

THE USE OF PICTURE STORY TO IMPROVE STUDENT WRITING SKILL IN DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS OF MA AL-AHROM DEMAK

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Abstract:

The objectives of the study are: (1) To find out the students' writing skill in descriptive text of the tenth grade students of MA Al-Ahrom Demak taught by using picture story, (2) To find out students' writing skill in descriptive text without being taught using picture story, (3) To find out the significant differences on the students' writing skill in descriptive text taught using picture story and without being taught using picture story. This study applied Quasi-experiment research design which used test and questionnaire as instrument to collect the data. The subject of the study was tenth grade students of MA Al-Ahrom Demak. There were 4 classes (118 students) are the population. Then, two classes were chosen as the sample; they are X MIA 1 (31 students) and X MIA 2 (34 students). The result of the study shows that the students' skill in learning process has significant difference between those who were taught picture story and those who were taught without using picture story. It can be seen the score of post-test (81.74) in experimental was higher than pre-test (68.26). Furthermore, t-test calculation shows the significant difference those the score. T-test (8.2) greater than t-table (alpha two-tailed = 0.05: 63 = 2000). This means that picture story can be considered as alternative media to improve the students' writing ability in writing descriptive text. The result of the questionnaire answered by the student's shows good level. It can be showed from the dominant scale that had been choose that was the scale of "agree". The perception of the students tended to prefer to use picture story in

learning writing descriptive text. Finally, the researcher would like to suggest that: (1) The teacher have to create more innovative in teaching descriptive texts to make the students enjoyable and interested in learning to write descriptive text, (2) The teacher may use picture story as the alternative media in teaching descriptive text.

Keywords: *Writing, Descriptive text, Picture Story*

1. Introduction

Writing in English mean to fill the gap that exist between the ability to express ideas, feeling, opinions, taught and the ability to express the same things in written form in English. It means that writing is result of thinking (Dumais, 1988:12(in Fitri 2013:74)). Study about teaching writing also stated by Susanto, DA (2018) The profile of enhancing students'writing skill using word games; the case study of junior high schools in Semarang, Susanto, (2019) explained about Causal Functions of English Discourse Markers (EDMs) in the Students' Writing Hortatory Exposition Text Facing the Industry Era 4.0, Susanto, (2020) elaborated the scrutinizing English discourse markers in EFL students 'writing production.

According to Ngabut, 2003:55 (in Fitri 2013:74), there are four common problems in writing they are content, organizing, vocabulary and grammar. First is content. The students face the problems when they are not able to formulate the topic to the controlling idea and topic sentences to the supporting sentences. Second is organizing readers. Third is vocabulary. Vocabulary is very important things to formulate a good text. The writer will be able to communicate his/her thinking result in written form by using the appropriate collocation. Fourth is grammar. In order to have a good paragraph, each sentences should have the clear formula such as subject, predicate and object and the sentences should be arranged in a good order at sentences sequences.

Descriptive text is a type of text which depicts the illustration of a certain object that the writer wants to convey to the readers (Laila, 2014). Most descriptive texts describe the image of someone, certain animal, thing, and place. This purpose is to inform the readers about the illustration of the object in specific ways.

Picture story is one of media that can stimulate students to get ideas and it makes students easily to get inspirations to write. Moreover, picture story gives positive effects such as motivation, enthusiasm, understanding about ideas generation, and independence in constructing sentence, high sentence production and cooperative learning (Yanuarti, 2017:51)

Based on the experience in Teaching Learning Practice in senior high school, it seems the students rarely taught to write in English. The students just read text than answered the question and did assignments. Most of them get difficulty to write text in English. For example, when the students have to write down a text they have no idea to write. Besides, the teachers are monotone in using media to teaching English. They just use handout and gave assignment, so the students low motivation in learning process. In order to make writing easier for students, the teacher should have responsibilities to guide the students during learning process and gives motivation to them to improve their in English. Teacher needs a variation in teaching. The teacher has to find the methods to make students interested to build their confident in writing.

Writing ability for students in senior high school refers to the competence of mastering genre, understanding and producing some kinds of text. In this study, the researcher improved 'picture story' in writing descriptive text, in order to know how well the students describes the particular person, place or thing. Descriptive text is one of genres that describe person, place or thing. Student used simple present in writing descriptive text.

Teaching writing for Senior High School is not easy. Writing is the most difficult skill because this skill involves the ability or mastery of grammar, vocabulary, and spelling. It also requires the ability to think logically, as well as the skills of stringing words into meaningful sentences. In teaching and learning process, students have difficulty in writing a text. The difficulty is caused the students do not have ideas to write.

