

THE EFFECTIVENESS OF STUDENTS BEST PHOTOGRAPH PICTURE TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT BY SEEKING THE SIGNIFICANT DIFFERENCE IN STUDENTS' SCORE BEFORE AND AFTER TREATMENT

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ABSTRACT

This paper aims to find out the effectiveness of Students best photograph picture technique in teaching writing descriptive text by seeking the significant difference in students' scores before and after treatment. The method used by the writer was quasi experimental design. The participants who were involved in the research were the students of SMPN 3 Cileunyi. The samples of this study were two classes: A and B. In collecting the data, the instruments are tests and questionnaire. The pre-test scores was analyzed to measure the students' ability in writing descriptive text before receiving the treatment. The treatment was given only to the experimental group. The result of post-test was analyzed to find out the scores development after sample receives the treatment. The questionnaire was provided towards the experimental group to know their responses about students' best photograph technique in teaching writing descriptive text. The t-test was used to compare the values of the means from two examples. With the $df = N_1 + N_2 - 2 = 60 - 2 = 58$, at $p = .05$ Of two tailed (level of significance), the critical value of t is 2.000. From the calculation, the t -test value is 2.173. The writer concluded that t -test is higher than t table ($2.173 > 2.000$). It means that the null hypothesis is rejected and the alternative hypothesis is accepted that says: There is significance difference between students' best photograph technique and the conventional method in teaching writing descriptive text. The result also shows that this technique is effective. Seventy two percent (72%) of students felt comfortable, more easily, and increasing in writing descriptive with students' best photograph technique in teaching writing descriptive text. This response strengths the effectiveness of students' best photograph technique in teaching writing descriptive text. The finding of the research shows that students' best photograph technique can be useful in improving students' ability in writing descriptive text.

A. Background

English is as a universal language. Most people and countries in the world use English for their interaction with other people in other countries either spoken or in the written form. Besides that, English is also used in variety of scientific fields, for example, in education, technology, economic, computer field, business field, tourism, and agricultural field. This make very important for people to learn English because by using English language, people can transfer their knowledge from one to others by transforming their information.

In Indonesia English is learned as Foreign Language. It is very important to be learned by Indonesian people as it is international language. It is used in every field of knowledge. Indonesian people should master English in order to be able to communicate with other people in other people in the world. By mastering English, Indonesian people could get information from the internet, from the magazine written in English. In addition, Indonesian people can go abroad, broaden their knowledge and Indonesian people can get involved in the international conference.

According to the 2004 and 2006 curriculum Indonesian students' should study English. It is very important subject to be learned by students of junior high school, senior high school, even students of university level should study English to.

For students it is must to study English because it is examined during the national examination. Students who would continue their study they should study English because many books are written in English. They should study the four Language skills, listening, speaking, reading, writing, to know the use of English. However, Writing is the most difficult skill for students of SMPN 1 Cileunyi. Most of them are still poor in English.

There are many kind of writing: Descriptive writing, procedural writing, report, and narrative writing; however students of SMPN 3 Cileunyi still have3 difficulties in writing, it is difficult for student meaning of the words; it is hard for them to spell the words correctly even to read better. In writing descriptive text students have difficulties especially in arranging sentences, because they lack of grammar, vocabulary, and spelling.

Based on the problem above the writer proposes the way of teaching descriptive text by using Students Best Photograph. She writes the paper witch entitled "The Effectiveness of Teaching Descriptive text by Using Students Best photograph Technique" hoping that she can improve students writing ability.

Many English teachers still use the traditional method to teach their students writing skill. One thing that becomes a problem in learning a foreign language is the students usually feel bored easily. In the teaching process, the teachers should create something to make students motivated and enjoy the lesson.

In doing this research, the writer invited students to use their best photograph as their source of ideas and display to develop their paragraphs.

In this research the writer used some instruments applied to collect the data. First the pre-test and post-test in which students submitted the result of descriptive texts. Second instruments are questionnaire. The pre-test will be given to the control groups at beginning of study by using the test of writing about what their mind and think. The treatment is given to experimental group, in this case the researcher applies students best photograph technique in writing descriptive text. The treatment will be given three times and apply using as the technique to help students to improve writing ability of descriptive text. Then,

the post-test will be given to the both groups in the last of study by asking student to make descriptive text and distributing the questionnaire to experimental group. The questionnaire is used as a meant to know the student's response and opinion about student's best photograph technique.

