

# IMPROVING THE STUDENTS ABILITY TO WRITE DESCRIPTIVE PARAGRAPH THROUGH PICTURE

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## ABSTRACT

This research paper entitled “**Improving The Students Ability To Write Descriptive paragraph Through Picture**”. The aims of this research were to investigate whether there is any significant difference in the students’ score before and after to know students’ response towards the use of picture in improving students’ writing. The sample of this research was class A of the second grade of MTs Baitul Aziz 2018/2019 which contained 24 students. To achieve the aims a pre-experimental design was employed in this research whereas there was no control group for the comparison, but there was only a group experimental as a single sample. The writer used pre-test, post-test and questionnaire as the instruments. In the result of computing the data of pre-test and post-test by using t-test for dependent group formula was 15.461. And for the critical value of t-table at  $p = .05$  with  $df = N - 1 = 24 - 1 = 23$  at the level of the significance for two-tailed test was 2.069. It showed that t-observed was bigger than t-table ( $15.461 > 2.069$ ). It meant that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected, stating that there was significant difference in the students’ score before and after the treatment in teaching writing using picture. Based on the computation above, the first research question was answered. It is revealed that the students gave positive response toward the use of picture in teaching writing. By using picture materials, they can learn writing easily, it can help student to improve students’ writing, and they like it.

Keywords: The Use Picture , Writing, Descriptive Text.

## BACKGROUND

Language is the important thing in our life, because by using language people have communication with the other. There are a lot of languages in this world that are used by human, such as English. As Indonesian people, they should study English because English is universal language, so that if people can master English, people can get information Easier.

The English language subject consist of four language skills that should be though to all students They are, listening, speaking, reading and writing skill. Writing becomes one of important thing in learning English. By writing students can express their mind, their opinion, and their feeling. According to Alwasilah (2001:15) writing is logical thinking process, not only combine the words but it forces to bear and express the idea of something.

Generally, students get difficulties in learning English, especially writing. The students often face many difficulties in the use of the correct grammar and develop their; In writing process, students should pay attention on some of important thing such as issues selecting proper words, using correct grammar, generating ideas, and developing ideas about specific topics.

There are various ways to organize sentences in a piece of writing. One of them is in the form of descriptive text. According to Alwasilah (2005: 114) “Descriptive text is a text which describes actual places, events, or objects. Generic

structure of descriptive text concise of two elements is identification that give the topic that can be describe and description that clarifying the topic. Since the focus of this research is on method by using picture. Allwright in Block (1991) claims that, teachers sometimes need to provide different materials so that they can bring in variety into the activities. The picture can be interesting materials for the students in expressing their ideas.

Based on the above, the researcher is interested in increasing the students writing on descriptive text by using picture. Thus, the writer tries to conduct the research which is entitled "The Use of Media picture to in Improving Writing Descriptive Text

## **LITERATURE REVIEW**

In learning English, there are four skills that should be mastered; those are Listening, Speaking, reading, and writing. Among the four skills, Writing is the most difficult skill to be learnt. This opinion is supported by Richards and Renandya (2002) Writing is the most difficult skill for second language learners to master.

On the other hand, Alwasilah (2005:111) stated that learning to write is like learning other skill that need to be started from the easy level to the difficult one, from here into there and from the present time to the future. In that case, writing diaries-self the best way to develop the writing skill in easy level. From the explanation above it is clear this writing is not easy skill it needs a process for expressing ideas or thoughts in word into sentence.

In composing writing, the purpose of writing is important, because the language and the genre of writing depend on the purpose. There are some purposes of writing according to Hogue in Dadi (2015:49) they are;

1. To reflect, clarify, and explore ideas.
2. The express understanding.
3. To explain, inform, instruct, or report.
4. To describe.
5. To retell and narrate.
6. To state an opinion, evaluate, or convince
7. To experiment.

This study is focused on writing descriptive text using picture, the purpose is to enable the students in describing something, place, animal, people, etc. And the genre is description writing or descriptive text.