In writing process, the student are expected to write grammatically correct when they are writing a sentences or paragraph. Because of the difficulties and problems of writing, some effort have been done to solve the problem. The linguist have made some method that can be applied to improve writing skills. One of them is by giving picture to help and make the student can learn the words not only by knowing the meaning but also the concept of words directly.

Based on the background above, this research focuses on "the use of picture story to improve student writing skill in descriptive text". Through this media, the researcher wants to improved students 'writing skill especially in writing descriptive text.

2. Literature Review

2.1 Definition of Writing

Huy (2015) states that writing is a complex metacognitive activity that offers an individual's knowledge. Writing often is seen as a process of exploration and discovery (Langan, 2010). As the result, writing defines the written text and the act of constructing a written text. Writers have to express ideas and communicate with the readers through expressing words.

According to Suparno (2006:14), writing is a series of activities going on and involve several phases, the preparatory phases, and the content development and review, as well as revisions or improvements posts. Suparno (2006:29) argues that writing can be used as an indirect means of communication to others to convey information.

2.2 Writing Process

Harmer (2007: 4-5) states that writing process that is process the stages a writer goes through in order to produce something in its final writer form.

The writing process has four elements:

a) Planning

When planning, writer have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since it will influence not only the shape of the writing (how it is laid out, how the paragraph are structured, etc). Thirdly, writers have to consider the content structure of the piece that is how best to sequence the fact, ideas, or arguments which they have decided to include.

b) Drafting

Draft is assumption that it will be changed later. As a result of the process of writing to editing, a number of designs can be generated on the way to the final version.

c) Editing (Reflecting and Revising)

Reflecting and revising are often helped by other readers (or editors) who comments and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d) **Final Version**

In this elements the writer ready to send the written text to its intended audience.

2.3 Kinds of Writing

According to Brown (2004) the kinds of writing they are:

- a. **Imitative:** Basic tasks of writing alphabet, words, and very short sentences are some types of imitative writing tasks.
- b. **Intensive (controlled):** Writing correct words in context and correct grammatical features in sentence writing are two important elements in controlled writing. Form is much more important than meaning and context.
- c. **Responsive:** In this type of writing the writer has learn about sentence-level grammar and is more concerned about discourse. Form is important at discourse level and meaning and context are emphasized. Brief descriptions, short reports, summaries, and interpretation of charts and graphs are examples of responsive writing tasks.
- d. **Extensive:** In extensive writing, writers focus on achieving a purpose through organizing ideas logically and employing varieties of syntactic and lexical forms. Writing theses and term-papers are some possible tasks in extensive writing category.

2.4 Teaching Writing for Senior High School

Writing especially in the English writing skill of the students of Senior High School is chosen as the topic in this research since it has not got a maximum portion in learning activity in which the research held. Writing itself is a communicative, productive, and expressive activity by using written material as its medium. The activity is meant to deliver a message from writer to the reader. In writing activity, a student should be able to utilize graphology, grammatical structure, and vocabulary. Teaching writing in for senior high school have been conducted by Jarvis (2000); Susanto, D.A (2018). Jarvis (2000) emphasizes that many students do not enjoy writing because they feel that if they cannot do it correctly at the first time then they will never get it.

Teaching writing for Senior High School is not easy. Writing is the most difficult skill because this skill involves the ability or mastery of grammar, vocabulary, and spelling. It also requires the ability to think logically, as well as the skills of stringing words into meaningful sentences. In teaching and learning

process, students have difficulty in writing a text. The difficulty is caused the students do not have ideas to write, so the students difficulty in arranging words and students' low understanding of the use of grammar in writing a descriptive text.

2.5 Student Writing Assessment

The student writing assessment in this study are as follows:

In beginning steps of data analysis, the researcher made a table. For each column consist of the student code and gave score for each writing elements, there are organization, content, grammar, mechanic and style both pre-test and post-test. Brown (2004:244) lists the five categories:

1. Analysis organization: Introduction, body and conclusion
2. Analysis logical development of ideas.
3. Analysis grammar.
4. Analysis punctuation, spelling and mechanic.
5. Analysis style and quality of expression.

2.6 Genre

To improve students' writing skill in foreign language, it needs a special treatment to purpose for students. Haerazi et al (2018) suggest students should be piloted to practice writing various types of genres. It will help students to develop their awareness with the structure of the texts they write.

