

STUDENTS' PERCEPTION ON THE USE OF PICTURES IN LEARNING WRITING DESCRIPTIVE TEXT; A CASE OF NINE GRADE STUDENTS' OF SMPN 4 SEMARANG IN ACADEMIC YEAR 2020/2021

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Abstract:

The objectives of this study are to know the students' perception on the use of pictures in teaching writing descriptive text. This study was a survey using a qualitative design. Purposive sampling is used for collecting the data. The population of this study was all of the students of the ninth grade of SMP N 4 Semarang in academic year 2020/2021. The total of population is 256 students. The sample of this study are IX B and IX C class, it involved 65 students. Data were collected using a questionnaire. The writer used likert scale in the questionnaire. The result from this study revealed almost all of the students or 73,8% agree if the teacher taught them by using the picture is more interesting and makes them feel easier. The use of pictures can help their difficulty in writing descriptive text. Thus, it is suggested that the English teachers should use this media in teaching writing a descriptive paragraphs.

Keywords: Writing, Descriptive Text, Pictures Media

1. INTRODUCTION

As we know, English has four basic skills, namely, reading, listening, speaking, and writing (Puspitaloka, 2016:150). Therefore, writing is one the skill that should be mastered by people. According to Carter, et al, (2002:269. Cited on Yanuarti, 2017), argues that writing is important for career and personal life because others will judge our thinking ability according to what we write and how we write it. However, writing is the most difficult skill to be learned, because it needs hard thinking in producing words, sentences, and paragraphs at the same time.

There are some kinds of written text, such as descriptive, narrative, procedure, recount, explanation, discussion, exposition, report, news item, review, and anecdote. Descriptive text is a text which has a function to describe people, thing, place, animal, and so on especially involves five senses. So, the reader can imagine the text that was read, and that will be gotten information from the text (Puspitaloka, 2016:150).

Based on the writer's experience while teaching practice at SMP N 4 Semarang, the writer found most of the students felt difficult when they were asked to write something. One of the examples when they are asked to write paragraphs in descriptive text. Students felt difficult to describe something. They felt difficult to express their ideas in the written text. They are low in vocabulary and grammatical structure.

In fact, when the writer did observation in nine classes, she found that the teacher in the teaching and learning process used the old method (metode ceramah) without using any media to make it easier for understanding the material. Sometimes, students ignored the teacher because they felt bored.

To solve the problem, the writers should find out an interesting strategy. Many strategies can be used to help the students in writing ideas easily and correctly. One of the strategies is using pictures as media to help students in expressing their idea to produce descriptive text.

Nowadays, many researchers had conducted the research focused on using picture media in the learning process of writing. The first article was conducted by Suryasari, et. Al (2013). They found that the picture series media significantly was effective toward students' descriptive writing skills. Based on the questionnaire, it can be explained that most of the students had positive responses in learning writing of descriptive text using picture series. The second article was conducted by Sa'diyah (2011). The findings from this study indicated the majority of students had a positive attitude toward the use of picture series to learn descriptive text writing and the students participated actively in the learning process. The last article was written

by Apsari (2017). The findings from this study revealed that teaching writing by using picture series can improve students' ability in writing recount text. There are some benefits, which are the development of students' writing ability and the increasing of students' participation in the class. From those previous studies, none conducted about students' perception in their study, it turns out that researchers only measure the increase students' ability in learning writing using a picture and social media.

In this recent study, the writer only focuses on investigating students' perception on the use of pictures media in teaching descriptive text. In addition, this study aims for knowing students' perception on the use of pictures in teaching writing descriptive text based on students' difficulty, interest, and the effect.

2. LITERATURE REVIEW

1.1 Writing

General Concept of Writing

Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. Then, after you have finished writing, you read over what you have written and made changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps (Oshima, 2007:15). According to Wuwuh (2012), writing is an active written language skill, writing also a creative and expressive process. Writing well is a major cognitive challenge because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of dominant- specific knowledge about the topic from long-term memory (Kellog, 2001).

