Using Pictures to Improve Students' Writing Descriptive Text

Habibaturrohmah[1*], Listyaning Sumardiyani[2], Maria Yosephin Widarti Lestari[3]

[1]English Education Study Undergraduate Program, Faculty of Language and Arts Education,

Universitas PGRI Semarang, Indonesia

[2]English Education Study Undergraduate Program, Faculty of Language and Arts Education,

Universitas PGRI Semarang, Indonesia

[3]English Education Study Undergraduate Program, Faculty of Language and Arts Education,

Universitas PGRI Semarang, Indonesia

[*]habibahhturrohmahh@gmail.com

Abstract

The aims of this research were to find out significant difference in students' writing descriptive text those taught using and without using pictures. This research uses experimental research. The population of this study were seventh grade students from SMP Negeri 2 Kersana. The samples of this study were class VII E as the experimental class and class VII F as control class. The instruments used in this study were a writing test. The data were collected from the test and analyzed statistically in the form of t-test. Based on the analysis of data from the experiment class nd control class, it showed that the average pre-test was 53.8 and 59.6. Meanwhile, the posttest average was 85.3 and 71.6. The Paired Simple t-test showed that sig. (2-tailed) $0.00 < 0.05$, which means that there is a significant between students writing descriptive text those taught using pictures and without using pictures. The students' ability in writing skill in seventh grade in SMP Negeri 2 kersana in writing English text is poor. After being taught using pictures, the student's frequency of post-test increased from poor to very good. Teachers may use pictures as an effective and innovative teaching to improve students' writing skill.

Keywords: pictures, writing skill, descriptive text

Introduction

Language has an important role in human life. Language can also play a role in the process of human interaction. Without language, everyone cannot communicate with other people. In indonesia, English has an important role, epecially in education. The government sets English as a subject in schools in order to prepare the Indonesian generation to global. Because English is an international language that is widely used by every country.

Writing is a means of communication, especially through writing. Writing has always been suspected as an important skill in teaching and learning English. Writing can stimulate the mind, forcing students to focus more and organize ideas.Writing can also develop students' ability to summarize, criticize and analyze (Rao, 2007). Writing skill can make

students gain broad knowledge and insight. Writing also requires proper vocabulary, grammar and spelling in writing rules.

According to Jayanti (2019) claim that descriptive text is a text that is always in around us when we want to describe something or someone. Descriptive text tells what they see, feel, smell or taste. The process of describing is done by sorting the characteristics clearly, starting from naming, classifying, and dealing with attributes, behaviors, functions, and so on (Noprianto, 2017). Descriptive text has structure. The schema structure of descriptive text is called identification or general statement and description. Identification aims to introduce and identify participants such as people, objects, places, animals, or events.

However, students find writing in English difficult because the writing process requires them to acquire new vocabulary and the content of the text must be continuous. Many students complain that they lack ideas and cannot think of what is important to write about. Meanwhile, the English teacher at SMPN 2 Kersana is often confused about this problem in the writing class. They have not found an efficient way to arouse students' imagination and make their minds work. The teacher only conducts learning with a product-based approach, focusing on examples of text, comparisons, classifications and so on.

According to Christine (1999) states that pictures help us as individuals make sense of output and input surrounding us in our daily lives. Pictures are one of the most interesting types of media for learning. Pictures can predict, infer, and gather information from various source. By using pictures, students can focus on sentences, structures, and form of language. Pictures are universal stimuli to aid learning that provide a starting point for language sharing in the classroom (Wood & Tinajero, 2002). In addition, pictures can also be objects that can avoid boring classroom situations to be fun. So, it can help the students to express their ideas easily.

More on this research the researchers interested to analyze" Using Pictures to Improve Students' Writing Descriptive Text, the case of the seventh graders of SMP Negeri 2 Kersana".

Literature Review

Writing

Writing is one of the important aspects in learning English. Writing skill is also one basic of English language. Writing skill is more complicated than that other language skills. It is considered one of the most difficult that other skills for foreign language students. The purpose of writing skill is to construct grammatically correct sentences and to communicate a meaning to the reader (Javed et al., 2013). On the other hand, writing tasks in real life are writing letters, filling out forms, writing reports, and so on.