Sartika & Rachmanita (2017) recommend the use of self-regulated strategy to help students to improve writing achievement in terms of content, grammar, vocabulary, and mechanic. EFL writing language learners can develop their writing skill by practicing best teaching steps.

2.7 Descriptive Text

A descriptive text is a type of text which depicts the illustration of a certain object that the writer wants to convey to the readers (Laila, 2014). Most descriptive texts describe the image of someone, certain animal, thing, and place. The social function of this text is to inform the readers about the illustration of the object in specific ways. In addition, before writing a descriptive text, we have to know what the parts that construct the text are. Actually, there are two parts of generic structure in descriptive text. They are identification and description. Identification contains an introduction to the object that the writer wants to describe. It includes who, what, when, and where question. While,

description contains the specific features of the object such as parts, qualities, characteristics, color, size, smell, taste, etc.

2.8 Picture Story to Teach Writing Descriptive Text

The use of Picture Story media can help and motivate the students toward their writing skill. There are some reasons that picture story can help the students learning process. First, pictures are visual media, which are easy and do not much money to get. Second, pictures are attracting, it will be able to evoke the students' imagination (Sa'diyah, 2010:5).

The purpose of pictures in teaching descriptive is helping to catch express their ideas easily. Take an example when the students are asking to write about an artist or public figure, or they are asked to write an interesting place like Prambanan, Borobudur, etc. They will get confused if some of them have never been there before. They cannot describe what it is like. Without any pictures, they will get difficulty in writing sentences or paragraph because the students may need very long time express their idea that is appropriate to the topic. That is why pictures help students in getting the ideas easily only by looking at the pictures.

3. Research Methodology

There are two kinds of instruments were used to collect the data of the study. Those are writing test and questionnaire. Writing test was given to measure the students' writing ability in writing descriptive text using the basic aspects of writing content, covered organization, vocabulary choices, word grammar usage and mechanics. It consisted of pre-test and post-test. Pre-test has purpose to know about the students' ability in writing descriptive text before the researcher gave a treatment to the students. While post-test were done after researcher gave a treatment for both of classes. It has purpose to find out the final score test between the students who used picture story and those who were not.

The population of this research took from the tenth of MA Al-Ahrom in academic year 2020/2021. The total of population is 118. In this research, sample used by the researcher was two class. There was class X MIA 1 as control class and X MIA 2 as experimental class and the total of sample is 65. In this research the sample who chose class X MIA 1 and X MIA 2. From some of the sample group, the researcher can determine all random which will be the class that experimental group and the control group.

4. Findings

1.1 Test

Experimental Class

The mean of pre-test of experiment group was 68.26 the categorized into “inadequate”. Therefore it can be concluded that the students’ skill in writing descriptive text before using picture story is inadequate. The mean of post-test of experiment group was 81.74 and the categorized into “good”. Therefore it can be concluded that the students’ skill in writing descriptive text after taught using picture story is good.

Control Class

The mean of pre-test of control group was 62.44 and the categorized into “inadequate”. The pre-test of control class the categories is inadequate. The mean of post-test of control group was 67.44 and categorized into “inadequate”. The pre-test of control class the categories is inadequate.

The difference between pre-test and post-test each group. The mean of the experimental class was 68.26 while the post-test mean score was 81.74. The pre-test mean score of control class was 62.44 and the post-test was 67.44. The difference between pre-test and post-test of experimental group mean score was 13.48 and the control group was 5. And then the difference of experimental group was 264.5 and control group was 41.41.

In finding out the t-test score, the researcher used t-table to compare t-test. If the result of the table is lower than t-test, the hypothesis is rejected. If the result of t-table is higher than t-test, the hypothesis is accepted. From the calculated above, the score of t-test is 8.2. The result of t-test value (8.2) was greater than t-table (alpha two-tailed = 0.05: 63 = 2000). Based of the result of calculation above, it can be seen that the significant difference between experiment class and control class. The positive hypothesis (H_a) is accepted. It means that the students who are taught by using picture story were better than the students who are taught without using picture story.

1.2 Questionnaire

In item 1, when being asked about their level of student interest in English, it was 67.7% students agree for the statement of questionnaire item 1 that they are interested in learning English.

For the questionnaire item 2, it was 61.5% students choose agree statement of the questionnaire item 2 that they agree that they liked descriptive text material in English.

