	3
E11	1	17	16	11	17	3
	2	18	17	13	15	3
E12	1	17	16	12	16	2
	2	17	17	13	17	2
E13	1	17	16	11	16	2
	2	17	16	13	16	3
E14	1	17	16	13	16	3
	2	17	16	11	16	2
E15	1	17	16	12	13	2
	2	16	15	12	14	3
E16	1	17	17	11	16	2
	2	18	17	12	16	3
E17	1	16	15	12	14	3
	2	17	16	13	15	2
E18	1	17	16	11	16	2
	2	17	17	13	16	2
E19	1	17	16	13	17	3
	2	18	17	13	17	3
E20	1	17	16	12	13	2

	2	17	16	12	13	2
E21	1	16	15	12	14	2
	2	16	15	12	14	3
E22	1	17	15	12	16	3
	2	17	15	12	16	3
E23	1	17	16	12	15	2
	2	17	16	11	17	3
E24	1	16	15	12	13	2
	2	17	16	12	16	2
E25	1	17	16	11	17	3
	2	18	17	12	16	3
E26	1	17	16	12	16	2
	2	18	17	13	16	3
E27	1	18	17	13	17	3
	2	19	18	13	17	3
E28	1	16	15	12	16	2
	2	17	16	11	17	3
E29	1	18	17	13	17	3
	2	19	18	13	17	3
E30	1	20	17	12	17	3
	2	19	18	14	16	3
E31	1	16	15	13	14	2
	2	17	15	13	16	3
E32	1	17	15	13	16	3
	2	18	17	14	15	3
E33	1	17	16	12	16	2
	2	16	15	12	14	3
E34	1	17	16	12	16	3
	2	17	16	12	16	3
E35	1	17	16	12	16	2
	2	16	15	12	14	3
E36	1	17	15	13	14	2
	2	17	18	12	16	3
E37	1	17	17	11	16	2
	2	17	16	13	15	3

The table above was combination each components of pretest score by first rater (R1) and second Rater (R2). Then, the researcher combines the score become the final score. In the next table 3.23 as follows.

Table 3.23
The Combination of Post test Score

Code	Scored by		Final score
	R1	R2	
C1	62	64	63
C2	62	63	63
C3	61	68	65
C4	62	64	63
C5	62	63	63
C6	60	60	60
C7	61	64	63
C8	60	64	62
C9	61	63	62
C10	62	65	64
C11	64	66	65
C12	63	66	65
C13	62	65	64
C14	60	62	61
C15	60	60	60
C16	68	70	69
C17	63	66	65
C18	60	63	62
C19	62	65	64
C20	66	68	67
C21	60	63	62

C22	59	60	60
C23	64	66	65
C24	62	64	63
C25	58	63	61
C26	64	66	65
C27	63	67	65
C28	68	70	69
C29	61	64	63
C30	68	70	69
C31	69	70	70
C32	60	67	64
C33	60	64	62
C34	63	60	62
C35	64	65	65
C36	61	66	64
C37	63	64	64
Sum (Σ)	2308	2398	2363
Average	62,37838	64,81081	63,86486
Lowest	58	60	60
Highest	69	70	70

Based on the data from combination pretest score of first rater (R1) and second rater (R2), it showed that the highest score was 70, the lowest score was 60 and average was 58. After that, the researcher used table Frequency Distribution of the Pretest Score

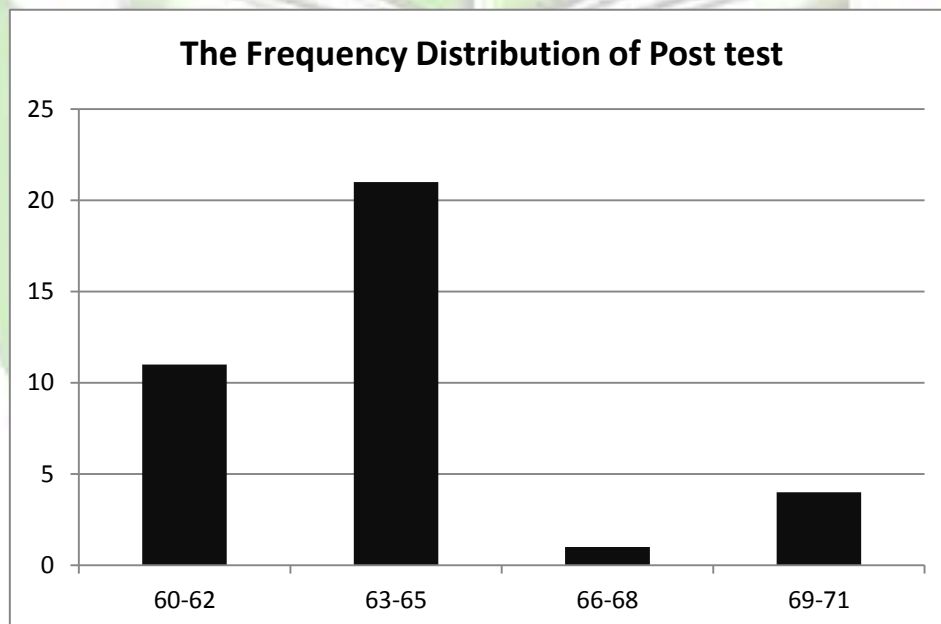
Table 3.24
Frequency Distribution of the Posttest Score

Experiment Class				
Category	Fraquency	Percent	Valid percent	Cumulative percent
60-62	11	29,72%	29,72%	29,72%
63-65	21	56,77%	56,77%	86,49%
66-68	1	2,70%	2,70%	89,19%
69-71	4	10,81%	10,81%	100%
Total	37	100	100	

The table explains about the distribution of students' pretest score that shows the frequency in each scores with the total frequency was 37 seem like the total number of students.