Based on the above definition, it can be concluded that writing is an active, progressive, and creative process. Through writing, students may express their ideas freely then compose it into a good text.

Problem in Writing

According to Yanuarti (2017:51), writing is the most difficult skill to be taught in English subjects. This happened for many reasons, for example, lacking creativity, motivation, and less practicing in learning. One of the most obvious problems is the students' low writing skills. Stimulation is extremely needed to expand their imagination in producing a text, especially descriptive text. In addition, Puspitaloka (2016:150) claimed that students often faced

difficulties when writing. It causes they did not have any ideas on what they have to be written although they have been given a topic from the teacher.

Based on the description above, the reason why writing as a difficult skill is students have a lack of vocabulary to improve their ideas, and they need media to support or to make easier the students in writing.

Process of Writing

To make good writing needs some processes. According to Oshima (2006:269) writing is a process of creating, organizing, writing, and polishing. The processes of writing that must be done to make good writing are as follows:

a. Creating (Prewriting)

The first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting because you do the step before you start writing. After you have chosen a topic, the next prewriting step is to collect information and develop ideas. You can write your own mind and life experience. Generate your ideas by brainstorming

b. Planning (Outlining)

The second step in the writing process is the planning stage. You organize the ideas into an outline. As a first step toward outlining, divide the ideas into the communication problems list further into sub-lists, and cross out any items that do not belong or that are not usable. Finally, write a topic sentence. The topic is clearly communication problems.

c. Writing

Step 3 in the writing process is writing the rough draft. Follow your outline as closely as possible, and don't worry about grammar, punctuation, or spelling. A rough draft is not supposed to be perfect.

Above all, remember that writing is a continuous process of discovery. As you are writing, you will think of new ideas that may not be in your brainstorming list or outline. You can add or delete ideas at any time in the writing process. Just be sure that any new ideas are relevant.

d. Polishing

The fourth and final step in the writing process is polishing what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two stages. First, attack the big issues of content and organization (revising). Then work on the smaller issues

of grammar and punctuation (editing). After you write a rough draft, the next step is to revise it. When you revise, you change what you have written to improve it. You check it to content and organization, including unity, coherence, and logic. You can change, rearrange, add, or delete, all for the goal of communicating your thoughts in a clearer, more effective, and more interesting way. During the first revision, don't try to correct grammar, sentence structure, spelling, or punctuation. The second step in polishing your writing is proofreading your paper for possible errors in grammar, sentence structure, spelling, and punctuation.

e. Clustering

It is another prewriting technique you can use to get your ideas, Oshima and Alice (2007:72-73). The steps to practice the clustering, first you choose one topic of a suggestion and write it in a large circle. Second, and then you write each new idea that comes into your mind in a smaller circle around the large circle. Third, write new ideas in even a smaller circle. The last, you choose the largest group of circles, it probably the most productive topic for your paragraph.

Based on the description above, it can be concluded that to make a good writing needs some process.

2.2 Descriptive Text

Definition of Descriptive Text

As stated by Emilia (2011), Descriptive text is a kind of text that has a purpose to give information about something or someone was cited on (Nurlaila, 2013). In Descriptive text, writers describe a person, object, appearances, landscape, or phenomenon naturally, so they can make the reader imagine and feel it (Alwasilah and Alwasilah: 2007. Cited on Nurlaila, 2013). Another definition of Descriptive text is based on Gerot and Wignell (Ni'mah,

2012:17. Cited on Puspitaloka, 2016) stated that Descriptive is a kind of text which is aimed to describe a particular person, place, or thing.

Based on the explanation above, Descriptive text is a kind of text to describe a person, thing, or place in particular.

