



Using Picture as a Media to Improve Students' Skill in Writing Descriptive Text

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ARTICLE INFO

Article History:

Received: Dec 19, 2021

Revised: January 11, 2022

Accepted: March 21, 2022

Keywords:

Public figure picture,
writing skill, descriptive
text

ABSTRACT

The objective of this research was to know whether using picture as a media can improve students' skill in writing descriptive text. The researcher used experimental research design. The sample of this research was chosen using random sampling, class VIII D as an experimental class and VIII B as a control class. The instrument of this research was pretest and post-test writing text especially descriptive text. This research has conducted at the second year of SMPN 2 Enrekang on May to June 2019. The data of this result showed that there was a significant improve between experimental class and control class. In experimental class the writing skill of students was improved which was in the experimental class there was treatment has given, using picture as media. While in control class there was no significant improve of students' skill in writing descriptive text, which was in control class also there was treatment has given, the treatment was conventional method. The improvement can be proven by the Post-test Mean score between Experimental and control class $77.15 > 67.74$. Thus, it can be concluded that the use of picture can improve students' skill in writing descriptive text.

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INTRODUCTION

One of the most important skills in the context of learning a second or foreign language is writing. This is one of the skills that must be mastered by foreign language learners. The ability to

write is a key factor in living a healthy, happy and productive life. Writing is one of the language skills and it is important to be taught. There are some reasons that writing is absolutely important. Ruswinarsih (2015: 15) stated first, writing is one of the communication

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ways to communicate with other people in the world. Second, writing skill is required in almost in part of jobs. The last, writing can be assumed, as one of the characteristics of an educated people.

Writing becomes the most difficult aspect to be learned, it is because writing requires a greater degree of accuracy and more attention in detail in some language aspects. The aspects include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These aspects are important to master in order to be able to produce a good writing. Brown (2001) states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise a text for clearer meaning and how to edit a text for appropriate grammar and how to produce a final product.

There are many genres of writing text. One of them is descriptive text. Writing this text needs knowledge and skill. The students need to understand the generic structure, linguistic features, and social function of descriptive text to write it. Descriptive text is one of the functional texts which is difficult enough to be learned by the students. According to Melia Sirica (2016: 3), 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.

Jismulatif et.al (2016: 3), in writing the descriptive text, students often find some difficulties. Usually learners find it hard to organize their thoughts. Many particularly junior high schools' students feel difficult and are not interested in writing descriptive text because they don't understand how to write properly. Many of the learners feel the same, especially in junior high school.

Before conducting this research, the researcher did observation at school to find out the students' problems in studying English especially writing. The teacher at SMPN 2 Enrekang said that the students always feel bored when studying English and they were not enthusiastic to write because the students were not understanding how to translate the term and how to write their concept into healthy phrases. The researcher met some students, they said that they were not enthusiastic and feel bored to study English especially writing. Because they do not know how to start writing text and also they said that teacher just give the students task to write text especially to describe something or people they never seen or they never know before, in otherhand there was no media can make the students interest to writing English, especially descriptive text, the students just imagine the object.

Akhmad Mukhotim Nasir (2015), there some problem of students when they are learned about writing one of them is students get difficulty in exploring their ideas into word. The students cannot express their ideas well and also, they cannot arrange the word. Beside that the students not feel interest. The researcher assumes that the reason why students do not feel

interest in learning English especially writing because sometime when learning process the students do other activities, they do not pay full attention, and sometime their talking with their friend, in addition sometime there is no media that use by the teacher or the media is too old for students, because the old media is not interest for millennial students.

In order to overcome those problems, the teacher needs to find out and use appropriate media to help the students in teaching writing especially descriptive text. Jismulatif (2016: 3) stated that media are the means for transmitting or delivering messages. In this case, the use of media in teaching-learning process is needed to attract student's attention and to make teaching-learning activities more interesting and effective.

