

THE EFFECTIVENESS OF PICTURE AND PICTURE LEARNING MODEL IN TEACHING WRITING DESCRIPTIVE TEXT

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Abstract

The research paper is entitled "The Effectiveness of Picture and Picture Learning Model in Teaching Writing Descriptive Text " which are written to be submitted to English Education Study Program of Faculty of Teacher Training and Educational Sciences of Bale Bandung University as a partial fulfillment of requirements for taking Sarjana Pendidikan Degree. The aim of the research is to find out whether Picture and Picture learning model is effective or not in teaching descriptive text and to know the students' responses toward Picture and Picture learning model. The subjects of this research are 19 students of the first grade of Junior High School in "Junior Level" at Living Attractive Course. The method used in this research is quantitative method. The design of this research is Pre-experimental design. The researcher uses two instruments to collect the data, they are test (pre-test and post-test) and questionnaire. The result of the research showed that the use of Picture and Picture learning model in the English teaching and learning process was effective to improve the students writing ability in descriptive text. There was an increase in mean score from 55 in the Pre-test to 77.2 in the post-test. The increase of the mean from Pre-test to Post-test was significant, proved by the t-test result that t-observed is higher than t-table ($3.633 > 2.045$). It means that H_0 is rejected, and H_a is accepted, stating that there is significant difference in students' mean scores before and after the treatment using Picture and Picture learning model. Then, the students' responses are good because the finding of the results. First, the use of Picture and Picture learning model can improve their writing descriptive text. Second, students seem to be encouraged, motivated, fun, helped, and interested to write descriptive text by using Picture and Picture learning model. Almost all of the students (89%) enjoyed and had fun when they learned writing descriptive text using series of picture and picture.

Key words: Writing, descriptive text, Picture and Picture learning model

INTRODUCTION

Writing is one of skill in learning English language to express ideas or thought in a written form, Leo (2007,P.1) States "writing is a process of expressing ideas or thoughts in words" so, writing becomes one of skill that must be understood by students and must be taught to student as one of learning activity at school. in learning to write is more difficult than learning to speak because writing is not skill that can be acquired by people naturally, according to Lenneberg (1997, in Brown 2001, P.334) "human being naturally learn to walk and to talk, but that swimming or writing are culturally specific".

In writing, students in junior high school should be able to produce many text types, one of text taught to the first grade is descriptive text, descriptive text tells about something with the purpose is to describe the characteristic of the subject, according to Gerot and Wignell (1995, P.208) “descriptive text is a kind of text aimed to describe a particular person, place or thing”.

In the reseacher’s experience, students struggle to put their ideas into the text. furthermore, many students find it is difficult to choose the adjective and sort it into sentences to describe the imagination of thing into written form, thus many students take extra hour to learn Writing especially Descriptive Text by taking English Course.

Based on the problem above, students need a techniques to solve the problem in writing, especially suitable for writing descriptive text. One of techniques available is learning model that is using media, one of those is Picture and Picture Learning Model, According to Suprijono (2009: 129) “Picture and Picture Learning Model is a model that uses picture and then it is sorted into a logical form and sequence, this learning model relies on images as media in the learning process. These picture become the main factor in the learning process”. This learning model has active, innovative, creative, and fun characteristics, they a will be more active, interested and have many ideas to write. Moreover, picture can attract students’ attention so they can make the students more imaginative and creative in writing descriptive text, Rick Brown (1993;04) states “picture can serve as a way to motivate reluctant writer or those with temporary ‘writer’s block’ by inviting these writers to imagine”.

Based on the background above, the writer will conduct a reseach entitled **“The Effectiveness of Picture Learning Model in Teaching Writing Descriptive Text”**

LITERATURE REVIEW

Writing

There are many experts who have proposed the definition and explanation of writing. Leo (2007, P.1) states that "Writing is a process of expressing ideas or thoughts in words should be done at our leisure." It means that the purpose of writing is to communicate ideas, feeling or opinion in written form to make other people or readers understand the idea conveyed. In addition, Harmer (2004, P.86) defines writing as a process and the influence of genre forces. Its a form of thinking, but it is thinking for a particular audience and a particular occasion. In short, writing is an activity that produces something in mind become meaningful in form of a text or sentence or paragraph. By writing, people can share anything in written symbols such as thought, sense, or opinion to the reader clearly so that it can make them understand the message delivered by the author.