Next, the data can also be seen in the following figure

Figure 3.25 The Frequency Distribution of Posttest Control Class



The next step, the researcher tabulated the score into the table for calculation mean, standard deviation and standars error as follows:

Statistics

Raters I and Raters II

N	Valid	37
	Missing	0
Mean		63.8649
Std. Error of Mean		.41038
Median		64.0000
Std. Deviation		2.49624
Minimum		60.00
Maximum		70.00
Sum		2363.00

Table shows that mean score of the student's post test control class was 63.8649, the median was 64.000, standard deviation was 2.49624, standard error was 0,41038, minimum was 60, maximum was 70 and sum 2363.00.

e. Description of Data Questionnaire

There were three variables in this research, which were experiment class used photograph (Y1), control class without photograph (Y2), and students learning motivation (X). The data of variable Y1 and Y2 were obtained from writing test and the data of variable X were obtained from questionnaire.

1. The result of control class' students learning motivation questionnaire

Table 3.27

The Calculation of Students Control Class' Learning Motivation Questionnaire Score

No.	Name's code	Score
1.	C1	119
2.	C2	113
3.	C3	130
4.	C4	109
5.	C5	121
6.	C6	134
7.	C7	119

8.	C8	119
9.	C9	116
10.	C10	116
11.	C11	106
12.	C12	106
13.	C13	116
14.	C14	109
15.	C15	123
16.	C16	108
17.	C17	104
18.	C18	127
19.	C19	106
20.	C20	125
21.	C21	129
22.	C22	111
23.	C23	107
24.	C24	118
25.	C25	113
26.	C26	132
27.	C27	116
28.	C28	115
29.	C29	107
30.	C30	110
31.	C31	108
32.	C32	137
33.	C33	122
34.	C34	127
35.	C35	112
36.	C36	133
37.	C37	133
Total		4356
Mean		117,7297
Lowest		104
Highest		137
Total		4356

Based on the data from calculated of students control class, it showed that the highest score was 137, the lowest score was 104 and mean was 117,7297. After that, the researcher used table Frequency Distribution of Control Class

a. Frequency Distribution

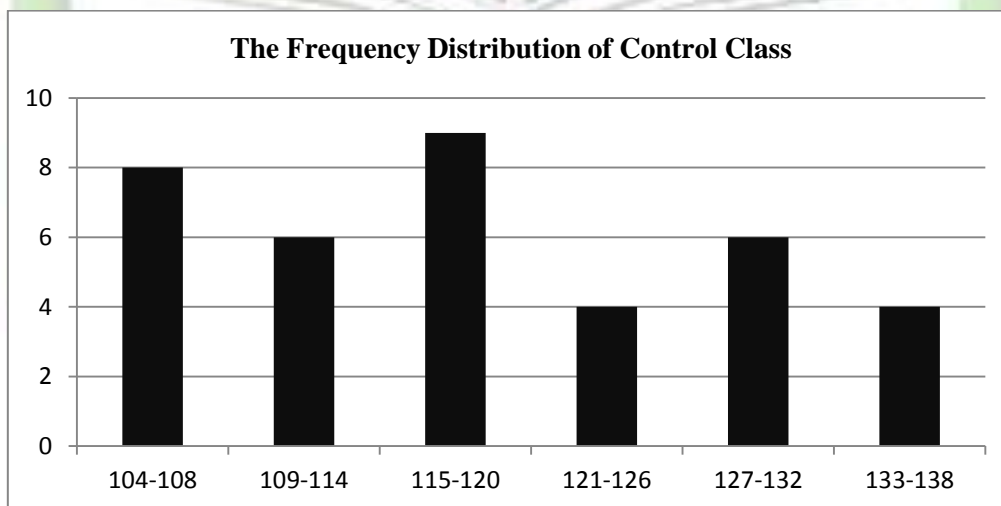
Based on the data above, it was known the highest score was 137 and the lowest score was 104. Afterwards, it was presented using frequency distribution, as shown in table 3.28 below:

Table 3.28
Frequency Distribution of the Control Class

Category	Frequency	Percent	Valid Percent	Cumulative Percent
104-108	8	21,62%	21,62%	21,62%
109-114	6	16,21%	16,21%	37,38%
115-120	9	24,34%	24,34%	62,27%
121-126	4	10,81%	10,81%	72,98%
127-132	6	16,21%	16,21%	89,19%
133-138	4	10,18%	10,18%	100%
Total	37	100	100	

The table explains about the distribution of students' control class seem like the total number of 37 students. The frequency distribution of students' control class score can also be seen in the following figure.

Figure 3.29 The Frequency Distribution of Control Class



It can be seen from the figure above about the students' control class. There was 8 students who got score among 104-108. There was 6 students who got score among 109-114. There was 9 students who got score among 115-120, and then was 6 students who got score among 127-132, 4 students got 133-138.

2.The Result of Experiment Class' Students Learning Motivaton Questionnaire

The questionnaire contains 36 statements with scaled responses that was used in determaining the questionnaire score. Table 3.30 showed the total score was 5063 points. The mean score was 123,4878 and highest and lowest scores were 140 and 106

Table 3.30

The Calculation of Students Experiment Class' Learning Motivation Questionnaire Score

No.	Name's code	Score
1.	E1	129
2.	E2	126
3.	E3	112
4.	E4	116
5.	E5	125
6.	E6	117
7.	E7	127
8.	E8	106
9.	E9	122
10.	E10	127
11.	E11	126
12.	E12	119
13.	E13	130
14.	E14	138
15.	E15	130
16.	E16	128
17.	E17	131
18.	E18	121
19.	E19	132
20.	E20	125
21.	E21	123
22.	E22	128
23.	E23	120
24.	E24	112
25.	E25	134
26.	E26	108
27.	E27	140