B. Theoretical Foundation

the writer will discuss the theoretical foundation to support research about "The Effectiveness of Teaching Writing Descriptive Text Using Student Best Photograph Technique". This chapter covers: writing, teaching writing, descriptive text, teaching writing using photograph, teaching writing descriptive text using student best photograph technique.

Writing

Writing should be developed accordingly as part of wider role that can attribute to English Language instruction. There are many experts who have proposed the definition and explanation of writing.

According to (Douglas, 1996)" writing is way to end up thinking something you could not have started out of thinking, writing is in fact a transaction with word whereby you free yourself think, feel and perceive"

According to Nunan (2013) writing can be defined as "both a physical and a mental act. At the most basic level, writing is the physical art of comminuting words or ideas to some medium, whether it is hieroglyphics inked into parchment or an email message typed into a computer."

On the another words, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing consist of the act of thinking and collecting ideas and working with those ideas until they are presented in words. From the definition above, the writer concludes that writing is a complex process to express or convey ideas, thought, feeling, and emotion in communicating with other people in some symbols, with playing attention to the grammatical rules, spelling, and punctuations.

There are many kinds of writing such as: descriptive writing, procedural writing, report, and narrative writing.

1. Descriptive Writing

Descriptive writing is the text to describe something depending on the essay's topic often called a prompt. The pocus of descriptive writing is effective imagery and sensory details.

2. Procedural writing

Procedural writing are part of our daily live. Their tell us how something is done through the step or actions. The examples are when we follow

the instruction of a receive on television, read a manual on, how to turn on a CD player, do a simple scientific experiment, etc.

3. Report

Report is the text to report something, just a like the way it is. The subject includes natural things, environment, and social matters.

4. Narrative writing

Narrative writing is the text to entertain listeners or readers with a true experience or an imaginary one. The characteristic of the text is marked by conflict and resolution.

Based on the statement above, we should be able to mastery four kinds of writing. That is why the writer focuses on descriptive writing for her experience.

According to Anne Hanson in visual writing (2013) the elements of writing consist of:

1. Idea and content: It covers the thesis statement, related ideas, and the development of ideas though personal experience, illustration, facts or opinion, the use of definition, cause/effect, comparison/contrast, and the consistent focus. The writer should describe his/her ideas clearly, effectively, and consistently.
2. Organization: It consists of the effectiveness of introduction, logical sequences of ideas conclusion and appropriate length. A good writer should be able to make an opening in his/her writing that catch the readers' attention to read it. It should be easy to follow from section to section.
3. Voice: it covers reader's experience of a work of literature, and it is one of the most important elements of piece of writing.
4. Word choice: It is deal with vocabulary.
5. Conversation/mechanic: It covers the mastery of spelling, punctuation, and capitalization.

Based on the explanation above we can conclude that the elements of writing consist of idea and content, organization, voice, word choice, conversation/mechanic.

Teaching Writing

Teaching writing is the learning activity that students' under gain the ability of writing. In the teaching of writing, we can focus on the product of what that writing or on the writing process itself. When concentrating on the product we are interested in the aim of task and the end of product. Those who advocate process approach writing, however, pay attention to the various stage that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally 'publishing' their work, a process

approach aims to get the hearth of the various skill that's should be employed when writing.

In reality, the writing process is more complex than this of course, and the various stages of drafting, reviewing, redrafting, and writing, etc., are done in a recursive way: we loop backwards and move forwards between these various stages Tribe

‘Writing is re-writing; that revision-seeing with new eyes-has a central role to play in the act of creating text’ (Ron White and Valerie Arndt 1995:5) In their model, process of writing an interrelated set of recursive stages which includes:

- Drafting
- Structuring : ordering information, experimenting with arrangements, etc.
- Reviewing : checking context, connections, assessing impact, editing.
- Focusing : that is make sure you are getting the message across you want to get across.
- Generating ideas and evaluation: assessing the draft and / or subsequent drafts.

One of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in some other way; time to draft a piece of writing and then, with the teacher's help perhaps, review it edit it various ways before, perhaps changing the focus, generating more ideas, redrafting, re-editing, and so on.