In this research, the researcher will use picture as a media to improve student skill in writing descriptive text. Using pictures important in writing descriptive text because it is one of the most appropriate methods that can boost the student's motivation in writing. Sa'diyah in Novita (2014), the picture can increase student's interest and make writing activity more interesting. The picture also enhances the student's participation and interaction during the learning activities and also picture is one of the best media for millennial students. Pictures also can be one of the interesting things in learning process to improve students' motivation. A picture is an instructional media. According to Murni putriani (2016), pictures can be valuable resources in teaching writing in ESL class.

Based on the explanation above, to improve student's skill and to lose the bored feel in mastery writing skill

especially in writing descriptive text, the researcher decided to conduct a research entitled 'using picture as a media to improve students' skill in writing descriptive text'. Picture will be used by the researcher in applying this research to what extent that the picture especially picture as a media to improve students' skill in writing descriptive text.

Method of the Research

The research design of this research was Experimental Design. Gay L.r (2000) in Rokhayati (2017) stated that experimental research procedures are ideally suited for educational practice. It is also called intervention studies or group comparison studies. Experimental designs are procedure in quantitative research in which the investigator determines whether an activity or materials make a different result for participants. It can be done by giving a set of activities to one group different from another group.

In this experimental research design the researcher used quasi experiment research. One group as experimental class and other group as a control class. Class VIII D as experimental class and VIII B as a control class. The experimental class has given treatment, using picture as media. While In control class the treatment was conventional method, used when English rings a bell textbook.

Finding and Discussions

Based on the findings it can be known that the mean score of experimental class was higher than control class **77, 15 > 67, 74**. It is because when the process of learning the students were very excited, focus and very interested about the public figure picture, even some students

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screamed when the researcher show the public figure picture. Sharon K. Zanger (1977) stated that there are several advantages to use picture as a media in teaching one of them is Can stimulate and motivate students to become more observant and express themselves, in addition Suryani (2015) stated that, the use of picture in teaching learning process as a media can make the students more interested to study descriptive text in English. The student's being more understood and remembers about what the meaning of descriptive text. In fact when the picture was showed to students in the experimental class, some students want to tell directly (speaking) but it was forbidden because this is writing test.

Meanwhile students in control class were really bored, because there was no media that attracted their attention; in other hand the process of learning descriptive text only used conventional. Sometimes when the process of learning some students in the control class played by them self, walk out from the class. And the class was really noise. It makes other students didn't focus about the material or the subject.

Based on the explanation above the differences Mean score between experimental class and control class on five assessments in writing can be showed as follow:

1. The differences Mean score between experimental and control class in content

Table 1 the differences mean score in content

Test	Experimental Class	Control Class
Pre-test	22,80	21,60
Post- test	24,55	22.00

The table 1 showed that the Mean score of experimental class was higher than control class especially in post-test **24,55 > 22.00**. It is because the students could develop their idea with involving details to support the text. The students in the control class their content was limited knowledge. The extract can be seen as follow:

Point 1: Post-test extract of experimental class

Cristiano Ronaldo is a football player from Portugal. He has brown skin, tall and very handsome. He is a player who plays as a winger or centre forward. He currently plays in the Spanish league with Real Madrid and Ronaldo was born on February 5th 1985, in Madeira, Portugal. His father is Jose Dinis Aveiro and his mother is Maria Dolores dos Santos Aveiro.

Point 2: Post-test extract in control class

C. Messi are player football Barcelona and Argentina. He have skill like I always make gol. He can't cross protect enemy. The winner el clasiko Barcelona VS Real Madrid. He to handsome like I.

2. The differences mean score between experimental and control class in organization.

Table 2 the differences mean score in organization

Test	Experimental Class	Control Class
Pre-test	14,80	14,55
Post- test	16,80	14.75

Table 2 showed that the mean score in post-test of experimental class was higher than control class in organization component. **16,80 > 14,75**. In the experimental class the students have fluent expression and their ideas clearly

stated. Meanwhile in control class the students' ideas confused or disconnected and some of them mostly loosely organized but minimum idea stand out. The extract can be seen as follow:

Point 1: Post-test extract of experimental class:

Par'k sejoon. he was born December 16 1988. he is from south korea and she actor. he have with skin, black hair and handsome and tall. he have many fans because he is good man. he play drama is what wrong with secretary kim.