28.	E28	133
29.	E29	120
30.	E30	123
31.	E31	118
32.	E32	131
33.	E33	117
34.	E34	121
35.	E35	110
36.	E36	129
37.	E37	132
38.	E38	110
39.	E39	108
40.	E40	137
41.	E41	122
Total		5063
Mean		123,4878
Lowest		106
Highest		140

Based on the data from calculated of students experiment class, it showed that the highest score was 140, the lowest score was 106 and mean was 123,4878. After that, the researcher used table Frequency Distribution of experiment class.

a.Frequency Distribution

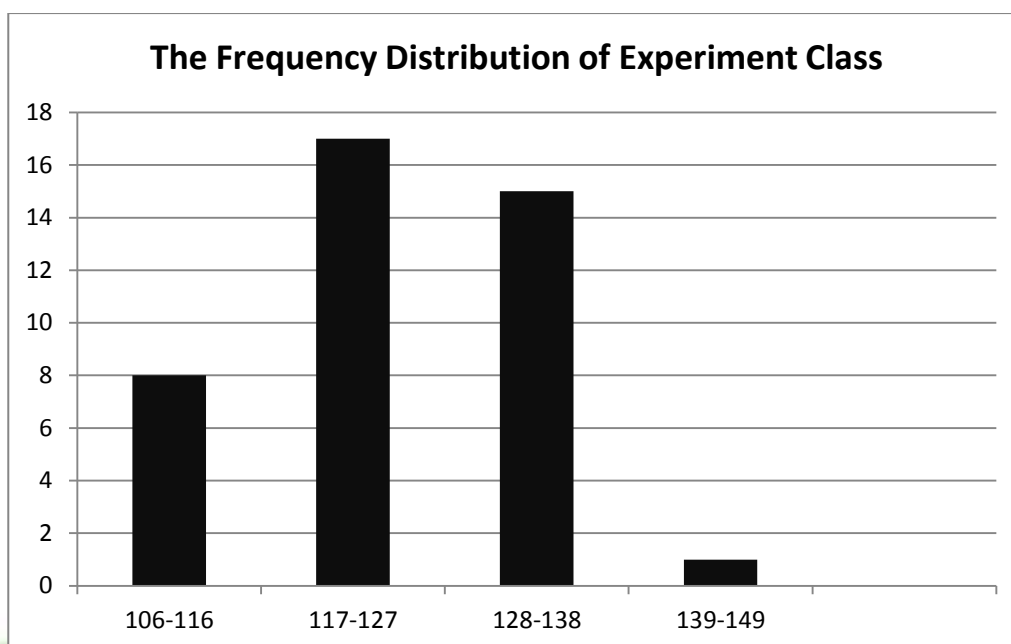
Based on the data above, it was known the highest score was 140 and the lowest score was 106. Afterwards, it was presented using frequency distribution, as shown in table 3.31 below:

Table 3.31
Frequency Distribution of the Experiment Class

Category	Frequency	Percent	Valid Percent	Cumulative Percent
106-116	8	19,51%	19,51%	19,51%
117-127	17	41,46%	41,46%	60,97%
128-138	15	60,97%	60,97%	97,57%
139-149	1	2,43%	2,43%	100%
Total	41	100	100	

The table explains about the distribution of students' experiment class seem like the total number of 41 students. The frequency distribution of students' experiment class score can also be seen follows figure

Figure 3.32 The Frequency Distribution of Posttest Control Class



It can be seen from the figure above about the students' control class. There was 8 students who got score among 106-116. There was 17 students who got score among 117-129. There was 15 students who got score among 128-138. And then was 1 students who got score among 139-149.

B. Validity of Pretest and Posttest

1. Validity of Test

In this study, the researcher calculated validity of pretest and posttest used Pearson Product Moment Correlation Test.

Table 3.33

Pearson Product Moment Correlation of Pre-test in Experimental Class

CODE (N)	Rater I (X)	Rater II (Y)	XY	X ²	Y ²
E1	58	64	3712	3364	4096
E2	54	60	3240	2916	3600
E3	58	64	3712	3364	4096
E4	50	59	2950	2500	3481

E5	60	64	3840	3600	4096
E6	57	63	3591	3249	3969
E7	53	57	3021	2809	3249
E8	57	60	3420	3249	3600
E9	57	64	3648	3249	4096
E10	62	68	4216	3844	4624
E11	59	62	3658	3481	3844
E12	63	68	4284	3969	4624
E13	55	57	3135	3025	3249
E14	52	54	2808	2704	2916
E15	55	59	3245	3025	3481
E16	56	60	3360	3136	3600
E17	60	66	3960	3600	4356
E18	52	57	2964	2704	3249
E19	52	59	3068	2704	3481
E20	55	61	3355	3025	3721
E21	58	63	3654	3364	3969
E22	60	66	3960	3600	4356
E23	54	60	3240	2916	3600
E24	59	63	3717	3481	3969
E25	57	62	3534	3249	3844
E26	51	56	2856	2601	3136
E27	53	60	3180	2809	3600
E28	50	58	2900	2500	3364
E29	59	63	3717	3481	3969
E30	50	57	2850	2500	3249

E31	54	56	3024	2916	3136
E32	57	63	3591	3249	3969
E33	60	66	3960	3600	4356
E34	52	58	3016	2704	3364
E35	51	54	2754	2601	2916
E36	56	60	3360	3136	3600
E37	65	68	4420	4225	4624
E38	52	61	3172	2704	3721
E39	56	64	3584	3136	4096
E40	51	56	2856	2601	3136
E41	57	63	3591	3249	3969
ΣN=41	ΣX=2287	ΣY=2503	ΣXY=140123	ΣX²=128139	ΣY²=153371

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{41.140123 - (2287)(2503)}{\sqrt{\{41.128139^2 - (2287)^2\}\{41.153371^2 - (2503)^2\}}}$$

$$r_{xy} = \frac{5745043 - 5724361}{\sqrt{5253699 - 5230369}\{6288211 - 6265009^2\}}$$

$$r_{xy} = \frac{1431120682}{23265.91}$$

$$r_{xy} = 0,639$$

Based on the result, it find that the value of “ r_{xy} ” was 0.639 than value of “ r_{table} ” at the 1% significance level or $0.639 > 0.575$. It means the test was valid and include at level of high validity.

