

**THE EFFECT OF USING PICTURES ON THE ABILITY IN  
WRITING DESCRIPTIVE TEXTS OF THE SECOND YEAR  
STUDENTS AT MTs HUBBUL WATHAN RIMBA  
MELINTANG ROKAN HILIR**

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**Abstract:** *This research is aimed to find out whether there is a significant effect of using pictures in writing descriptive text at the second year students of MTs Hubbul Wathan Rimba Melintang Rokan Hilir in the Academic Year 2018/2019 This is a pre-experimental research conducted by using a pre-test, treatment, and post-test. The instrument used in this research was tests (pre-test and post-test) which contain writing activities in describing pictures. The population of this research were the Second Year Students of MTs Hubbul Wathan Rimba Melintang Rokan Hilir. The sample of the research was the VIII A as big as 31 students. The needed data were collected by giving the writing test about descriptive text (pre-test and post-test) to the students. The collected data were analyzed by using t-test formula. The results of data analysis showed that the mean score of pretest was 35.05, and the mean score of posttest was 38.92 and the difference between the two mean score was 3.87. Besides that, t-test of this research was -11.774 and t-table of this research was 2.042. It means that the t-test score is higher than t-table (-11.774>2.042). It can be concluded that there is a significant effect of using Pictures on the ability in writing descriptive texts of the second year students at MTs Hubbul Wathan Rimba melintang Rohil. In other words, the alternative hypothesis of this research was accepted. Thus, the use of pictures improves students writing ability especially in writing descriptive texts as media.*

**Key Words:** *Pictures, Writing ability, Descriptive Text*

# **PENGARUH MENGGUNAKAN GAMBAR-GAMBAR TERHADAP KEMAMPUAN MENULIS TEKS DESKRIPTIF PADA SISWA TAHUN KEDUA DI MTs HUBBUL WATHAN RIMBA MELINTANG ROKAN HILIR**

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan gambar dalam menulis teks deskriptif pada siswa kelas dua MTs Hubbul Wathan Rimba Melintang Rokan Hilir pada Tahun Akademik 2018/2019. Ini adalah penelitian pra-eksperimen yang dilakukan dengan menggunakan pre-test, treatment, dan post-test. Instrumen yang digunakan dalam penelitian ini adalah tes (pre-test dan post-test) yang berisi kegiatan menulis berhubungan dengan mendeskripsikan gambar. Populasi dalam penelitian ini adalah Siswa MTs Hubbul Wathan Rimba Melintang Rokan Hilir. Sampel penelitian adalah VIII A sebesar 31 siswa. Data yang dibutuhkan dikumpulkan dengan memberikan tes tulis tentang teks deskriptif (pre-test dan post-test) kepada siswa. Data yang terkumpul dianalisis dengan menggunakan rumus t-test. Hasil analisis data menunjukkan bahwa nilai rata-rata pretest adalah 35,05, dan skor rata-rata posttest adalah 38,92 dan selisih antara dua skor rata-rata adalah 3,87. Selain itu, t-test dari penelitian ini adalah -11.774 dan t-tabel dari penelitian ini adalah 2,042. Ini berarti skor t-test lebih tinggi dari t-tabel ( $-11.774 > 2.042$ ). Dapat disimpulkan bahwa ada pengaruh yang signifikan dari menggunakan Gambar pada kemampuan dalam menulis teks deskriptif dari siswa tahun kedua di MTs Hubbul Wathan Rimba melintang Rohil. Dengan kata lain, hipotesis alternatif dari penelitian ini diterima. Dengan demikian, penggunaan gambar meningkatkan kemampuan menulis siswa terutama dalam menulis teks deskriptif sebagai media.

**Kata Kunci:** Gambar, Kemampuan Menulis, Teks Deskriptif

## INTRODUCTION

There are four basic skills in English that are important in the content of Indonesia standard curriculum. Those skills are listening, reading, speaking, and writing. Among those four skills, writing is considered the most difficult to learn and understand. Renandya (2002) state that there is no doubt that writing is the most difficult skill for L2 learners to comprehend. Writing skill is more complex than other skills because it requires mastery of grammatical and rhetorical devices. Moreover, most of the students think that they get the problem in generating and organize the ideas from a word become a sentence, a paragraph, and a text. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable texts.