Harmer (2004) argues that there are several stages to write correctly: 1) Plan: students decide what they are going to say and making detailed notes. 2) Draft: the students pours the writing from the list that has been made previously and then write as much as possible without thingking about mistakes. 3) Edit: the students can be reduced or added so as not to confuse. 4) Final: once students have edited their draft, making the changes they consider to be necessary, they produce their final version. Teaching writing is providing knowledge, directing, and conveying information about how to write well and produce good writing. The

purpose of writing is to produce a product of active cognition, it gives us insight into the writer's thought process (Foos, 1905).

Descriptive Text

According to (Wardiman, 2008) states that descriptive text is a text that describes the features of someone, something, or a certain place. Tiarina (2013), mention that descriptive text is used to describe everything, which is seen by writer detail. Descriptive text can also make students' creativity. To write a good descriptive text, students need to practice a lot and develop broader words so that they continue to innovate and not be monotonous. The purpose of the descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description .

Pictures

Teaching and learning is a complex process, with the use of media or learning aids can make students more interactive. Pictures is illustrations used to decorate or explain a text (Sakkir, 2020). Pictures are valuable resources to ESL teachers as they provide shared knowledge among learners in the classroom. Pictures bring the outside world into classroom in a tangible way. Ingale (2017) argues that there are several valuable benefits of using pictures in teaching, including: 1) Share experience in the classroom. 2) Need for common language forms. 3) Variety of tasks. 4) Focus of interest for students. This means that by using pictures the students gain experience, understand, and increase their achievement in writing skills. In addition, using pictures can help students get ideas easily.

Method

In this research, the researchers used quantitative research with quasi-experiment. Researchers use a quasi-experiment to analyze the use of pictures in teaching writing. The population in this research are the seventh graders students at SMP Negeri 2 Kersana in the academic year 2021/2022. The sample of the research is VII E as experiment class, and VII F as control class. The sampling of the research is random sampling. The method of data analysis using statistical calculation.

Finding and Discussion

Research Findings

The research finding presents the data that the researchers found during learning process. The research was conducted at the SMP Negeri 2 Kersana. To collect the data, the research conducted several meetings. In addition, the purpose of this study it is also used to find out the significant difference in students writing descriptive text taught with and without pictures. The data from this study consisted of pre-test and post-test of the experiment and control class.

Data Descriptive of Experiment Class

The researchers use SPSS version 25 to analyze the descriptive statistic of data before and after the test. The table below shows the data descriptive in the pre-test and post-test result:

Table 1. Descriptive Statistics of Experiment Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Experiment	25	40	69	53.80	9.251
Post Experiment	25	72	95	85.32	6.040
Valid N (listwise)	25				

Based on the result of experiment class, the researchers can find out the lowest score, highest score, mean, and standard deviation. In the pre-test, the lowest score was 40 obtained by three students. The highest score was 69 obtained by one student. The mean of pre-test was 53.80. Standard deviation was 9.251. in the post-test, the lowest score was 72 obtained by one student. The highest score was 95 obtained by one student. The mean was 85.32. Standard deviation was 6.040.

Data Descriptive of Control Class

The researchers use SPSS version 25 to analyze the descriptive statistic of data before and after the test. The table below shows the data descriptive in the pre-test and post-test result:

Table 2. Descriptive Statistics of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Control	25	40	70	59.68	8.840
Post Test Control	25	60	90	71.68	8.330
Valid N (listwise)	25				

Based on the result of control class, the researchers can be found out the lowest score, highest score, mean, and standard deviation. In the pre-test, the lowest score was 40 obtained by one student. The highest score was 70 obtained by five students. The mean of pre-test was 59.68. Standard deviation was 8.840. in the post-test, the lowest score was 60 obtained by four students. The highest score was 90 obtained by one student. The mean of post-test was 71.68. Standard deviation was 8.330.

Significant difference in students' writing descriptive text those taught using and without using pictures.

To find out the significant difference in the writing skill of the seventh graders students at SMP Negeri 2 Kersana between those who taught using Pictures and without using Pictures can use the paired sample t-test.

Table 3. T-Test Paired Sample

Paired Samples Test

| | | Paired Differences | | | |
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre Test Experiment - Post Test Experiment	-31.520	9.692	1.938	-35.520	-27.520	-16.262	24	.000
Pair 2	Pre Control - Post Control	-21.080	11.202	2.240	-25.704	-16.456	-9.409	24	.000

Based on output above, the sig. (2-tailed) of experiment and control class is 0.00. if the significance < 0.05 (H0) is rejected and (Ha) is accepted, it means that there is significance difference in the result of students' learning scores between the experiment and control class.