## **THE TEACHING OF DESCRIPTIVE TEXT PARAGRAPH BY USING PICTURE**

The use of pictures in teaching descriptive paragraph is actually meant to help students to catch and express their ideas easily. Take an example when the students are asked to write an interesting place like Sanur beach or Kuta beach etc., they will get confused if some of them have never been there before. They cannot describe what it is like , without any pictures, they will get difficulty in writing sentences or paragraph because the students may need very long time to express their idea there is appropriate to the topic . While activities in the class

- 1) The teacher explains about the definition of descriptive text

- 2) The teacher explain generic structures of descriptive text
- 3) The teacher together with the students discuss the generic structure and language feature
- 4) The teacher showing some picture like animals, thing, building, place for students to make a descriptive paragraph
- 5) The teacher gives an example to make a descriptive paragraph trough picture
- 6) The teacher ask for the students to write descriptive paragraph through the displayed picture

## **DESCRIPTIVE TEXT**

Descriptive text is a text that attempt to provide details or describe the object that is being elaborated and discussed (such as people, places or things) with the purpose of the reader Marseratiawati (2015: 13) In addition, descriptive is a form of writing lively and influential. It relates to the senses experiences such as seeing, hearing, touching, smelling and feeling Parera (1993:5).

According to Alwasilah (2005:114) descriptive text is a text which describes actual places, events or object. The descriptive text has two characteristic which are described as follows: the first, objective descriptive is just straight facts and does not give the reader any ideas about the feeling or opinions of the author; the second, subjective described can be also persuasive and tells us something about researcher's feelings or opinions.

## **THE PICTURE**

The teaching and learning process is viewed as an integrated part. It means that the result of the teaching-learning process will be determined by the roles of all components involved. It also implies, for the teacher, that deciding what visual aids to be employed is one of the essential decisions that must be made in making paragraph by using picture .

The purpose of using media in the instruction is to assure that learners have meaningful experience. For this purpose, the teacher may use pictures in many stages of the instructional process to introduce and motivate study of new topics, to clarify conceptions and to communicate basic information (Brown et al, 1977:182).

One definition of picture is a two-dimensional visual representative of persons, and things. A picture may not only be worth thousand words but it may also be worth a thousand years or a thousand kilometers . A picture is also simple in that it can be drawn, printed ,or photographically processed and it can be mounted for preservation for the use in the future(Minor, 1978:2).

Brown et al (1977:179) says that pictures provide for most people critical contact with the real world. As students use still pictures, they may improve their visual literacy. For example, study of still pictures may help them to comprehend various abstractions. Past experiences may provide clues to learning from still pictures in must the same way that phonetics or contextual les help in reading verbal materials.

“Flat picture may be used to reinforce impressions, add new facts or clarify the meanings of abstractions. They deal with experiential matters and enlist the viewers’ own capacities for collection and recall (Brown et al, 1977:180).”

Furthermore experienced instructors find many valuable uses for still picture. Research and experience show that:

- b. Pictures stimulate students interest
- c. Properly selected and adopted, picture help readers to understand and remember the content of accompanying verbal materials.
- d. Verbal and/or symbolic cueing of still pictures through use of arrows or other marks can clarify-or possibly change-the message intended to be communicated by them.
- e. The pictures used in the class must be appropriate with the intellectual level of the students. When the teacher teaching must always have creativity to make their students enjoy and pay more attention to learn about English by using picture.

## **RESEARCH METHOD**

Research according to Richard & Platt (1992:315) is the study of an event, problem or phenomenon using systematic and objective methods, in order to understand it better and to develop principles and theories about it. To find the answer of the research question, we need to use a good method, because method is tool, procedure and technique that are chosen in doing the research. (Fatimah 1993:3)

The study uses one-group pretest posttest design, which is part of pre-experimental design. Hatch & Farhady (1982: 19) “pre-experimental designs are not really considered model experiment because they do not account for extraneous variables which may have influenced the results”. Since the design does not use the control group, the claim of the treatment effect on the achievement cannot be justified. However, they are easy, useful way of setting preliminary information on research question.