Descriptive Text

Descriptive text is one of the type texts which taught in Junior high school. Generally, descriptive text is a text which tells about a person or a thing is like. This is in line with Anderson & Anderson (2003, P.26) state that descriptive text describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Wardiman & Jahur (2008, P.16) state that a descriptive text is a text that describes the features of someone, something, or a certain place. In addition, Sarwono & Yudhy (2013, P.13) also explain that "A descriptive text is about information on objects themselves, such as people, things, landscapes and so forth. A description can be external, functional, or psychological." In order word, descriptive text describes the features of someone, something and place based on the real condition of it.

Picture and Picture Learning Model

Picture and picture learning model can be brought into the classroom as teaching aids and used to help the students understand the lesson. According to Suprijono (2009, P.129), the picture and picture learning model is a model that uses picture and then it is sorted into a logical form and sequence. This Learning model relies on picture as media in the learning process. These picture become the main factor in the learning process, Suprijono in Miftahul Huda (2014, P.139) states that "picture learning model that uses images as a learning medium. This strategy is similar to example non example where an image is provided in students must be sorted logically. These images become devices primary in learning for that before the learning process takes place. The teacher has prepared a picture that will be displayed either in card form or in the form of a large chart. The pictures can also displayed through the help of PowerPoint or other software". Based on definition above the reseacher can conclude that picture learning model is one of learning model which is real. It can be used for teaching and learning English. It can help student to describe the adjective of object and also it can make student fun when they are learning English

RESEARCH METHOD

Research Design

In the research design, the researcher describes method of the research. To investigate whether or not picture and picture learning model is effective to improve the students' skill in writing descriptive text, the research method applied in this research is quantitative research. Creswell (2014, P.32) explains that "Quantitative research is an approach for testing objective theories by examining the relationship among variables." To achieve the aim of the research, the researcher uses pre- experimental study. Sugiono (2016, P.73) concludes pre-experiment study is one of shot case studies and it also uses one group pre-test and post-test

Population and Sample

The population of this research is the first grade of Junior High School who attend course on English at Living Attractive Course. consisting of five classes (Junior A, Junior B, Junior C, Junior D, Junior E) having 19 students each, the total number of students in the population is 95 students, one class is taken randomly from the population and the choice falls into The Junior B Class that consists of 19 students. So, the total sample of this reseach is 19 students.

The Data Analysis of Test

The procedures of computing in the analysis of dependent group are :

Step 1 = subtract the pairs of the score from each other.

Data of Pre-test and Post-test Scores

Subject	Pre-test score (X ₁)	Post-test score (X ₂)	D score	D ²
1				
2				
3				
...				
19				
N = 19	X ₁ = ...	X ₂ = ...	ΣD = ...	ΣD ² = ...

Step 2 = calculate the mean of the pre-test scores (X₁).

$$X_1 = \frac{\sum X_1}{N}$$

Step 3 = calculate the mean of the post-test scores (X₂).

$$X_2 = \frac{\sum X_2}{N}$$

Step 4 = enter the values obtained from step 1-3 into the formula for the dependent t-test.

$$t = \frac{X_1 - X_2}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where :

X₁ : The mean of Pre-Test Score

X₂ :The mean of post test score

Σ D² :The SUM of the squares of the differences between the pre- test and post test scores

(Σ D)² : The square of the SUM of the differences between the pretest scores and post test score.

N : the number of pairs of score
 DF : the degree of freedom
 DF : N-1
 Step 5 = interpret the result of the computing.