Generic Structure

The descriptive text consists of two elements namely, identification that gives the topic that can be described and description that clarifies the topic, it can be appearances, quality, or phenonem (Gerot&Wignell, 2004

Alwasilah&Alasilah, 2007; Emilia, 2011. Cited on Nurlaila, 2013). Besides, Djuharie (2009:153, quoted by Puspitaloka, 2016) classifies the generic structure of Descriptive text into two parts, first is identification: introduction about the subject or something that wants to describe, and the last is the description: giving information about characteristics of subjects.

Based on the explanation above, the generic structure of a descriptive text is identification and description.

Language Features of Descriptive Text

In the literature, it is mentioned that there are five significant lexical grammatical features of Descriptive text. They are the focus on the specific participants, the use of simple present tense, and the adjective that describes, numbering, or classifying something (Gerot&Wignell, 2004; Emilia, 2011. Cited on Nurlaila, 2013). Sometimes the texts use adverbs to tell how the action should be done (Anderson& Anderson, 1997. Quoted by Nurlaila,2013). According to Djuharie (2009:153-154. Cited on Puspitaloka, 2016), stated that text the following describes the characteristics of the language of the descriptive text are: (1) Specific Noun, e.g. Father, school, my cat, etc. (2) Simple Present Tense, e.g. I live in Kuta Baru; my house is a simple house. (3) Detailed Noun phrase to give information about the subject, e.g. Brownie is a cute pet; she has a beautiful skin. (4) Some Adjective (describing, numbering, classifying) e.g. three tall buildings, sharp white fangs. (5) Relating verbs to give information about the subject, e.g. he has pointed nose. (6) Figurative language, like simile, metaphor, etc. E.g. her skin is white as cloud.

Based on the explanation above, it can be concluded that the language features of descriptive text are: focus on generic participants, use of simple present, use of adverb, and no temporal sequence.

2.3 Media

General Concept of Media

Media is a tool to help students and teachers in the learning process. In teaching-learning process, an intensive between teacher and students is needed. Teacher needs media to transfer their knowledge. Media does not mean to change the function of teachers, but these media just help the teacher to teach in learning process and help the students to understand in learning process easier. Furnhan et al., (2005) explain that by using media, a student feels more interactive and tend to be more academically successful, was cited on (Mustafa, 2019).

Mehra (1992, cited on Mustafa, 2019), classified media for learning into several parts, namely, printed media (newspaper, magazine, essays, journals, newsletters, handouts, posters), graphic media (overhead transparency diagrams, model charts, dioramas, maps, globes, photography namely photos, slides, filmstrips, motion pictures, multi-images), audio media (audiotapes, audio cassettes, records, radio, telecommunications), television or videos (television broadcast, cable television, video cassette, video tapes, video discs, teletext, video text), computers (mini computers, microcomputers), and simulation and games (boards, written, human, interaction, machines). Emodara et al., (2014, cited on Mustafa, 2019), grouped media into software and hardware, such as television sets, tape recorders, and all materials used by the machines.

Picture as Media

Rohani (1997:76, cited on Surayasari, 2013), states the students can pay attention to an object or other matters that they have not seen before through pictures, and pictures give the students a large experience and understanding. Pictures not only bring images of reality but also can function as a fun element in the class, (Brown 2001, quoted by Puspitaloka, 2016). While Wright (1989:17. Cited on Yanuarti, 2017), states that the benefits of using pictures in writing are as follows:

- a. Pictures can motivate the students and make him or her want to pay attention and want to take part
- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom
- c. The pictures can be described as objectively or interpreted or responded to subjectively
- d. Pictures can cue responses to question or cue substitution through controlled practice.

From the statements above, it can be concluded that the benefit of using pictures as media is pictures can motivate, contribute, and help students in teaching and learning process in the classroom.

3. RESEARCH METHODOLOGY

1.1 Participants/ Subject/ Population and Sample

This study would be used in descriptive qualitative research. The process was done within descriptive research which involved description and analysis without any manipulating the teaching-learning activities. According to Kathory (2004:31) describes research design is the conceptual structure within with research conducted; it constitutes the blueprint for the collecting, measurement, and analysis of data. As such the design includes an outline of what the writer will do from writing the hypothesis and its operational implications to the final analysis of data.

