

THE EFFECT OF USING PICTURES IN TEACHING WRITING DESCRIPTIVE TEXT FOR THE SECOND YEAR STUDENTS OF SMPN 1 SIAK HULU

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Abstract: *This research is aimed to find out whether there is a significant effect of using pictures in teaching writing descriptive text of the second year students of SMPN 1 Siak Hulu in the Academic Year 2016/2017 in writing descriptive text. This is a pre-experimental research conducted by using a pre-test – treatment – post-test design. This research used one group pretest-posttest design. The instrument used in this research was tests (pretest and posttest). The population of this research was 296 of the Second Year Students of SMPN 1 Siak Hulu and the sample of this research is the VIII E of SMPN 1 Siak Hulu which is total number of students of class is 35 students. The data of this research were collected by giving the writing test about descriptive text (pretest-posttest) to the students. The collected data were analyzed by using t-test formula. The results of data analysis showed the mean score of pretest was 48.57 and the mean score of posttest was 58.95. Based on the data analysis, It can be concluded that there is a significant difference between the pre-test and the post-test because the t-test observed was higher than t-table. In other words, the alternative hypothesis of this research was accepted and null hypothesis was rejected. It also meant that teaching writing by using pictures technique was effective to improve students' writing ability especially in descriptive text.*

Keywords: *Pictures, Writing, Descriptive Text*

PENGARUH PENGGUNAAN GAMBAR DALAM MENGAJAR MENULIS DESKRIPTIF TEKS SISWA TAHUN KEDUA SMPN 1 SIAK HULU

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dengan menggunakan gambar dalam mengajar menulis deskriptif teks siswa tahun kedua SMPN 1 Siak Hulu pada Tahun Akademik 2016/2017. Penelitian ini merupakan penelitian pra-eksperimental yang dilakukan dengan menggunakan desain pre-test - treatment - post-test. Penelitian ini menggunakan desain satu kelompok pretest-posttest. Instrumen yang digunakan dalam penelitian ini adalah tes (pretest dan posttest). Populasi pada penelitian ini adalah 296 orang siswa kelas VIII SMPN 1 Siak Hulu dan sampel pada penelitian ini adalah kelas VIII E SMPN 1 Siak Hulu yang berjumlah 35 orang siswa. Data penelitian ini dikumpulkan dengan memberikan tes tertulis tentang teks deskriptif (pretest-posttest) kepada siswa. Data yang terkumpul dianalisis dengan menggunakan rumus uji 't'. Hasil analisis data menunjukkan skor rata-rata pretest adalah 48.57 dan nilai rata-rata dari posttest adalah 58.95. Berdasarkan analisis data, penelitian ini dapat disimpulkan bahwa ada perbedaan yang signifikan antara pre-test dan post-test karena t-test yang diamati lebih tinggi dari t-tabel. Dengan kata lain, hipotesis alternatif pada penelitian ini diterima dan hipotesis nol ditolak. Hal ini juga berarti bahwa mengajar menulis dengan menggunakan teknik gambar efektif untuk meningkatkan kemampuan menulis siswa terutama dalam menulis teks deksriptif.

Kata kunci: *Gambar, Menulis, Teks Deksriptif*

INTRODUCTION

English is used as an international language. When someone wants to learn English, she or he has to try to do her or his best in order to be able to understand English, especially in developing the four language skills; listening, speaking, reading, and writing. Writing is an activity to express ideas, thoughts or even experiences in the form of paragraph. It is not an automatic process. Writing skill involves the way how to write a text or essay. It means that during this activity students play roles as active participants rather than the others. Student are hoped to know how to make a good sentence, to arrange a text, and to express ideas that come from their mind.

According to Nation (2008) in Siahaan (2013) writing is an activity that can be usefully be prepared for by working in the other skills of listening, speaking, and reading. Writing is a good support for the other three skills. As the basic level, writing is an act of committing words or ideas to some medium.

As Richard and Renandya (2002) state, writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. In the second year of junior high school, the basic competency that should be realized in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text. In this context of this study, the writer will only focus on descriptive text.

Descriptive text is one of the functional texts which is difficult enough to be learned by the students. Wardiman (2008) states, Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and developed their imagination

Anderson, & Anderson (2003) in Siahaan (2013) mention that descriptive text is different from information reports because they describe a specific subject rather than general group. Furthermore, Johnston & Morrow (1981) in Novita (2014) state that the purpose of descriptive text is to describe objects or person in which the writer is interested.