Harmer (2007) states that writing can encourage students to focus on accurate language us because they think as they write, it will provoke language development as they resolve problems which the writer puts into their minds. In writing English text, the students have to consider the grammar to make their writing understandable. Therefore, some of English text require different tenses, so that the students need to know some tenses according to the text they are going to write.

To be good in writing needs a long process than other skills which make writing as the most difficult compared to others. In fact, writing skill requires the mastery of various components, namely content, organization, language use, vocabulary, and mechanics (Zemach and Rumisek, 2005). It means that to comprehend writing skill is not easy because in the writing skill involves many components and to explore what students mind is to find new ideas to create a meaningful writing.

Based on competency curriculum 2013 for second-year students in junior high school, the students of SMP level are required to study several kinds of texts, one of text is descriptive text. Descriptive text is one that students must know because descriptive text is very important for the students. Descriptive is a text that describes people, animals, and things. The students should learn descriptive text in order to students know how to describe something. The students need to learn the definition, language feature, social function and generic structure of descriptive text. Students need to consider the grammar, vocabulary, punctuation, and capitalization. The main problem is if the students do not have any ideas to write a story.

Based on the information the writer got from teacher MTs Hubbul Wathan Rimba Melintang, the writer fond the information that the students' ability in writing of this school is still far from expected outcomes. The teacher said that when the students get an assignment, the students are not enthusiastic about the subject. It probably happened because the students were unmotivated in learning. Sometimes, they just think about the practical way by copying their assignments from other students because they did not want to write the text by themselves. Moreover, the students do not like writing activity because most of the students do not have ideas about the vocabulary that they are going to use in writing the text. In this case, the teacher should find a way for motivating students to study writing. For example, the teacher teaches students using pictures as media.

Based on those problems the writer interested to make students become enthusiast about writing descriptive texts by using pictures as media. The picture is one of teaching media which is usually used and it can be provided easily by the teachers. The examples of the picture are painting, sketch, real picture, etc. The picture usually used is picture because they remind and tells something more realistic. According to

Arsyad (2011), picture is a kind of visual aid that can facilitate the understanding and strengthen the memory. Visual aid also can add the students' interest and give the relationship between the content of the subject matter and real world. In this case, the writer hopes the application of picture can make the students more interested in writing descriptive text.

Based on the explanations above, the writer decided to conduct a research entitled "The Effect of Using Pictures on the Writing of Descriptive Texts ability of the Second Year Students of MTs Hubbul Wathan Rimba Melintang"

## RESEARCH METHODOLOGY

This research was conducted at the second year of MTs Hubbul Wathan Rimba Melintang Rohil which is located at Jl. Jauhari Mais Street started from, July up to September, 2018. The treatment was conducted for six meetings. The population of this research is the second year students of MTs Hubbul Wathan Rimba Melintang Rohil in the academic year 2018/2019 which total numbers of the whole students are 63 students. The sample of this research is the VIII A of MTs Hubbul Wathan Rimba Melintang Rohil which is the number of students of class is 15 students. The instrument use to collect the data is writing tests. The procedures consist of seven stages:

- 1) Teacher prepared the pictures that relate to the purposes of the teaching and learning target.
- 2) Teacher hangs the picture at the white board.
- 3) Teacher showed picture which are related to learning material.
- 4) Teachers asked students to analysis the picture.
- 5) Teachers asked 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 Blue Print of the Test

Test	Topic
Pre – test	1. My school 2. Idol 3. My pet
Post – test	1. My school 2. Idol 3. My pet

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 23.00. 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 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 posttest. The researcher conducted the research in eight meetings. 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 2 Students' Writing Ability for each Components of Writing on Pre-test and Post-test

Test	Component of Writing				
	Grammar	Vocabulary	Mechanics	Organization	Fluency
Pre-test	41.06	46.73	41.26	41.06	40.8
Post-test	45.13	55.93	44.46	43.6	43.86
Improvement	04.07	09.2	03.2	02.54	03.06