Students' Writing Skill for Seventh Grade of SMP Negeri 2 Kersana

Table 4. Distribution Frequency of Pre-Test

No	Class Interval	Category	Frequency	%
1	81-100	Very Good	0	0.00%
2	61-80	Good	8	32%
3	41-60	Poor	14	56%
4	21-40	Very Poor	3	12%
5	0-20	Extremely Poor	0	0.00%
			25	100%

From the data above it can be seen that the highest score of students writing skill is 69, and the lowest score is 40. From the criteria above, the category of students' writing pre-test can be described, there are 8 students got the good score. There are 14 students got the poor score. There are 3 students got very poor score.

Table 5. Distribution Frequency of Post-Test

No	Class Interval	Category	Frequency	%
1	81-100	Very Good	20	80%
2	61-80	Good	5	20%
3	41-60	Poor	0	0.00%
4	21-40	Very Poor	0	0.00%
5	0-20	Extremely Poor	0	0.00%
			25	100%

From the data above it can be seen that the highest score of students writing skill is 95, and the lowest score is 72. From the criteria above, the category of students' writing post-test can be described, there are 20 students got the very good score and there are 5 students got the good score.

Discussion

Teaching writing descriptive text using Pictures showed a significant increase, it can be seen in pre-test score and post-test score from experiment class. There is significance difference between Class VII E (experiment class) and VII F (control class) after the researchers conducted a quasi-experimental research. The statistical calculation showed that the pre-test average in experiment class was 53.80, with the lowest score was 40 and the highest score was 69. The pre-test average in control class was 59.68, with the lowest score was 40 and the highest score was 70. The post-test average in experiment class was 85.32, with the lowest score was 72 and the highest score was 95. The post-test average in control class was 71.68, with the lowest score was 60 and the highest score was 90

The average of post-test score in both experiment class and control class are different. The average of the post-test score in experiment class was higher than control class. Furthermore, from the average, the result of using pictures can be seen from statistical analysis. The sig. (2-tailed) of the experiment class and control class is $0.00 < 0.05$. It means that the Alternative Hypothesis (Ha) is accepted while Null Hypothesis (H0) is rejected. Using pictures is effective in students writing descriptive text. These results indicated that Using Pictures was effective to improve students' writing descriptive text at seventh graders of SMP Negeri 2 Kersana. Therefore, using pictures can make the students easier to develop ideas and help to understand the context of the text.

Based on the result of data analysis on pre-test, it can be seen that the students' ability in writing text was categorized as low (poor). It showed the data that most of the students (56%) got scores lower than 60. Then 12% of the students got scores 21-40 (very poor). There are 8 students (32%) got scores good (scores ranging from 61-80). The analysis of the data collection from the post-test, it can be seen that the students using pictures was categorized as high. There were 20 students (80%) got very good frequency (score ranging from 81-100), and 5 students (20%) got good frequency (score ranging from 61-80). From the percentage of the results of pre-test and post-test, the researchers could find the increasing of students' writing ability in writing skill. In conclusion, that using pictures can increase the students' writing skill.

Conclusion

1. Learning to write descriptive text using pictures gets a higher score than learning to write descriptive text without pictures. This can be seen in the average of pre-test is 53.80 while the average of post-test is 85.32. Therefore, learning to write descriptive text using pictures is quite effective for seventh graders of SMP Negeeri 2 Kersana.

2. Based on the result and discussion of the research, the seventh graders' learning to write descriptive text without using pictures is lower than of students who were taught using pictures. It can be seen from the average of the pre-test is 59.68 and the average of the post-test is 71.68. It can be concluded that learning without using pictures (conventional learning) is not effective for seventh graders of SMP Negeri 2 Kersana.

3. Based on the result of the study, there is significant difference in students writing skill in descriptive text between taught using pictures and without using pictures. The writing ability of seventh graders at SMP Negeri 2 Kersana in understanding English descriptive text is low, after being taught using pictures, the post-test frequency increased from poor to very good. this can be influenced by several factors. One of the factors is that students have difficulty getting ideas. however, the use of pictures is very important to help students get ideas and understand the content of the text better. Therefore, teachers need to provide various media or strategies to improve students' writing skills. by increasing students' motivation and interest in learning in class, their writing skills will increase.

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