Point 2: Post-test extract in control class:

Lisa are member from staff blackpink and she white skin lisa relation in dance blackpink. Lisa are rapper and to play dance in blackpink she father live from swis and she mother from Thailand.

3. The differences Mean score between Experimental and control class in vocabulary

Table 3 the differences meanscore in Vocabulary

Test	Experimental Class	Control Class
Pre-test	14,55	14,00
Post- test	16,35	14,45

Table 3 showed that the Mean score in vocabulary between experimental and control class. Post-test Mean score of Experimental class was higher than control class **16, 35 > 14, 45**. In this case students in the experimental class and control class, they vocabulary mastery was good, effective, occasional errors of word. The extract can be seen as follow:

Point 1: Post-test extract of experimental class:

goll: Goal
Female

Point 2: Post-test extract in control class:

Number: number
Staff: Member
like I: Like me

4. The differences Mean score between Experimental and control class in grammar

Table 4 the differences mean score in Grammar

Test	Experimental Class	Control Class
Pre-test	13,50	11,45
Post- test	15,90	13,90

Table 4 showed the differences mean score in grammar between experimental and control class. The grammar assessment in experimental class was higher than control class in post-test **15, 90 > 13, 90**. In this case students in the experimental class their grammar was good and control class their grammar still low. The extract can be seen as follow:

Point 1: Post-test extract of experimental class:

BTS is born 30 desember 1995. he is member BTS, korea south. he names is kimtaehyung. he is rapper and actordrama from korea. handsome. tall and good smile and I like he. Very good singing he always chance hair style color. is born : was born

Point 2. Post-test extract in control class:

Justin bieber I love you theare. girls I'm happy you like it. hello good morning to Justin bieber get up. and some exercise outside the are: they are.

The differences Mean score between Experimental and control class in Mechanic

Table 5 the differences mean score in Mechanic

Test	Experiment alClass	Control Class
Pre-test	2,65	2,60
Post- test	3,55	2,70

Table 5 showed that the differences mean score in mechanic both of class, Experimental and control class. The Mean score of experimental class was higher than control class **3.55 > 2.70** especially in post-test. Some students' their mechanic still errors 6the extract can be seen as fellow:

Point 1: Post-test extract of experimental class:

spanis league with.real Madrid and Ronaldo was born on February 5th1985, inmadera, Portugal. His father. is Jose dinisaveiro and his mother is maria Dolores dos santosaveiro.

Ex. eercise: exercise
with.real: with real

Point 2: Post-test extract in control class:

nick name; jennie peace, of bird; 07 february 1996, jennie under training for 7 year.

Based on the Mean score of five assessments in writing descriptive text, it indicated that the mean score of all assessment in Experimental class was higher than control class. In other hand the use of picture as media in teaching writing especially writing descriptive text could improve the students' skill in writing.

Conclusion

The findings and discussion of quasi experiment research, the researcher concluded that there was a significant improve of students writing skill in descriptive text at eight grades of SMPN 2 Enrekang especially in Experimental class VIII D. after applying the picture especially public figure picture as media in writing English. The significant improve can be seen by the student's motivation. It able to attracted the attention and interest of students during the teaching and learning process of writing. the improvement also can be seen by the process of teaching. The students more active and also the class more fun.

In fact, this research also found that the students' favorite picture has more contribution to produce good text (fluency, expression, vocabulary). This fact can be clarified because the students' favorite picture strongly related to their personal favorite picture not the others, they know more about the picture they know every detail about their favorite picture.

Suggestion

Considering to the conclusion above, the researcher would like to give some suggestion as follows:

1. For English teacher, to motivate and facilitated students to practice writing descriptive test toward picture as an effective learning medium for writing activity. The English teachers are being able to use picture by modifying the topic or the type of the text to encourage students generating ideas and writing a descriptive text or it also possible to speaking ability.

2. For the learners, the students have more interested to study English especially writing because writing is one of important component in English.
3. For the next researcher, who are expected to use picture as the writing medium. The further medium could focus on the effectiveness using picture as media to other skill in English.

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