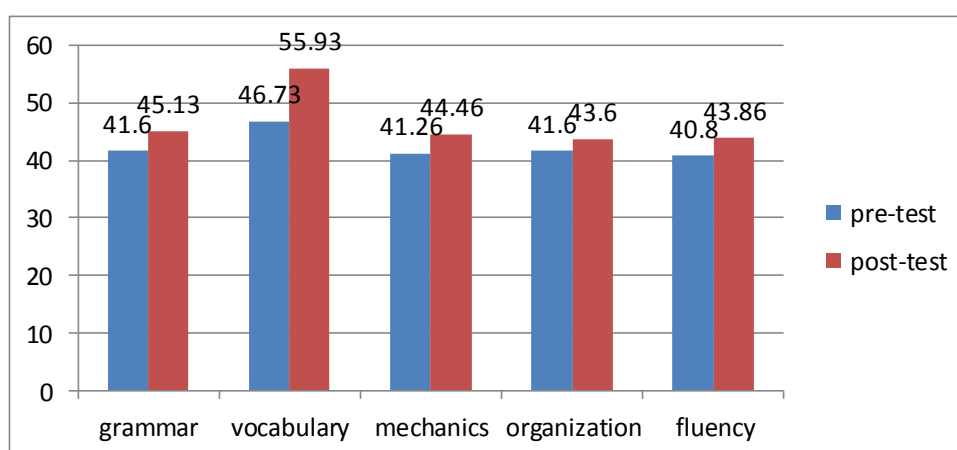


Table 2 shows that there is an improvement in the students' writing ability in writing descriptive texts that can be seen from their score. It proved that using pictures in writing descriptive texts has a significant effect for the students' writing ability.

## The Result of T-test Table

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

Hypothesis is required to see whether or not there is a significant effect of small group discussion method after activities were completely performed. The mean of pretest score (X) achieved by the second year students was 35.05. Furthermore, when the treatment had been given to the students, the difference between students' writing ability appeared. The difference could be seen in the mean score as shown in the post-test result (Y); 38.92. The margin of the pre-test and the post-test achieved is 3.87. Besides that, the result of the t-test formula is also required to see if the hypothesis is accepted. The t-test formula is shown in table

Table 3 Paired Samples Statistics  
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	35.0535	31	1.37393	.24676
	Posttest	38.9258	31	1.09074	.19590

Based on the table 3, the mean score of pre-test is 35.0535 and in the post – test is 38.9258. The difference of the mean score between pre-test and post-test is 3.87. 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 1.37, while standard error of mean is 2.46. The standard deviation and standard error of mean of post-test are 1.09 and standard error of mean is 1.95.

$$\begin{aligned}
 t \text{ table} &= n-1 (\alpha 5\%) \\
 &= 31-1 (\alpha 5\%) \\
 &= 30 (\alpha 5\%) \\
 &= 2,042
 \end{aligned}$$

Table 4 Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test- Post test	-3.87226	1.83574	.32971	-4.54561	-3.19890	-11.744	30	.000

Table 4 shows that the result of the t-test is -11.744. Meanwhile the result of the t-table is 2,042. Although the t-test has negative value, it really makes no difference because both signs are interpreted in the same way (Hatch and Larazaton, 1991). The result of the t-test was highest than the result of the t-table. In other words, it can be concluded that there is an effect between the pre-test and post-test. It means that the alternative hypothesis of this research "There is an effect of using picture on writing descriptive texts on the second year students of MTs Hubbul Wathan Rimba Melintang Rokan Hilir" is accepted.

Finally, to prove the hypothesis, the data is calculated by using t-test formula with assumption as follows:

T-test > t-Table, the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

## Discussions

Based on the research, there were three steps to collect the data. Pre-test was the first step conducted to find out the students' writing in learning descriptive texts before the treatment was applied. Writing test was designed as an instrument in order to collect the data. It was used for both pre-test and post-test. The students were given a topic to write a descriptive text. In this case, the writer got a mean score of 35.05. While the highest component in this pre-test is vocabulary and the lowest component is fluency.