Based on the writer's experience that was conducted on October 2015 in her teaching practice at SMPN 1 Siak Hulu, many Junior High School students were not interested in writing descriptive text because it seemed difficult for them. They did not know how to write correctly, especially in choosing a word or vocabulary to put in the sentence.

Therefor, in order to overcome the problems above, the teacher needs to find and use appropriate media to help the students in teaching writing descriptive text. Media are the means for transmitting or delivering messages. In teaching-learning perspective, media are used to deliver content to the learners for achieving effective instruction (Naz, 2010). In this case, the use of media in teaching-learning process is needed to attract students' attention and to make teaching-learning activities more interesting and effective.

In this research, researcher used pictures because pictures may help the students in exploring their ideas and motivate them in writing. As a result, the teacher needs an alternative medium that can solve the problems in writing descriptive text. Using pictures important in writing descriptive text because it's one of the most appropriate method that can boost the students' motivation in writing.

According Sa'diyah (2011) in Novita (2014), the picture can increase students' interest and make writing activity more interesting. The picture also enhances the students' participation and interaction during the learning activities. Pictures can also be used as one of the interesting learning to improve students' motivation. Pictures is an instructional media. Pictures can be guidance of writing activity (Sadiman, 2005) in Siahaan (2013)

RESEARCH METHODOLOGY

This research started on September 2016 at the Second Year Students of SMPN 1 Siak Hulu which is located on Jl. Kubang Jaya, Siak Hulu. The data were collected from 14th September 2016 to 30th September 2016. The treatment was conducted for six meetings. The population of this research is the second year students of SMPN 1 Siak Hulu in the academic year 2016/2017 which total numbers of the whole students are 296 students. The sample of this research is the VIII E of SMPN 1 Siak Hulu which is the number of students of class is 35 students.

The instrument use to collect the data is writing tests. The procedures consist of seven stages: (1). Teacher prepares the pictures that relate to the purposes of the teaching and learning target. (2). Teacher hangs the picture at the white board. (3). Teacher shows picture which are related to learning material. (4). Teachers asks students to analysis the picture. (5). Teachers asks the students to write the result of analyzing in the written form. (6). Teacher discusses with the students about their result. (7). Teacher concludes the material.

Table 1.1 Blue Print of the Writing Test

No.	Test	Pictures	The Test
1.	Pre-Test	• My School	In the paper provided, please describe this pictures as detail as possible minimum 50 words. You have 45 minutes to complete your writing.
2.		• My School	
	Post-Test		

The data were analyzed by using statistical analysis. In order to compare the results of students' written test through the pre-test and post-test, the t-test was used by employing SPSS 16.0. The researcher discovered the complete results including the mean, variance and how the accuracy the data of the test. The researcher chooses t-test to compare the differences of students' scores in the pre-test and the post-test.

The classification of students' scores by Harris (1974) was used to score students' work and classify students' scores in pre-test and post-test.

Table 1.2 the Classification of Students' Score

Test Score	Level of Ability
81 - 100	Excellent
61 - 80	Good
41 - 60	Mediocre
21 - 40	Poor
0 - 20	Very Poor

(Harris: 1974)

THE RESEARCH FINDING

The objective of the research was to find out the effect of using pictures on the students' writing ability. They had to write a descriptive text in the pre-test and post-test. The researcher conducted the research in six meetings where two meetings for pre-test and post-test and four meetings for the treatment.

The data were collected by giving a writing test to the students. The students were required to write a descriptive text on a paper individually. The pre-test was given at the beginning of the research to find out the students' writing ability before they were given a treatment. Furthermore, the second test was given after the treatment had been applied. After analyzing the data, the significant difference between two mean scores, the significance of test, and the difference of the average scores between the pre-test and the post-test were found.

The test results are presented to show the students' ability in each aspect of writing. In writing, the students were assessed in five aspects, they were: grammar, content, mechanics, vocabulary and organization.

The finding shows there is significant effect in writing descriptive text by using pictures. Their improvement in writing score is proved through their pre-test and posttest score. The comparison of their score is presented in the following table:

Table 1.3 Improvement in Each Aspect of Writing in Pre-Test to Post-test

Aspects of Writing	Average Score		Improvement
	Pre-Test	Post-Test	
Grammar	40.71	56.66	15.95
Content	56.66	61.19	4.53
Organization	54.28	61.42	7.14
Vocabulary	40.95	56.66	15.71
Mechanic	50.23	58.80	8.57
Total	242.83	294.73	51.9
Average	48.57	58.95	10.38

As we could see in the table above, the students' average score had significantly increased. In addition, it can be concluded that applying pictures in writing descriptive text gives significant effect on the students' average score in each aspect of writing.