Fraenkel and Wallen (1993: 79) stated that a population is the group to which the results of the study are intended to apply. According to Kountour (2008: 6) population is the large group about which the generalization is made. It is defined as all members of any well define class of people or objects. MTs Baitul Aziz, in which the total of class VIII are two classes (VIII-A and VIII-B) having 24 students. So the total is 48 students.

## **FINDING AND DISCUSSION**

The result of this study was collected after the writer conducted the study for about one month in MTs Baitul Aziz. Based on the research, the data acquired were pre-test and post-test. Pretest was administrated on August 5th 2019. It was given to all students of pre-test. The test was used as things in classroom in the form of writing descriptive text. The data that writer had obtained from this research were divided into all of students. The data was analyzed using t-test formula. It was used to determine whether the means of number of students before treatment and after treatment had increased or not, and to determine whether the grammar mastery among one had increased or not.

Pre-test was administered on August 13th 2019. It was given to all of students pre-test. It was done to measure the students' ability before treatment. The writer took 24 a students as a simple. The minimum learning mastery standard score of English subject in second grade of MTs Baitul Aziz 69.

The highest score of students in pre-test is 68, and the lowest score is 20. The mean score is 35.16, it shows that the students score result of pre-test was lower than minimum learning mastery standard score. Based on the resulted of pre-test it means that the students need the treatment to improve their writing descriptive text.

The first treatment was done on Monday, Wednesday 21th August 2019. First, the writer explained to the students the researcher in their class about descriptive text using pre-test. When she found that not all the students understand what descriptive text is, the writer decided to make the treatment in three times.

After that the writer began to explain descriptive text in general. The writer gave a picture in newspaper. She asked students to answer the question. After that the writer asked the students to make a short paragraph about picture. And second treatment, the writer gave conclusion of text descriptive, last treatment for the first day, discuss students difficult.

The second treatment was done on Tuesday 13th August 2019. The activities in the second treatment were about the article. Before the treatment began, the writer brought an article, and then, the writer give a picture that would be describe.

In the middle of the treatment, the writer instructed the students to choose one object to describe. After that, the students wrote short descriptive text. For homework, the writer asked students to write objects that exist at home, and it must bring tomorrow to school.

The last treatment was done on Wednesday 21th 2019. The activities in this treatment were the same as that of the second treatment. The writer divided the class into two groups, group A and group B. In group A and group B the writer gave some picture in article and students choose one object in picture and asked to

identify the generic structure of the text and then answer the question based on the picture. After they finished the task, the writer asked them to perform the result in front of class. For another lesson, the writer gave another article in group A and group B asked them to write a paragraph descriptive text about one object in picture article.

The procedures in computing post-test score were similar to the pre-test score. Post-test was conducted on August 21th 2019. It was done to measure the students' mastery after treatment.

Beside from the pre-test and post-test, the writer also got the data from the questionnaire. It was about the response of the student's about learning writing descriptive text by using picture media , so they were required to choose "yes or "no.

## Discussion

The result of the test use picture can increase the improvement of the student' writing ability especially in descriptive text. Since there is significant differences between the mean score of pre-test and that of the post-test. So, this research works successfully. In this case, significantly t-observed is greater than t table ( $15.461 > 2.069$ ) therefore,  $H_0$  is retained and  $H_a$  stating that there is significant differences in the students mean score before and after the treatment using picture in writing descriptive text is accepted. This also means that teaching writing descriptive text using picture in the eighth grade of MTs Baitul aziz is effective.

## CONCLUSION

By using the picture media, the post-test score has significant. It means that the students writing ability increase. The students full easier to answer the questions in every exercise which is given by the teacher, including answering the post-test questions.

Moreover, the result of the questionnaire show that must of the students agree that study use picture is able to boost them in studying English, especially in learning English writing descriptive text. It makes them, easier to understand the material which given and it makes the atmosphere of classroom interesting and pleasing. It is because; the process of teaching writing descriptive text by using picture media is focused on the students (students center). Thus, it can be concluded that picture is effective and can help the students to improve their writing descriptive text ability.

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