For item number 3, 67.7% of students disagree for statement questionnaire item 3, namely they disagree that they find it difficult when working on questions about descriptive text. It means that there are more student like the aspect of writing than those who dislike it. It was 64.6% of students agree for statements of the questionnaire item 4, which they agree that they liked aspect of writing than 3.1% students choose disagreed. It means that there are more student like the aspect of writing than those who dislike it.

Based on the questionnaire item 5 which statement writing is a skill that is considered difficult, 63.1% students choose disagree. It means that most of students consider that writing is an easy skill. The next was 58.5% students choose agree for statement of questionnaire item 6 which they agree that they liked if descriptive text taught in writing skill than 3.1% disagree. It means that there are more student like than dislike. For the questionnaire item 7 about the use of picture story can improve in writing descriptive text, 53.8% students choose agree and no one choose disagree. It means that picture story very helpful the students in writing descriptive text. For the questionnaire item 8, it was 63.1% students choose agree statement of the questionnaire item 8 that the students are interested with the picture that gave by the researcher. It was 67.7% of students agree for statement of questionnaire item 9, which they are agree that they are mastered the video that given by the researcher when the researcher gave treatment to the students. It means that the most of student have understood the learning that given by the researcher. The last, 61.5% students choose disagree for the statement questionnaire item 10 that the students disagree that they find difficulties to write descriptive text. The overall result of questionnaire above were agree item 1 (67.7%), item 2 (61.5%), item 4 (64.4%), item 6 (58.5%), item 7 (53.8%), item 8 (63.1%), item 9 (67.7%) and disagree item 3 (67.7%), item 5 (63.1%) and item 10 (61.5%). It can be seen that the perception of “agree” was higher than “disagree”. According to the answer of student’s perception on questionnaire about “the use of picture story to improve students’ writing skill in descriptive text at tenth grade students of MA Al-Ahrom Demak was dominantly agree. It can be said the perception of the students about the use of picture story to improve students writing skill in descriptive text are “good”.

5 Discussion

In this research, the researcher discussed the implication of the used of picture story as media to improve students' writing skill in descriptive text. The researcher did the research in MA Al-Ahrom Demak. The researcher took two classes as experimental class and control class. Firstly, the researcher took experimental class. The researcher explained the material of descriptive text using picture story. In this class, the students were interested in the material because the used of picture story makes it is easy to understand the material about descriptive text. It was seen that the pre-test score was 68.26 and post test score was 81.74. The percentage increase in the scores of the pre-test & post-test in experimental class was 19.74 %. This shows that there was an improvement of the students' ability in descriptive text.

After treatment in experiment class, the researcher explained the material of descriptive text without picture story in control class. The student were taught without using picture story made them difficulties to learning material. The score pre-test in control class was 62.44 and the post-test was 67.44. The percentage increase in the scores of the pre-test & posttest in control class was 8 %.

In data analysis, the students in experiment class had better in getting idea, so that the students could write the descriptive text easier than students in control class. After that, it was found that there was any significant difference of the students writing skill in descriptive text taught using picture story and taught without using picture story. It can be seen by the score of experimental class 81.74 that was higher than the score of control class 67.44. It means t-test is accepted.

Based on the previous discussion, the use of method without using picture story cannot help to improve students' writing skill in descriptive text. It showed that the method made the students difficulties to learning the material.

This research supports some previous researcher as conducted Ansley (2007) that pictures are an effective means to arouse students' interest as well as to attract and increase students' attention. Therefore, picture story are interesting and make easy for students to write of descriptive text. From that opinion, it means that the study used of picture story in writing descriptive text is effective to teaching learning process. It can be seen of score post-test it is 81.74.

6. Conclusion

The researcher concludes the following conclusions are:

1. The students' writing skill in descriptive text of the tenth grade students taught without picture story shows inadequate level. It is showed from the post-test

score which is 67.44. This is concluded that the method hasn't help enough the students improving the students' writing skill.

2. The students writing skill in descriptive text of tenth grade students taught with picture story shows good level. It is showed from the post-test score which is 81.74. It is showed that picture story can help students improving the students' writing skill in descriptive text.
3. There significant difference on students' writing ability in writing descriptive text after was taught using picture story. It is proven from the result of t-test. The result of t-test (8.2) was greater than t-table (alpha two-tailed = 0.05: 63 = 2000). It means that (H_a) is accepted.
4. The result of the questionnaire answered by the students from the tenth grade students of X MIA 1 & X MIA 2 MA Al-Ahrom Demak shows good level. It can be showed from the dominant scale that had been choose that was the scale of "agree". The perception of the students tended to prefer to use picture story in learning writing descriptive text.

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