In this study, the writer used descriptive qualitative research to get information about the implementation of a picture to teach writing descriptive text. As stated by Him (2004:3), Kathory said that qualitative research is concerned with a qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. Qualitative research is especially important in the behavioral sciences, where the aim is to discover the underlying motives of human behavior. Qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem.

The subject of the study is that the students of nine grade of junior high school. The population is referred to an entire set of actual or potential observational units (Seltman, 2015:34). The population of this study was all of the students of nine grade of SMP N 4 Semarang in academic year 2020/2021. The total of the population is 256 students. The sample is chosen from the population. The writer chose IX B and IX C class of students who have been taught descriptive text material as a sample.

3.2 Instrument

The data was obtained by sharing questionnaire to students via Google form. The questionnaire itself was quite popular particularly in the case of big inquiries. It consisted of several questions printed or typed in a definite order in a set of forms (Kathory, 2004:100). The questionnaire was distributed to the respondents, then they put down the responses. For knowing the students' level perception with a set of questions, the writer used likert scale. The likert scale was adopted from Bertram (2007:1); he said there are 5 points to measure participants' agreement those are strongly agree, agree, neither,

disagree, and strongly disagree. In this case, the writer used 3 points only based on the writers' need. The writer used the responses in three scales, namely yes, sometimes, and no. Each level is usually marked by a numeric or coded value. The table can be seen as follows:

Table 1.1. Questionnaire

Statement	Yes (1)	Sometimes (2)	No (3)
1.			
2.			

The questionnaire was in the checklist form. The students were asked to give a checklist in the columns available and they can access the questionnaire from the following link <https://forms.gle/QTvXJmLaTZNJcFaS7>

3.2 Data Analysis Procedures

The data in this research were collected from the questionnaire. The research was implemented the method of collecting data in the following stages:

1. The writer asked permission to the headmaster of SMP N 4 Semarang to conduct the research.
2. The writer met the English teacher, explained about the sharing questionnaire, and asked permission to conduct the research.
3. The writer has shared the questionnaire to the students via Google form.

The writer used the descriptive method in analyzing the data in this research. The main purpose of this research is to find out the students' perception using pictures to improve writing skills in descriptive text. The writer took a closed questionnaire to get additional information about the applied of media picture. According to Cohen (2007:461) stated qualitative data analysis involves organizing, accounting, and explaining the data; in short, making sense of data in terms of participant's definition of the situation, nothing pattern, themes, categories, and regularities. The result of the questionnaires sheet was analyzed and then concluded the final result. Further, the writer explained the conclusion for the final result. After calculating the number of students who had the same responses, the writer found the percentage of the scale.

After finding out the percentage of the scale, the writer summarized what students felt about the situation of the learning process in using pictures in descriptive text and make consideration for improving the learning process.

4. FINDINGS

4.1 Sub Findings

In this part, the writer will present the findings of data students' perception on the use of pictures media in teaching writing descriptive text by the ninth grade students' of SMPN 4 SEMARANG. The writer made a questionnaire to find out the students' perception on the use of pictures in teaching descriptive text. In this study, the writer gave a set of questionnaires containing 10 questions about the perception on the use of pictures in teaching descriptive text. The questionnaires were distributed to 65 students. It was distributed to students via Google form. From 10 questions about students' perception, the writer focused on students' difficulty, students' interest, and the effect of using picture media in teaching writing descriptive text. The result of the questionnaire the writer can get conclusions as follows:

1. Students' difficulty in writing descriptive text

There were so many difficulties that students felt when they were asked to write. One of the problems encountered by students is they find any difficult to imagine or describe something that they will describe.