Table 3.34

Pearson Product Moment Correlation of Pre-test in Control Class

CODE (N)	Rater I (X)	Rater II (Y)	XY	X ²	Y ²
C1	57	64	3648	3249	4096
C2	60	66	3960	3600	4356
C3	52	62	3224	2704	3844
C4	51	59	3009	2601	3481
C5	56	60	3360	3136	3600
C6	65	68	4420	4225	4624
C7	52	63	3276	2704	3969
C8	56	62	3472	3136	3844
C9	51	60	3060	2601	3600
C10	57	60	3420	3249	3600
C11	58	62	3596	3364	3844
C12	54	58	3132	2916	3364
C13	58	63	3654	3364	3969
C14	50	57	2850	2500	3249
C15	60	68	4080	3600	4624
C16	57	64	3648	3249	4096
C17	53	58	3074	2809	3364
C18	57	64	3648	3249	4096
C19	57	63	3591	3249	3969
C20	62	69	4278	3844	4761
C21	52	57	2964	2704	3249
C22	52	60	3120	2704	3600
C23	55	60	3300	3025	3600

C24	58	64	3712	3364	4096
C25	60	68	4080	3600	4624
C26	54	59	3186	2916	3481
C27	59	65	3835	3481	4225
C28	57	63	3591	3249	3969
C29	51	57	2907	2601	3249
C30	53	59	3127	2809	3481
C31	50	62	3100	2500	3844
C32	59	65	3835	3481	4225
C33	55	61	3355	3025	3721
C34	52	59	3068	2704	3481
C35	55	62	3410	3025	3844
C36	53	60	3180	2809	3600
C37	54	60	3240	2916	3600
$\Sigma N=37$	$\Sigma X=2052$	$\Sigma Y=2291$	$\Sigma XY=127410$	$\Sigma X^2=114262$	$\Sigma Y^2=142239$

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{37.127410 - (2051)(2291)}{\sqrt{\{37114262.2 - (2052)^2\}\{37.142239^2 - (2291)^2\}}}$$

$$r_{xy} = \frac{4714170 - 4701132}{\sqrt{4227694 - 4210704}\{5262843 - 5248681^2\}}$$

$$r_{xy} = \frac{13038}{15511,69}$$

$$r_{xy} = 0,840$$

Based on the result, it find that the value of “ r_{xy} ” was 0.840 than value of “ r_{table} ” at the 1% significance level or $0.840 > 0.575$. It means the test was valid and include at level of high validity

Table 3.35

Pearson Product Moment Correlation of Post-test in Experiment Class

CODE (N)	Rater I (X)	Rater II (Y)	XY	X²	Y²
E1	79	63	4977	6241	3969
E2	75	67	5025	5625	4489
E3	81	69	5589	6561	4761
E4	78	72	5616	6084	5184
E5	73	70	5110	5329	4900
E6	82	78	6396	6724	6084
E7	79	69	5451	6241	4761
E8	82	70	5740	6724	4900
E9	79	71	5609	6241	5041
E10	85	77	6545	7225	5929
E11	82	76	6232	6724	5776
E12	75	70	5250	5625	4900
E13	77	68	5236	5929	4624
E14	80	74	5920	6400	5476
E15	78	73	5694	6084	5329
E16	74	65	4810	5476	4225
E17	75	64	4800	5625	4096
E18	81	71	5751	6561	5041
E19	77	70	5390	5929	4900

E20	74	63	4662	5476	3969
E21	80	79	6320	6400	6241
E22	79	70	5530	6241	4900
E23	74	71	5254	5476	5041
E24	71	77	5467	5041	5929
E25	78	69	5382	6084	4761
E26	86	85	7320	7396	7225
E27	82	71	5822	6724	5041
E28	76	70	5320	5776	4900
E29	77	70	5320	5929	4900
E30	77	70	5390	5929	4900
E31	78	70	5460	6084	4900
E32	83	73	6059	6889	5329
E33	89	83	7387	7921	6889
E34	85	77	6545	7225	5929
E35	75	71	5325	5625	5041
E36	80	70	5600	6400	4900
E37	75	78	5850	5625	6084
E38	82	70	5740	6724	4900
E39	77	72	5544	5929	5184
E40	78	77	6006	6084	5929
E41	73	70	5110	5329	4900
ΣN=41	ΣX=3221	ΣY=2943	ΣXY=231554	ΣX²=253655	ΣY²=212177

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{41.231554 - (3221)(2943)}{\sqrt{\{41.253655^2 - (3221)^2\}\{41.212177^2 - (2943)^2\}}}$$

$$r_{xy} = \frac{9493714 - 9479403}{\sqrt{10399855 - 956484}\{869925 - 8661249^2\}}$$

$$r_{xy} = \frac{14311}{30833,94}$$

$$r_{xy} = 0,464$$

Based on the result, it find that the value of “ r_{xy} ” was 0.464 It means the test was valid and include at level of fair validity

Table 3.36

Pearson Product Moment Correlation of Post-test in Control Class

CODE (N)	Rater I (X)	Rater II (Y)	XY	X ²	Y ²
C1	62	64	3968	3844	4096
C2	62	63	3906	3844	3969
C3	61	68	4148	3721	4624
C4	62	64	3968	3844	4096
C5	62	63	3906	3844	3969
C6	60	60	3600	3600	3600
C7	61	64	3904	3721	4096
C8	60	64	3840	3600	4096
C9	61	63	3843	3721	3969
C10	62	65	4030	3844	4225
C11	64	66	4224	4096	4356
C12	63	66	4158	3969	4356
C13	62	65	4030	3844	4225
C14	60	62	3720	3600	3844