1. The Data Analysis of Questionnaire

The questionnaire consist of 13 close questions. Each question had two alternatives options that should be chosen. The reseacher uses Gutman scale whereas the resecaher hope the students will give the clear and firm by answering “Yes” or “No”

Table 3.3

The Criteria of Students’ Percentage

Students’ Percentage	Criteria
1-25%	Small number of student
26-49%	Nearly half of the students
50%	Half of the students
51-75%	More than half of students
76-99%	Almost all of the students
100%	All of the students

The formula of percentage is used to analyze the questionnaire. The data are interpreted based on the frequency of the students’ answer. The formula is described asfollow :

$$X = \frac{Y}{Z} \times 100\%$$

Where :

X = Percentage (quality of answer)
 Y = Given amount (total of the respondents’ answer)
 Z = Total amount (total respondent)
 100 = Constant

RESEARCH FINDING AND DISCUSSION

Research Finding

To find out wether picture and picture learning model is effective or not and to find out the students’ responses toward picture and picture learning model in writing descriptive text to the first grade of Junior High School who attend a course at LA English Course, pre-experimental design is chosen as the research methodin this research

The Data of Pre-Test

Pre-test was conducted to analyze students' scores before treatment by using picture and picture learning model in teaching writing descriptive text. The pre-test was carried out on multiple choice, fill in the blank- question and writing descriptive text . the students should do the exercise to get the pre-test score, in this pre-test the reseacher used this formula :

$$\text{Score} = \frac{\text{MC} + \text{FQ} + \left(\frac{3\text{C}+2\text{O}+2\text{G}+1,5\text{V}+1,5\text{M}}{40} \times 10 \right)}{3}$$

Note :

MF = Multiple choice score

FQ = Fill in blank – Question score

C = Content

O = Organization

G = Grammar

V = Vocabulary

M = Mechanics

The table below was the pre-test scores which were collected by the reseacher to know students' ability in writing descriptive text.

Table 4.1

The result of pre-test

NO	STUDENTS	MC SCORE	FQ SCORE	Aspect of scoring written text					SCORE OF WRITTEN TEXT	TOTAL SCORE	FINAL SCORE
				Content	Grammar	Organization	Vocabulary	Mechanic			
1	S1	80	60	3	3	2	3	2	66	206	69
2	S2	100	70	3	3	3	3	3	75	245	82
3	S3	60	40	3	2	3	3	3	70	170	57
4	S4	80	40	1	3	2	1	1	40	160	53
5	S5	80	60	2	3	2	2	1	50	190	63
6	S6	80	30	3	3	2	3	2	66	176	59

7	S7	60	50	2	3	4	2	2	65	175	58
8	S8	80	30	2	3	2	1	2	50	160	53
9	S9	100	50	3	3	2	2	3	63	213	71
10	S10	60	40	2	3	3	3	3	60	160	53
11	S11	80	0	0	1	1	1	0	13	93	31
12	S12	60	20	1	2	1	1	1	30	110	37
13	S13	80	70	2	3	3	3	3	60	210	70
14	S14	80	10	1	1	1	1	1	10	100	33
15	S15	40	50	3	3	2	2	2	62	152	51
16	S16	100	50	3	2	2	3	2	61	211	70
17	S17	40	20	2	2	1	2	1	42	102	34
18	S18	60	40	2	2	2	1	1	42	142	47
19	S19	60	50	3	2	2	1	1	50	160	53
Total		1380	780	41	47	78	38	34	975	3135	1045

The table above showed the result of the students' scores of the pre-test. There were two students' S11 and S14, who got the lowest score. Each student got 31 and 33 for writing descriptive text, because they could not master all aspects. While the students who got the highest scores were S9 and S13, they got more than 70 and better than other students in an aspect context score. There were 18 students who got scores under Minimum Completeness Criteria (MCC). The mean of the Pre-test was :

$$X_1 = \frac{1045}{19} = 55$$

It means that students' mean scores of pre-test is under Minimum Completeness Criteria (MCC) scores because the criteria of minimum score of English subject is 70. So, the researcher should give the treatment to improve students' writing ability using picture and picture learning model.