The treatment was the second step of the research. Using pictures as media was exposed in teaching descriptive texts. There were six meetings in teaching writing descriptive texts. Each meeting had been prepared with different pictures. The writer got the permission from the English teacher to teach the students about descriptive text by using pictures. In first meeting, the writer took a lot of time to control the students in the classroom. After that, the writer explained about descriptive texts. The writer explained about what the purpose of descriptive text, language feature, generic structure, and etc. In second meeting, the writer asked to students to write texts about descriptive texts. In third meeting, the writer brought some pictures as media. The pictures that the writer used were about peoples, animals, and things. In fourth meeting, the writer asked students to write descriptive texts based on the picture individually. In fifth meeting, the writer also asked students to write descriptive texts based on the picture individually. In last meeting, the writer repeated asked students to write descriptive texts based on the picture individually.

Post-test was the last step of the research. It was conducted after treatments were applied in teaching descriptive texts. It was conducted in order to find out whether or not there is a significant effect of using pictures on writing descriptive texts of second year students at MTs hubbul wathan rimba melintang rohil. In this case, there is a difference in score between the pre-test and post-test. After treatment, the writer gets a mean score of 38.92. The change obtained is an increase in fluency. Fluency was the lowest score in pre-test and after doing treatment, fluency had increased.

From the finding and explanation above, the results of this study shows that the mean score of post-test is higher than pre-test ( $38.92 > 35.05$ ). This result indicated that the student's scores after receiving the treatment had significantly improved comparing to their scores before the treatment. Then, the difference between before and after

treatment reached a significant level after being examined by t-test. The data analysis showed that t-test is higher than t-table ( $-11.774 > 2.042$ ).

This finding is in line with the finding of previous research from Ummu Kulsum (2016). The result of the study showed that there is a significant difference in the students' writing ability ( $p < 0.05$ ,  $p = 0.05$ ). The students' average score of the pretest is 70.50 and their average score in the posttest is 80.54. Therefore, we can say that the implementation of using pictures can help the students for writing ability. In other words, using pictures is appropriate to help the students.

Finally, the finding of this research shows that: There was a significant effect of using pictures on the ability in writing descriptive texts of the second year students at MTs hubbul wathan rimba melintang rohil. The data analysis shows that the t-test is higher than the t-table ( $11.774 > 2.042$ ). Hence, the alternative hypothesis is accepted. It can be stated that using pictures is valuable and effective to improve writing ability of second year students of MTs Hubbul wathan Rimba melintang.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

From the previous explanation, the research was to find out if there is an effect of using pictures on the second year students' ability of MTs Hubbul Wathan Rimba Melintang Rohil in writing descriptive texts. This study was applied by using one-group-pretest-posttest. As a sample, class VIII.A that consisted of 31 students were selected and taught in writing narrative text by using pictures as media.

From the results, the students' scores on post-test were higher than the pre-test. Then, it was found that the value of t-test was higher than t-table. In addition, the correlation level between the variables was moderate positive. The results showed that the independent variable has an effect on the dependent variable. Therefore, the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, picture worked to improve students' writing ability especially in writing descriptive texts as a media. The difference happens because pictures motivate students to write using their own language and helping them expand their vocabulary by expressing their ideas and thoughts more confidently.

### **Recommendations**

Based on the previous conclusions, the researcher would like to give recommendations for those who want to use pictures as media in teaching learning writing especially writing descriptive texts as follows:

1. The students

The students may use pictures in writing especially writing descriptive text since pictures can stimulate their visualization and motivate them in the writing process.



The students need to pay attention to teacher's explanation so they can get the material and do the assignment easily.

2. The teacher

It would be a good idea for the teachers or future teachers to use pictures in order to help the students in writing a text. In addition, the teachers need to realize that learning has two way process, not only teacher-center but also students-center. Then, the time for applying pictures was quite short. It would be better if the students continue to write a text by using pictures to get a better result.

3. Another researcher

For another researcher, pictures can be used to help students in writing especially descriptive text. Considering the methodology of the research, the researcher suggests to apply pictures more than six meeting in order to get a better result and the teaching-learning process can be more effective.

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