



Pictures as a Media to Teach Descriptive Text

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Abstract

This research is focused to use a picture as a media to teach descriptive text to VIII graders at SMPN 4 Palangka Raya. This media aims to build the will of students to learn and help them to understand descriptive text, since English is hard subject to teach. Interesting media to attract students' attention in teaching learning process is important, especially many students in SMPN 4 Palangka Raya find that English subject is hard and boring, they immediately lazy to study even just by listen to name of the subject, shows how essential to build a good atmosphere in the class. This research determined how using pictures as a media improve students in learning descriptive text. This research used one group pre-test and post-test pre-experimental design. This research instrument was a test and VIII grade students in SMPN 4 Palangka Raya as a subject. The mean score formula was implemented in this research to analyzing the data. The results showed that picture as a learning media is indeed affects students learning outcomes in terms of descriptive text. Researcher finds that picture as a media help teacher to increase students' enthusiasm in learning, since it attracted students' attention and make teaching learning process more interesting.

Keywords: Pictures, Learning media, Descriptive Text

INTRODUCTION

English is the main language in communication between nations and world

relations. The increasingly flat world with the development of information and communication technology causes social interactions to no

longer be limited by national boundaries (Wacidah: 2017). By the rapid growth of information, communication, and technology, education of English materials especially for students is important, so they can continue to side by side with the rapid development of information. This is in line with the 2024 Minister of Education Regulation which includes English language education as a compulsory subject in junior high schools (*Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 12 Tahun 2024*).

Based on the Competency Standards - *Standar Kompetensi (SK)*, and Basic Competencies - *Kompetensi Dasar (KD)* of current curriculum, descriptive text is one of the materials that must be taught in Junior High School. First-year students are expected to be able to express meaningful ideas in the form of functional texts and make simple or short essays in the descriptive form to interact with people or surroundings (*Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 12 Tahun 2024*). Teachers should be careful to choose the topic materials of descriptive text, otherwise students can be trapped and unable to describe their ideas in the writing descriptive text process. It way easier to describe the object if the object appears and can be seen clearly, but it will be very difficult to bring the real topic material to the class and will be very expensive to bring a whole class to the topic materials That is the time where picture as a media to teach take a place.

Picture can be the right and appropriate media to teach can help teacher to deliver the topic materials clearer and help students receive the topic materials easier. There are conventional media such a text book but in terms to learn descriptive text books more likely not suitable

for several reasons, mostly because majority of text books are filled with very long sentences and bored verbal explanation (Vera, 2022). That more likely cause detrimental effect for both teacher and students, because for teacher who doesn't prepare suitable media for topic material will bring tedious atmosphere to the class and for students it will drown out their spirit to learn.

Descriptive Text

A Descriptive text gives information about person, place, thing, or idea. Descriptive text can also use to structure text in a way that provides the reader with a key idea, and supporting details that tell about the idea. Descriptive text usually provides definition and examples, which are some identification feature of this structure (Hoch 2020). Descriptive text contains a good and effective explanation. To be effective, the explanation should clearly express the meaning of claim and evidence, and show their significance to the controlling idea (Chin, 2013). Descriptive text compiled based on a generic structure consisting of identification and description. Identification is the first paragraph of descriptive text that contains objects where animals or humans are described, as for the description is a paragraph that contains an explanation or description of what is being described (Budiyani, 2013).

Picture as a media to teach

According to Briggs (2017) media is a physical tool used to convey the content of the material. It can be in the form of books, video recorders, tape recorders, cassettes, video cameras, pictures, graphics, television or computers. Media can help the teacher to achieve the teaching learning goals by enhance the understanding of materials in the classroom to

the students. One of the abilities a teacher must have is developing teaching materials. This ability is needed by teachers to provide various teaching materials needed by students in order to achieve the expected competencies (Sadjati, 2012). Based on Oxford Dictionary (2024) picture is a painting or drawing, etc. that shows a scene, a person or thing. Using pictures will support the teacher in teaching writing, because it can increase their vocabulary and ideas. Sadiman (2012) purposes some advantages of using picture as a media:

1. pictures are concrete
2. pictures can overcome the boundaries of space and time
3. pictures can overcome the limitations of observation
4. pictures can clarify a problem in any field and for any age level so as to

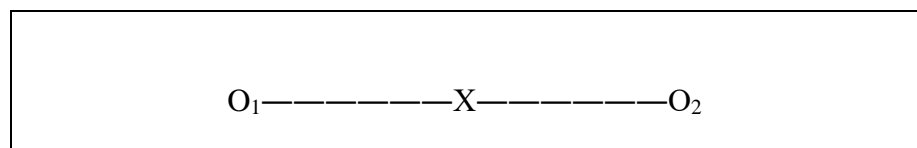
5. prevent or correct a problem

6. pictures are cheap and easy to access and use, without the need for special tools

METHOD

The research design that used on this research was one group pre-test and post-test design. Pre-test Post-test Design, is a design that includes one group that is observed at the pre-test stage then followed by treatments and post-tests (Creswell, 2017). Sugiyono (2014) states that pre-experimental design is a design that include only one group or class that given pre-test and post-test. The researcher used an experimental research with a quantitative approach. This design was carried out on one group without a control or comparison group. Researcher provide a code to the students' name to keep the students' privacy and to minimize the subjectivity in scoring, such S1, S2, S3 ... ("S" stands for students). The researcher checks and scores the students' pre-test and post-test (Creswell, 2017).