The Post-test Data

The post-test was carried out on august 28th 2021. It was conducted to measure the improvement of students' writing ability in descriptive text after they got the

treatments before. The pre-test was carried out on multiple choice, fill in the blank- question and writing descriptive text . the students should do the exercise to get the pre-test score. To get the result of post-test score, the researcher used this formula:

$$\text{Score} = \frac{\text{MC} + \text{FQ} + \left(\frac{3\text{C}+2\text{O}+2\text{G}+1,5\text{V}+1,5\text{M}}{40} \times 10 \right)}{3}$$

Note :

MF = Multiple choice score

FQ = Fill in blank – Question score

C = Content

O = Organization

G = Grammar

V = Vocabulary

M = Mechanics

The table below was the result of students' score of post-test.

Table 4.1

The result of post-test

NO	STUDENTS	MC SCORE	FQ SCORE	Aspect of scoring written text					SCORE OF WRITTEN TEXT	TOTAL SCORE	FINAL SCORE
				Content	Grammar	Organization	Vocabulary	Mechanic			
1	S1	80	80	3	3	3	3	2	71	231	77
2	S2	100	100	4	3	3	4	4	90	290	97
3	S3	60	100	4	3	3	4	4	90	250	83
4	S4	80	80	4	4	3	4	4	95	255	85
5	S5	100	80	3	4	3	3	3	80	260	87
6	S6	100	70	4	3	4	3	3	88	258	86
7	S7	100	60	3	4	4	3	3	85	245	82
8	S8	100	60	3	3	2	2	3	66	226	75
9	S9	100	60	3	3	3	3	3	75	235	78

10	S10	100	60	3	3	3	4	3	79	239	80
11	S11	80	20	3	3	3	3	3	75	175	58
12	S12	60	0	3	4	3	4	3	84	144	48
13	S13	100	100	3	2	2	3	2	61	261	87
14	S14	80	70	3	3	2	3	3	70	220	73
15	S15	80	70	3	3	2	3	2	66	216	72
16	S16	100	80	4	3	4	3	3	88	268	89
17	S17	100	30	3	3	3	3	3	75	205	68
18	S18	80	60	3	3	3	3	2	71	211	70
19	S19	80	60	3	3	3	3	2	71	211	70
Total		1680	1240	62	61	56	61	55	1485	4405	1468

The table above showed the result of the students of the post test scores. It could be concluded that after the students were given treatment all of the students got good scores. There were 7 students who got the highest scores, they got more than 80. They were S2, S3, S4, S5, S6, S7, S13 and S16. And there were 2 students who got the lowest scores, they were S11 and S12 and each student got 58 and 48. It was better than their score in pre-test.

The mean of post-test was:

$$X_1 = \frac{1468}{19} = 77$$

It means that students' post-test score is higher than the Minimum Completeness Criteria (MCC) because the Minimum Completeness Criteria of English is 70. In other words, the students are able to improve their writing descriptive text ability.

The Questionnaire

Besides using pre-test and post-test design, the researcher also used questionnaires to get the data. The researcher would like to investigate the students' response about the effectiveness of picture and picture learning model in teaching writing text. So, they were required to choose "yes" or "no".

Table 4.4
The Result of Questionnaire

NO	THE PRESENTATION OF QUESTIONNAIRE	Respondents	Yes	Respondents	No
1.	Do you like English subject ? (<i>apakah kamu suka pelajaran bahasa Inggris?</i>)	19	100%	0	0%
2.	Have you ever joined English course before? (<i>pernahkah kamu mengikuti kursus bahasa Inggris sebelumnya ?</i>)	19	100%	0	0%
3.	Do you like writing? (<i>apakah kamu suka menulis?</i>)	16	84,2%	3	16,8%
4.	Do you know Descriptive text? (<i>apakah kamu tau teks Deskriptif?</i>)	16	84,2%	3	16,8%
5.	Do you know how to write Descriptive text? (<i>apakah kamu tau cara menulis teks Deskriptif?</i>)	15	78,9%	4	21,1%
6.	Do you understand about Descriptive text? (<i>apakah kamu mengerti tentang teks Deskriptif?</i>)	14	73,6%	5	26,4%
7.	Do you have any difficulties when you write Descriptive text? (<i>apakah kamu mempunyai kesulitan dalam menulis teks Deskriptif?</i>)	11	57,8%	8	42,2%