Teaching writing using Photograph is method teaching writing by giving the photograph part by part in every group, then the students discuss the matters after that all of them can accumulated by giving the conclusion. Teaching writing should have various technique. It's not only useful to reduce learners' stress in learning process, but also to kick boredom out. After choosing appropriate technique, teacher need media to teach in the classroom. One of media usually used by teacher is photograph. How to teach writing using photograph? To answer the question you can follow the following steps; first select the aim of the learning, for example by the end of the lessons student will better able to compose writing in the genre of descriptive. Second is prepare a model text and a photograph. It is better to choose a famous person as the example Agnes Monica.

In teaching descriptive text using Photograph, the teacher uses the variety of strategies to describe the elements of descriptive paragraph. It is best for all strategies to be modeled a few times and for the information to be displayed in the class. Some of these ways will be possible to do to prove whether a

photograph. Students close their eyes as the teacher reads a sort passage for students to visualize, students open their eyes without talking, students take a picture using as much detail as possible, and add a few word if necessary. Next, the teacher will read a well written descriptive passage and students are to do the same exercise as above. After the visualization process, teacher will begin a discussion about descriptive and how a good descriptions allows readers to visualize a photograph in their heads. Teacher will compare the different and show how the less descriptive passage did not give the students enough details to create a good picture in their minds, while the other passage did allow them to create a vivid picture in their minds.

The Research Method

The research method used in this study is quantitative with quasi experimental design. This study applies quasi experimental study. Furthermore, this study carries out written pre-test and post-test for collecting the data to be analyzed, both experimental and control groups. In this study, the treatment is just given to the experimental group in teaching writing descriptive text. Meanwhile, conventional method is given to the control group.

Basically, variable of research is everything that shaped anything set by the researcher to be learned in order to obtain information about it, and then drawn conclusions (Sugiyono, 2009:38). It has two diverse sorts of variables; they are independent variable and dependent variable. According to (Sugiono, 2009:39) independent variable is variable that affects or be the cause of changes or arises of the dependent variable. Whereas dependent variable is variable that is affected or be the effect because of the independent variable. The independent in this study is students' best photograph technique. The dependent variable in this study is the score of students' writing ability.

The procedure of this study can be explained as follows:

- Organizing the material of instruction that will be given to both experimental and control group.
- Organizing the instrument of the study, instrument test for writing descriptive text in the form of essay.
- Administering pre-test for both groups to obtain the initial abilities between those two.
- Giving the treatment of students best photograph technique in teaching writing descriptive text.
- Giving the treatment to the experimental group.
- Administering questionnaire to experimental group in getting students opinions towards the use of students' best picture technique.
- Administering post-test for both groups to obtain the result of the treatment.

- Analyzing the data collected from pre-test, post-test and questionnaire.
- Deriving the interpretation based on the result of the collected the data analysis.
- Drawing the conclusion of the result of the study and recommending some constructive suggestion for further study.

To make decision whether the null hypothesis is rejected or accepted or the alternative hypothesis is accepted or rejected, the t-test obtained is compared to t-table at 5% level of significance ($p=0.05$) of two-tailed test where $df = N_1 + N_2 - 2$

Following criteria:

1. If $t_{table} > t$ (t-obtained), so the null hypothesis is accepted and the alternative is rejected.
2. If $t_{table} < t$ (t-obtained), so the null hypothesis is rejected and the alternative is accepted.

Finding and Discussion

The data were obtained from conducting pre-test, post-test and questionnaire. Pre-test and post-test were carried out in both groups and questionnaire was distributed to the experimental group. The results were calculated in some step steps by using statistical formulas to find out whether or not the use of Students Best Photograph technique in teaching writing descriptive text could improve student's writing skill. The pre-test was conducted for both groups in the same time.

Based on the data analysis and the interpretation above, teaching writing descriptive text by using students' best photograph technique can improve students writing ability. It means that the null hypothesis that said "there is no significant difference in the result between students' best photograph technique and the conventional method in teaching writing descriptive text" is rejected. It is also means that the alternative hypothesis is significant difference in the result between students' best photograph technique and conventional method in teaching writing descriptive text" is accepted.

In addition, the students' responses about students' best photograph technique in teaching writing descriptive text are positive. Students' best photograph technique direct them to improve their writing ability when they want to write descriptive text. This technique also encourages the students to be more active in the class. The students looked happy and spirit full when this technique applied. So, almost all of the students prefer to students' best photograph technique in teaching writing descriptive text then the technique commonly used by their English teacher.

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