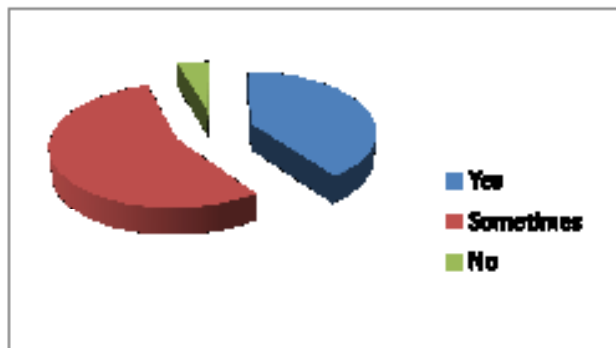


Figure 1: Students' difficulty when the teacher asked the students to write descriptive text

Based on the chart, the writer found that the result shows several students' difficulty when they were asked to write text descriptive. From 65 students who filled out the questionnaire, there were 62 students (40% Yes and 55, 4% Sometimes) find difficulty when they were asked to write descriptive text, and 3 students (6, 2%) did not find difficulty. With the percentage above, the writer can summarize that the most of

dominant answer is Yes and Sometimes. It means most of students find many difficulties when the teacher asked to write descriptive text.

2. Students' interest in learning of writing descriptive text using pictures media

Media is a tool to help students and teacher in learning process. By using media, sometimes it can make students more interesting and understand the material. One of media commonly used for learning is pictures media.

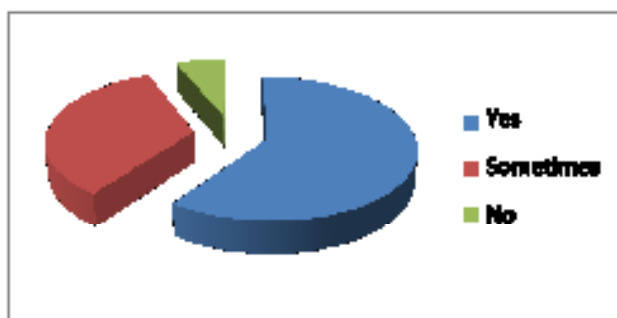


Figure 2: Students' interest in learning of writing descriptive text using pictures media

Based on the chart, the writer found that the result shows several statements of students' interest in learning of writing descriptive text using picture media. From 65 students who filled out the questionnaire, there were 39 students (60% Yes) 22 students (33,8% Sometimes) felt interested in learning of writing descriptive text using picture media. Only 4 students (6,2%) felt uninteresting in learning descriptive text using picture media. With the percentage above, the writer can summarize that the most of dominant answer is Yes, which means most of students feel interested in learning of writing descriptive text using pictures media.

3. Effects of using pictures media in learning of writing descriptive text

One of the various potential media to teach a descriptive text is pictures media. Picture media that has been chosen for teaching and learning of writing descriptive text will play an important role if they are able to deliver information or illustration that support teaching and

learning activities. Most of students felt enthusiasts in learning process by using pictures. Learning of writing descriptive text using picture media is extremely useful for the teacher in conveying a message to the students. By using pictures media can help students' difficulty in writing and they feel easier in learning of writing descriptive text.

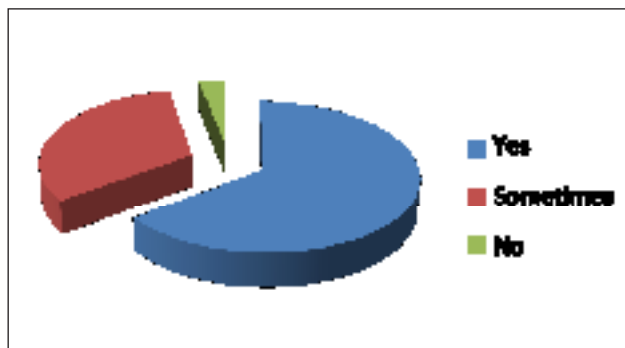


Figure 3: The first positive effect of picture media in helping the students' Difficulty in writing descriptive text

Based on the chart, the writer found that the result shows several statements of the effect of using picture media can help students' difficulties in writing descriptive text. From 65 students who filled out the questionnaire, there were 64,6% (42 students) answer Yes, 32,3% (21 students) answer sometimes that with using picture media has effects to help their difficulties in writing descriptive text. Only 2 students (3, 1%) answer using pictures media did not help their difficulties in writing descriptive text.