C15	60	60	3600	3600	3600
C16	68	70	4760	4624	4900
C17	63	66	4158	3969	4356
C18	60	63	3780	3600	3969
C19	62	65	4030	3844	4225
C20	66	68	4488	4356	4624
C21	60	63	3780	3600	3969
C22	59	60	3540	3481	3600
C23	64	66	4224	4096	4356
C24	62	64	3968	3844	4096
C25	58	63	3654	3364	3969
C26	64	66	4224	4096	4356
C27	63	67	4221	3969	4489
C28	68	70	4760	4624	4900
C29	61	64	3904	3721	4096
C30	68	70	4760	4624	4900
C31	69	70	4830	4761	4900
C32	60	67	4020	3600	4489
C33	60	64	3840	3600	4096
C34	63	60	3780	3969	3600
C35	64	65	4160	4096	4225
C36	61	66	4026	3721	4356
C37	63	64	4032	3969	4096
$\Sigma N=37$	$\Sigma X=2308$	$\Sigma Y=2398$	$\Sigma XY=149784$	$\Sigma X^2=144220$	$\Sigma Y^2=155688$

$$\frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{37.149784 - (2308)(2398)}{\sqrt{\{37.144220^2 - (2308)^2\}\{37.155688 - (2398)^2\}}}$$

$$r_{xy} = \frac{5542008 - 5534584}{\sqrt{5336140 - 5326864}\{5760456 - 5750404^2\}}$$

$$r_{xy} = \frac{7424}{9656.208}$$

$$r_{xy} = 0,768$$

Based on the result, it find that the value of “ r_{xy} ” was 0.768 than value of “ r_{table} ” at the 1% significance level or $0.768 > 0.575$. It means the test was valid and include at level of high validity.

C. Reliability of Pre Test and Post Test

1. Reabilitiy of Test

In this study, the researcher calculated reliability of pretest and posttest used Coeffience and Interpretation Inter Rater Reliability Test

Table 3.37

The Item-Total Statistics of Pretest in Experiment

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	44.51	8.906	.855	.773
Organization	45.54	8.305	.738	.805
Vocabulary	49.51	10.206	.665	.825
language_use	45.88	8.010	.693	.828
Mechanic	58.85	12.578	.577	.865

Table 3.38
The Reliability Statistic of Pretest in Experiment

Reliability Statistics	
Cronbach's Alpha	N of Items
.853	5

The result of $r_{11} = 0.853$ with 5 items and r_{table} of Product Moment is $df = N - 1$; $41 - 2 = 38$, the level of significant 1%, so $r_{table} = 0.575$. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result was if $r_{11} = 0.853 > r_{table} = 0.575$, it concludes that the first item (Pretest) was reliable.

Table 3.39
The Item-Total Statistics of Pretest in Control class

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	44.14	6.342	.842	.561
Organization	45.16	5.640	.685	.582
Vocabulary	49.00	8.944	.135	.776
language_use	45.76	4.411	.608	.658
Mechanics	58.32	8.781	.370	.725

Table 3.40
The Reliability Statistic of Pretest in Control Class

Reliability Statistics	
Cronbach's Alpha	N of Items

Reliability Statistics

Cronbach's Alpha	N of Items
.722	5

The result of $r_{11} = 0.722$ with 5 items and r_{table} of Product Moment is $df = N - 1$; $37 - 2 = 35$, the level of significant 1%, so $r_{table} = 0.575$. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result was if $r_{11} = 0.722 > r_{table} = 0.575$, it concludes that the first item (Pretest) was reliable.

Table 3.41
The Item-Total Statistics of Post test in Experiment class

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	57.63	9.588	.319	.748
Organization	59.73	11.351	.563	.623
Vocabulary	61.34	8.830	.560	.597
language_use	60.41	9.299	.661	.555
Mechanic	74.93	13.620	.391	.695

Table 3.42
The Reliability Statistic of Post test in Experiment class

Reliability Statistics

Cronbach's Alpha	N of Items
.697	5

The result of $r_{11} = 0.697$ with 5 items and r_{table} of Product Moment is $df = N - 1$; $41 - 2 = 38$, the level of significant 1%, so $r_{table} = 0.575$. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result was if $r_{11} = 0.697 > r_{table} = 0.575$, it concludes that the first item (Pretest) was reliable.

Table 3.43
The Item-Total Statistics of Post test in Control Class
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	47.43	4.697	.847	.486
Organization	48.32	4.781	.700	.539
Vocabulary	52.27	6.425	.228	.743
language_use	48.92	4.854	.423	.688
Mechanics	62.08	7.410	.214	.726

Table 3.44
The Reliability Statistic of Post test in Control Class
Reliability Statistics

Cronbach's Alpha	N of Items
.701	5

The result of $r_{11} = 0.701$ with 5 items and r_{table} of Product Moment is $df = N - 1$; $37 - 2 = 35$, the level of significant 1%, so $r_{table} = 0.575$. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result was if $r_{11} = 0.701 > r_{table} = 0.575$, it concludes that the first item (Pretest) was reliable.

D. Testing of Data Normality and Homogeneity

1. Testing Normality in Experimental Class

One of the requirements in experimental design was the test of normality assumption. Because of that, the researcher used SPSS 16.0 program to measure the normality of the data.