The Result of T-test Table

In this research, “t” test formula was used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students’ writing ability or not.

In performing the pre-experimental research, hypothesis was required to see whether there is a significant difference after the activities was completely performed. The mean of the pre-test score (X) achieved by the students of SMP Negeri 1 Siak Hulu was 48.57. Furthermore, when the treatment had been given to the students, the enhancement of students’ writing ability occurred.

The improvement could be seen in their mean score as shown in the posttest results (Y) which is 58.95. The margin of pretest and posttest achieved was 10.38. Aside from the enhancement score of pretest and posttest, in order that the hypothesis could be accepted, the results of ‘t’ test formula is also required. The ‘t’ test formula shown in table 4.5T table

$$\begin{aligned} &= n-1 (\alpha 5\%) \\ &= 35-1 (\alpha 5\%) \\ &= 34 (\alpha 5\%) \\ &= 2.042 \end{aligned}$$

Table 1.4 T-Test Table

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	58.9526	35	4.48520	0.75814
Pre-test	48.5714	35	6.35470	1.07414

Based on the table 4.5, the mean score of pre-test is 48.3810 and in the post – test is 58.9526. The difference of the mean score between pre-test and post-test is 10.38. The gap of mean score shows an effect of students’ writing ability in the written test. Standard deviation is a values spread in the sample, while standard error mean is an estimate of standard deviation. The spread of values in the sample pre-test is 6.35, while standard error of mean is 1.07. The standard deviation and standard error of mean of post-test are 4.48 and standard error of mean is 0.75.

Discussions

From the finding and explanation above, it can be understood that the use of pictures as technique is applicable for teaching descriptive text in writing English. It indicates that there was effect in the students’ writing skill in writing descriptive text, particularly in the five writing components let alone their interest to use pictures in writing activity.

This research is focused on the students’ five components of writing, namely: grammar, content, organization, vocabulary, and mechanic. The researcher found that the score result of post-test is higher than the score result of pre-test.

The experiment has an effort to get some improvement in the teaching writing to the Second Year Students of SMP N 1 Siak Hulu. The discussions of the findings are as follows: teaching by using pictures was effective to teach writing for the Second Year Students of SMP N 1 Siak Hulu in Academic Year 2016/2017. Pictures can help the teachers in the teaching learning process. Callahan (1982) suggests the teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and it can illustrate what teachers wish to teach. It is also used to add students' interest on the topic that was taught. Using pictures is one of techniques to teach writing which can motivate students to write as it gains the students' interest. The environment of teaching and learning becomes alive.

Pictures contributed to improve the students' skill to describe things. It could represent data of the things they were wrote. The pictures could increase the quantity of vocabulary and hence of the text. For instance, when the teacher asks the students to write about artists, they will imagine in their mind the things, such as song, album, figure, gossip, etc. Nevertheless, in writing they could improve the text by adding other vocabulary items related to the text instead of those words. As when the pictures shown by the teacher contain other supporting things, automatically the careful students will write them down in their papers.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on those findings, it can be concluded that using a pictures is an effective technique used to improve writing skill of the students of Junior High School, especially for the second year students of SMPN 1 Siak Hulu. The use of pictures can help the teaching and learning process run well. The students are able to gain the ideas in writing a composition especially writing a descriptive text by looking and understanding the pictures which are given by the teacher. Pictures also helps them with the vocabularies. Pictures media can motivate the learners to write, too, because it attracts their interest and help them understand ideas and acquire information and overcome the limitation of time, size and space. The teacher will be easier in explaining the material as the picture helps her to integrate the materials and make the students understand. The use of picture in the teaching and learning process is very important. The students can understand easily what is happening in the pictures as they provide material that offer guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter. The pictures can also improve the students' idea in writing a text compared with just listening to the teacher's explanation.

Recommendations

In teaching and learning process teacher should be able to make the activity of teaching-learning becomes enjoyable and fun, therefore, the students have a high motivation in learning. The teacher should be able to use various techniques in teaching

learning process. Regarding to the teaching writing descriptive text by using pictures and based on the general conclusion of the research, the researcher suggests:

1. The teacher can use pictures as one of techniques in teaching writing since it is proved that this technique can improve the students' ability, especially in writing descriptive text.
2. It would be great idea if the teacher gives motivation to the students in order to make students interested in the lesson being taught and make the students motivated to practice writing.

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