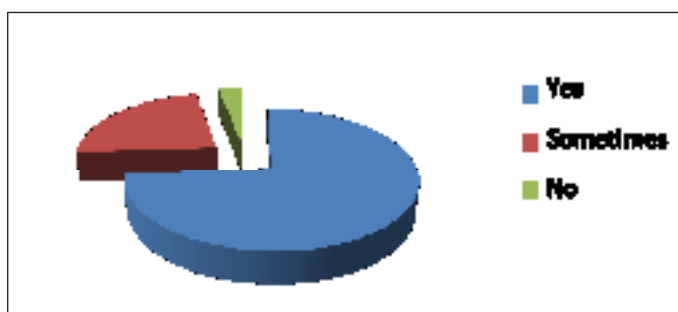


Figure 4: The second positive effect of picture media in making students easier in writing descriptive text

Based on the chart, the writer found that the result shows several statements of the effect of using pictures media can make the students easier in learning of writing descriptive text. From 65 students who filled out the questionnaire, there were 73,8% (48 students) answer Yes, 23,1% (15 students) answer sometimes that with using picture media have the effect to make students easier in learning of writing descriptive text. Only two students (3, 1%) answer with using picture media did not make it easier in learning of writing descriptive text.

Based on two charts above, the writer can summarize that the most of dominant answer is yes, it means that using picture media effects to help students difficulty in writing descriptive text and can make the students easier when using picture media in the learning process. It can be concluded that most of the students feel that there was positive effects when they were using those media in learning process.

5. Discussion

From the research findings, the writer collected the data from questionnaire. In this part, the writer will present the interpretation and discussion after getting the result of the study. The writer will analysis about students' perception on the use of picture in learning writing descriptive text. The students find difficulty when the teacher asked to write descriptive text because they had no idea or stimulation about what they were going to write. Picture media can help students' difficulty in teaching and learning process especially in writing descriptive text. Using pictures can help students for improving their understanding by looking the pictures. Pictures also can provide students' imagination about something that teacher asked to describe. Most of the students agree that using pictures media in teaching and learning process was more interesting and make their feel easier; it is clearly stated by Harmer (2001:134, cited on Puspitaloka, 2016) that by using pictures the students will get their understanding about people or object, and it can be a media to appeal students' interest for communication activities in the classroom. Most of the students have a good perception on the use picture media in teaching writing descriptive text.

After discussing the finding of the present study, it can be inferred that this study had one similar point to the previous study conducted by Suryasani (2013) she found that the picture series media significantly was effective toward students' descriptive writing skill. This study also confirmed the previous study was done by Susanto. D.A (2018); Sa'diyah (2011), in this study indicated that the majority of

students' had a positive attitude and students participated actively toward the use of picture series in learning process. Additionally, the positive findings from study asserted the previous study conducted by Apsari (2017), the findings from this study revealed that teaching writing by using picture series can improve ability in writing recount text. From those previous studies the researchers only focused the research from the outside of the students for example with using pictures media can increasing students' score, development of students' participation in the class, and students participated actively in learning process. From the three previous studies, none conducted the research from the inside of the students or about perception from the students; it turns out that the writer focused on students' perception.

6. CONCLUSION

This study inferred that there were so many difficulties that students felt and faced when they were asked to write descriptive text. The total number of students were 62, it means that most of students find any difficulties when started to write or describe something. From the finding that had been discussed, the result show 60% students felt interested in learning of writing descriptive text by using pictures media. There were 64,6% students assumed that pictures media have positive effect in helping the students' difficulties in writing descriptive text. Then, 73,8% students also assumed that with using media have the effect to make students' easier in learning writing descriptive text. For the conclusion, most of the students have a good perception on the use of picture media in learning writing descriptive text.

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