Table 3.45
Testing Normality in Experimental Class
One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		41	41
Normal Parameters ^a	Mean	58.6341	75.3415
	Std. Deviation	3.61079	4.09640
Most Extreme Differences	Absolute	.114	.119
	Positive	.114	.119
	Negative	-.111	-.113
Kolmogorov-Smirnov Z		.727	.762
Asymp. Sig. (2-tailed)		.665	.606
a. Test distribution is Normal.			

The table showed the result of test normality calculation using SPSS 21.0 program. To know the normality of data, the formula could be seen as follows:

If the number of sample. > 50 = Kolmogorov-Smirnov

If the number of sample. < 50 = Shapiro-Wilk

Based on the number of data the researcher was $85 > 50$, so to analyzed normality data was used Kolmogorov-Smirnov. The next step, the researcher analyzed normality of data used formula as follows:

If Significance > 0.05 = data was normal distribution

If Significance < 0.05 = data was not normal distribution

Based on data above, significant data of pre test and post test used Kolmogorov-Smirnov was $0.665 > 0.05$ and $0.606 > 0.05$. It could be concluded that the data was in normal distribution.

2. Testing Data Homogeneity In Experimental Class

Table 3.46

Testing data homogeneity in Experimental Class

Test of Homogeneity of Variances

Writingunderstanding

Levene Statistic	df1	df2	Sig.
.011	1	80	.917

ANOVA

Writingunderstanding	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5722.256	1	5722.256	383.808	.000
Within Groups	1192.732	80	14.909		
Total	6914.988	81			

From the table output above can be known the significance about 0,917. Because the value of significance higher than 0,05 so can be concluded that the data was homogene.

a. Testing Normality in Control Class

Table 3.47

Testing Normality in Control Class

Tests of Normality

Class	Kmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.

score_pretest_posttes	Pretest	.152	37	.031	.949	37	.088
	posttest	.190	37	.002	.917	37	.009

a. Lilliefors Significance Correction

The table showed the result of test normality calculation using SPSS 16.0 program. To know the normality of data, the formula could be seen as follows:

If the number of sample. > 50 = Kolmogorov-Smirnov

If the number of sample. < 50 = Shapiro-Wilk

Based on the number of data the researcher was $74 > 50$, so to analyzed normality data was used Shapiro-Wilk. The next step, the researcher analyzed normality of data used formula as follows:

If Significance > 0.05 = data was normal distribution

If Significance < 0.05 = data was not normal distribution

Based on data above, significant data in control group used Shapiro-Wilk was $0.88 > 0.05$ and $0.09 > 0.05$. It could be concluded that the data was in normal distribution.

b. Testing Data Homogeneity In Control Class

Table 3.48

Testing data homogeneity in Control Class

Test of Homogeneity of Variances

score_pretest_posttes

Levene Statistic	df1	df2	Sig.
1.156	1	72	.286

ANOVA

score_pretest_posttes

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	797.959	1	797.959	89.983	.000
Within Groups	638.486	72	8.868		
Total	1436.446	73			

From the table output above can be known the significance about 0,286. Because the value of significance higher than 0,05 so can be concluded that the data was homogeneous.

E. Result of Data Analysis

In this case researcher found the answer the problem of the study as follows:

1. is there any significant effect photograph towards the students' ability in writing recount text for the tenth grade at MA Muslimat NU Palangka Raya. Resarcher also carried out the hypothesis of the study alternative hypothesis H_{a1} photograph gave effect towards students' writing ability of recount text for the tenth grade at MA Muslimat NU Palangka Raya. Null hypothesis H_{o1} photograph does not give gave effect toward the students' ability in writing recount text for the tenth grade at MA Muslimat NU Palangka Raya.

2. is there any significant effect of photograph towards students learning motivation for the tenth grade at MA Muslimat NU Palangka Raya. Resarcher also carried out the hypothesis of the study alternative hypothesis H_{a2} photograph gave effect towards students' learning motivation for the tenth grade at MA Muslimat NU Palangka Raya. Null hypothesis H_{o2} photograph does not gave effect towards the students' learning motivation for the tenth grade at MA Muslimat NU Palangka Raya.

3. is there interaction of photograph between students towards writing ability and students learning motivation. Researcher also carried out the hypothesis of the study alternative hypothesis H_{a3} there is interaction of photograph towards students writing ability and students' learning motivation for the tenth grade at MA Muslimat NU Palangka Raya. Null hypothesis H_{o3} there is no interaction of photograph towards students writing ability and students learning motivation for the tenth grade at MA Muslimat NU Palangka Raya.

a. Testing Hypothesis Using T Test of Writing Ability

Table 3.49
Mean, Standard Deviation and the Standard Error of Post Test Experiment and Control Class use SPSS 16.0 Program

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
students	Experiment	41	75.3415	4.09640	.63975
	Control	37	63.8649	2.49624	.41038

The researcher also applied SPSS 16.0 program to calculate t-test in testing hypothesis of the study. The result of t-test used SPSS 16.0 could be seen as follows

1. Calculation of T-Test using SPSS 16.0 of Writing Ability

Table 3.50

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference		
								Lower	Upper	
Score	Equal variances assumed	4596	.035	14744	76	.000	1147660	77838	992632	1302687

Equal variances not assumed			15100	67073	000	1147660	76006	995954	1299366
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The table showed the result of t-test calculation used SPSS 16.0 program. Since the result of post test between experimental and control class had differences scores of variances, it found that the result of T observed was 14.744, the result of mean difference between experimental and control class was 1147660.

The result of T test was interpreted on the result of degree of freedom to get the T table. The result of degree of freedom (df) was 76, it found from the total number of the students in both class minus 2. The result of t_{observed} and t_{table} from 76 df at 5% and 1% the level of significance. The table as follows :

Table 3.51
The Result of T-Test Using SPSS 16.0 Program

Variable	t_{observed}	t_{table}		Df/db
		5%	1%	
X1 – X2	14.774	1.99	2.65	76

The result of t-test was interpreted on the result of degree of freedom to get the t_{table} . The result of degree of freedom (df) was 76. The result of T observed and T table from 76 df at 5% and 1% significance level.