Table 1. One Group Pre-test and Post-test Design



- O₁ = Pretest
X = Treatment
O₂ = Posttest

(Creswell, 2017)

This research takes one group as subject and involves administering a pre-test (O₁), applying the treatment (X), and administering a post-test (O₂). The data

received from eight grade students of SMP NEGERI 4 PALANGKA RAYA in academic year 2023/2024. The technique was by testing the students' ability in the material namely descriptive text by conducting pre-test and post-test. The results of the students' test in those two tests then were assessed by the researcher and his. The results of those tests became one of the indicators to decide to draw a conclusion of the research. The pre-

test and post-test included three steps, namely:

1. Pre-test, conducted to one group in order to know the students' ability in writing of descriptive text before treatment. The test used was multiple choice test and essay.
2. The treatment was picture as a media to teach. It given after pre-test. Its purpose is to determine the students' ability in descriptive text after they are given picture as a media to teach. This research conduct 2 (two) meetings. The first meeting is about introducing descriptive text with state there *is/are* and the second meeting teaching is how to write descriptive text based on the picture media.
3. The post-test was given after treatment. It is used to know whether or not the students understand the topic of descriptive text and to know students' achievement in descriptive text after giving treatment. (Creswell, 2017). The test used was multiple choice test and essay.

The researcher uses mean formula to analyze the data. The following formula was:

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} : Students average

$\sum x$: Total Score

n : Number of students

FINDINGS

This research described the data results in the following table. The results were the students' scores of pre-test and post-test in writing descriptive text as the data needed/calculated in this research. The pre-test of this research was writing descriptive text based on the students' imagination and their own words. It was as the data needed in this research. Then, the data scored by scoring rubric in writing by Arthur Hughes (2003). The scoring rubric by Arthur Hughes (2003) consists of Content, Organization, Vocabulary, Language, Mechanics. The results of students' scores of pre-test described in the table below

The post-test of this present research was writing descriptive text based on the picture series that has shown to the students by their own words. It was as the data needed in this research. Then, the data scored by scoring rubric in writing descriptivetext by Arthur Hughes (2003). The scoring rubric by Arthur Hughes (2003) consists of Content, Organization, Vocabulary, Language, and Mechanics. The result of students' scores of post-test described in the table below.

Table 1. Data Collection

Students Code	Pre-Test	Post-Test	Gain
S1	71	91	20
S2	59	84	25
S3	60	84	24
S4	59	79	20

S5	71	82	11
S6	68	81	13
S7	56	82	26
S8	58	80	22
S9	58	78	20
S10	73	83	10
S11	69	85	16
S12	62	82	20
S13	61	78	17
S14	64	82	18
S15	69	85	20
S16	65	88	23
S17	57	81	24
S18	63	79	16
S19	65	83	18
S20	72	82	10
S21	69	83	14
S22	62	78	16
S23	61	80	19
S24	71	85	14
S25	63	82	19
S26	65	82	18
S27	63	83	24
S28	59	87	28
S29	74	86	12
N=29	$\sum x = 1,867$	$\sum x = 2,395$	

The data shows an increased students' score from pre-test and post-test. Wich means that the use of picture as a media to teach has significant effect to improve students' knowledge especially in descriptive text. This is more likely for picture as a media provide more interesting information compared to text-only book. The picture successfully attracts the students' attention avoid any boredom and bring positive atmosphere to the class. Positive atmosphere class makes class enjoyable and make the class to understand the topic even easier since all of their attention is to the materials. Besides, picture as a media is affordable, easy to find, and easy to make.

Moreover, further calculations on each score in table 2 shows a vivid picture of the improvement of the students' ability especially in descriptive text after the use of picture as a media to teach.

Table 2. Pre-test and Post-test mean score

Pre-test	Post-test
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$\sum x$ (O1)	1,867	$\sum x$ (O2)	2,395
N	29	N	29
Mean score	64.37	Mean score	82.58

Other findings related to the use of picture as a media to teach was how picture as a media assist teaching and learning process for both teacher and students. Instead of just talk and using words, teacher can show the picture of the topic that be taught. This can clarify the meaning of the materials to avoid any misunderstanding between teacher and students. For students, they are more likely can translate their abstract idea about materials to more realistic form trough a picture. The picture act as a border to guided their idea so they will not be trapped and unable to describe their own ideas in the descriptive text learning materials.

CONCLUTION

This research shows that picture media has significant effect to improve students' ability in teaching learning process especially in descriptive text. The use of picture as a media to teach assist teaching and learning process for both teacher and students. Teacher can consider to use picture as a media to teach instead of just talk and using words all along. There will be a lot time to prepare the picture that support teaching materials but in return teacher have a good atmosphere class and students who had high spirit to learn.

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