8.	Does Picture and Picture learning model motivate you to write Descriptive text? (apakah model pembelajaran Picture and Picture memotivasi kamu untuk menulis teks Deskriptif?)	19	100%	0	0%
9.	Does Picture and Picture learning model help you to write Descriptive text? (apakah model belajar Picture and Picture membantu kamu untuk menulis teks Deskriptif?)	19	100%	0	0%
10.	Do you find any difficulties in writing Descriptive text by using Picture and Picture learning model? (apakah kamu menemukan kesulitan dalam menulis teks Deskriptif menggunakan model pembelajaran Picture and Picture?)	2	10,5%	17	89,5%
11.	Do you like writing Descriptive text using Picture and Picture learning model? (apakah kamu suka menulis teks Deskriptif menggunakan model pembelajaran Picture and Picture?)	18	94,7%	1	5,3%
12.	Does Picture and Picture learning model improve your skill in writing Descriptive text? (apakah model pembelajaran Picture and Picture meningkatkan kemampuan kamu dalam menulis teks Deskriptif?)	19	100%	0	0%

13.	Is learning writing Descriptive text through Picture and Picture learning model fun? (apakah belajar menulis teks Deskriptif menggunakan model pembelajaran Picture and Picture menyenangkan?).	19	100%	0	0%
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Interpretation :

1-25%	: Small number of student
26-49%	: Nearly half of the students
50%	: Half of the students
51-75%	: More than half of students
76-99%	: Almost all of the students
100%	: All of the students

Based on the result of the questionnaire above, the researcher concludes that using picture and picture learning model in teaching writing descriptive text got positive response. Almost all of the students (89%) enjoyed and had fun when they learned writing descriptive text using series of picture and picture. It also made the students' writing skill increase to be better. In the other words, picture and picture learning model is an appropriate media to improve their writing ability especially descriptive text.

Discussion

The result of the test is proved that picture and picture learning model can improve students' writing ability especially in descriptive text. Since there is significant difference between the mean score of pre-test and that of post-test. So, this research works successfully. In this case, significantly t-observed is greater than t-table ($3.633 > 2.045$). It means that the null hypothesis is rejected and alternative hypothesis is accepted, there is significant difference in students' mean scores before and after the treatment using picture and picture learning model. In other words, using picture and picture learning model in improving students writing ability in descriptive text is effective.

CONCLUSIONS AND SUGGESTIONS

The Conclusion

The data that has been collected and analyzed shows that the effectiveness of picture and picture learning model in teaching writing descriptive text is effective. It can be seen from the result of the statistical computation or from the result of the pre-test and post-test. The data shows that the post-test scores is higher than

pre-test. It means that the effectiveness of picture and picture learning model in teaching writing descriptive text has significant result. Then, from the result of the questionnaire the researcher can conclude that almost all students liked writing descriptive text and they agree if picture and picture learning model can be used for learning writing descriptive text. It can be more interesting and motivating the students in learning English. In other words, the effectiveness of picture and picture learning model in teaching writing descriptive text get positive response.

The Suggestion

1. For the students

The students are suggested that they should practice their writing by themselves using picture picture learning model and because using picture picture learning model is easily find around them. They can arrange and choose the correct adjective to describe the object. By practicing more, the students will be more easily improve their writing quality.

2. For the instructure

The instructure should choose interesting media like using picture picture learning model to arouse the students' interest and inspire them to do a lot of practice of their writing. It also makes them to develop their writing skill. In addition, they should be able to give more attention to the generic structure and language features of text so that students are able to write text descriptive correctly.

3. For other researcher

The other researchers who have the similar problem in the process of teaching writing, are suggested that they should use the result of the research as source of information and it can also become additional references to other researchers who want to conduct further research by using different research design or even the same research design with other levels of students of different school.

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