The interpretation of the result of t-test using SPSS 16.0 program, it was found the t_{observed} was greater than the t_{table} at 5% and 1% significance level or, $1.99 < 14.744 > 2.65$. It meant H_{a1} was accepted and H_{o1} was rejected. It could be interpreted based on the result of calculation that H_{a1} stating that photograph gave effect towards students' writing ability of recount text for the tenth grade at MA Muslimat NU Palangka Raya was accepted. H_{o1}

stating that photograph does not gave effect towards students' writing ability of recount text for the tenth grade at MA Muslimat NU Palangka Raya was rejected.

b. Testing Hypothesis Using T Test of Learning Motivation

Table 3.52
(Learning Motivation)
Mean, Standard Deviation and the Standard Error of Post Test Experiment and Control Class using SPSS 16.0 Program

Group Statistics				
class	N	Mean	Std. Deviation	Std. Error Mean
Students experiment	41	123.49	8.658	1.352
control	37	117.73	9.495	1.561

The researcher also applied SPSS 16.0 program to calculate t-test in testing hypothesis of the study. The result of t-test used SPSS 16.0

1. Calculation of T-Test using SPSS 16.0

Table 3.53
(learning motivation)
The Calculation of T – Test Using SPSS 16.0
Independent Samples Test

	Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference		
								Lower	Upper	
Score	Equal variances assumed	586	446	2802	76	006	5758	2055	1665	9851
	Equal variances not assumed			2788	73202	007	5768	2065	16643	9874

The table showed the result of t – test calculation used SPSS 16.0 program. Since the result of post test between experimental and control class

had differences scores of variances, it found that the result of t_{observed} was 2802, the result of mean difference between experimental and control class was 5768.

The result of t_{test} was interpreted on the result of degree of freedom to get the t_{table} . The result of degree of freedom (df) was 76, it found from the total number of the students in both group minus 2. The result of t_{observed} and t_{table} from 76 df at 5% and 1% the level of significance. The table as follows:

Table 3.54
The Result of T-Test Using SPSS 16.0 Program

Variable	t_{observed}	t_{table}		Df/db
		5%	1%	
Y1 – Y2	2.802	1.99	2.67	76

The result of t-test was interpreted on the result of degree of freedom to get the t_{table} . The result of degree of freedom (df) was 76 at 5% and 1% significance level.

The interpretation of the result of t-test using SPSS 16.0 program, it was found the t_{observed} was greater than the t_{table} at 5% and 1% significance level or, $1.99 < 2.802 > 2.67$. It meant H_{a2} was accepted and H_{o2} was rejected. It could be interpreted based on the result of calculation that H_{a2} stating that photograph gave effect towards students' learning motivation for the tenth grade at MA Muslimat NU Palangka Raya was accepted was accepted. H_{o2} stating that photograph does not gave effect towards students' learning motivation for the tenth grade at MA Muslimat NU Palangka Raya was rejected.

c. Testing Hypothesis Using T Test of writing ability and Learning Motivation

Table 3.55
Interpretation between Students' Writing Ability and Students Learning Motivation Correlations

		writing_abil y	learning_moti vation
writing_ability	Pearson Correlation	1	-.173
	Sig. (2-tailed)		.279
	N	41	41
learning_motivatio n	Pearson Correlation	-.173	1
	Sig. (2-tailed)	.279	
	N	41	41

Table 3.55 shows the result interpretation analysis between writing ability and students learning motivation for tenth grade at MA Muslimat NU Palangka Raya. It can be interpreted through person standard correlation table that students sore low interperatation of the table range $-0.173-0.339$, based on the statistical analysis the researcher concludes that alternative hypothesis H_{a3} was rejected and null hypothesis H_{o3} was accepted. The result shows that there was no corroration between writing ability and students learning motivation.

F. Discussion

The result of analysis showed that there was significant effect of photograph media toward writing ability for the tenth grade students at MA Muslimat NU Palangka Raya. The students who were taught Photograph reached higher in post-test with the result of analysis showed that was significant effect of photograph towards students writing ability for the tenth grade students at MA Muslimat NU Palangka Raya. The students who were taught photograph got higher score in post-test with mean (75.34) in writing test,

than those students who were taught without potograph with mean (63.36) in writing test. Moreover, after the data calculated using T Test with 5% level of significant. It was found that the t observed was higher than t table with $\alpha = 0.05$.

First result based on the data analysis, it was shown that teaching used photograph was more effective towards students' writing ability than teaching writing without gave photograph. It was shwon after the data was calculated of t_{test} . It was found the tobserved was higher than the ttable at 5% and 1% significance level or $1.99 < 14.744 > 2.67$. It meant H_a was accepted and H_o was rejected. This finding indicated that the alternative hypothesis H_{a1} stating that there was any significant effect of photograph towards students writing ability for the tenth grade students at MA Muslimat NU Palangka Raya was accepted. On the contrary, the Null hypothesis H_{o1} stating that there was no significant effect of photogrpah towards students writing ability for the tenth grade students at MA Muslimat NU Palangka Raya was rejected.

Second interpretation of the result of t-test using SPSS 16.0 program, it was found the tobserved was greater than the t_{table} at 5% and 1% significance level or, $1.99 < 2.802 > 2.67$. It meant H_{a2} was accepted and H_{o2} was rejected. It could be interpreted based on the result of calculation that H_{a2} stating that photograph gave effect towards students' learning motivation for the tenth grade students at MA Muslimat NU Palangka Raya was accepted. H_{o2} stating that photograph does not gave effect towards students' learning motivation for the tenth grade students at MA Muslimat NU Palangka Raya was rejected. It meant that students learning motivation with photograph media at the tenth grade students at MA Muslimat NU Palangka Raya gave significant effect at 5% and 1% significance level.

Third result interpretation analysis photograph between writing ability and students learning for the tenth grade students at MA Muslimat NU Palangka Raya. It can be interpreted throught person standard correlation table that students sore low interperation

of the table range $-0,173-0,339$, based on the statistical analysis the researcher concludes that H_{a3} was rejected and H_{o3} was accepted. The result shows that there is no correlation between writing ability and students learning motivation.



CHAPTER V

CONCLUSION AND SUGGESTIONS

In this section, the researcher would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestions are expected to make better improvement and motivation for students, teacher and researcher related to teaching English use photograph.

A. Conclusion

Based on the data analysis presented in chapter IV, the findings of the research were as follows:

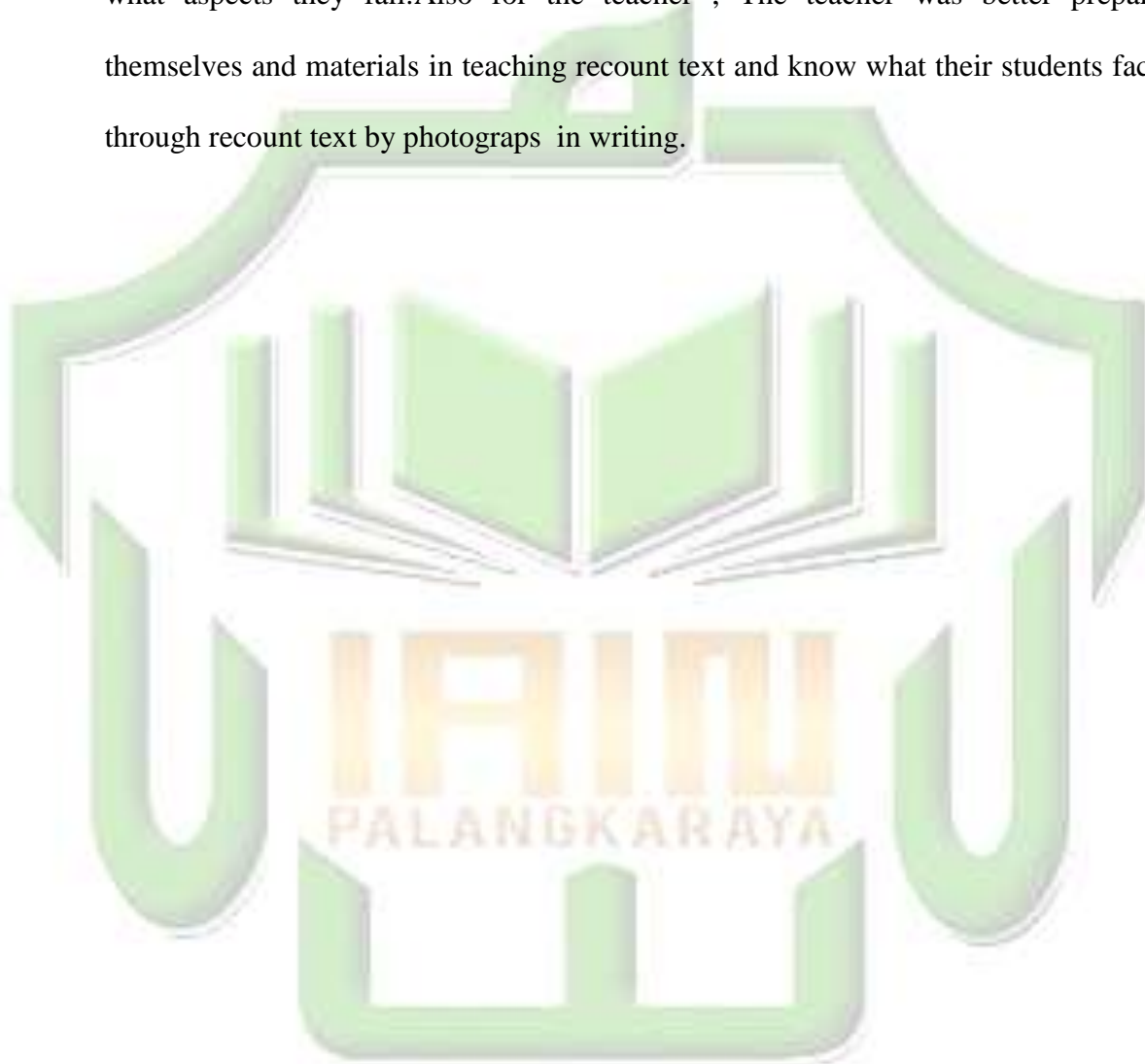
1. The photograph was more effective towards students' writing ability than teaching writing without giving photograph media for the tenth grade at MA Muslimat NU Palangka Raya.
2. The photograph gave effect towards students' learning motivation for the tenth grade at MA Muslimat NU Palangka Raya.
3. The result showed that there was no intraction between writing ability and students learning motivation for the tenth grade at MA Muslimat NU Palangka Raya.

Suggestions

Based on the conclusion, the researcher would like to propose some suggestions for the theoritically and Parcially, the researchers as follow for the theoretically; The result of the study was expected to give a contribution to the teacher about the effect of photographs towards students writing ability of recount text and learning motivation method of teaching English for tenth grader in MA Mulimat NU Palangka Raya that can be used by teachers as an alternative method to be apply in

teaching learning strategy. It be usefull especially in teaching English writing recount text.

The parcially for the students; The students was get the descriptions of their ability in comprehending ability in writing recount text, they can measure the progresses achieved and know in what aspects/materials they master very much and what aspects they fail. Also for the teacher ; The teacher was better prepare themselves and materials in teaching recount text and know what their students face through recount text by photograp in writing.



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