



USING PICTURES AS TEACHING MEDIA IN WRITING DESCRIPTIVE TEXT

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Abstract.

This research investigated “Using Picture as Teaching Media in Writing Descriptive Text”. It enhanced the ability to write descriptive in one of junior high school in Garut. The purpose of the research was to know the effect of using pictures on students’ writing ability in descriptive text. The research population was the eighth-grade students. The researcher used a written test to collect data. The research design was quantitative experimental. Data were collected through pre-test and post-test. The technique used in analyzing the data was t-test formula. It was used to determine whether there was a significance difference between the pre-test and post-test. The result of the test between pre-test and post-test, the mean of pre-test was 59.63 and the mean of post-test was 75.17 The obtained t- test was $t_{observed} = 12.51$ and $t_{critical} = 2.0452$. The result showed that $t_{observed}$ greater than $t_{critical}$ ($12.51 > 2.0452$). The $t_{observed}$ was in the area H_0 rejected it means H_0 was rejected so H_a was accepted. So, it can be concluded that using the pictures as teaching media is effective to develop students’ ability in writing descriptive text after being given the treatments. The result of the research was expected to consider teachers to practice the use pictures as teaching media in writing descriptive text. It would develop students’ writing skill easily.

Keywords: Picture, Teaching Media, Descriptive Writing

INTRODUCTION

Language is very important in our life and its function is for communication. People use it as a means to communicate with other people. Besides that, it is a process. The learning of language can be learnt in daily activities, even in an unconscious way.

English is an international language, has an important role in the improvement of technology and literature. It is acceptable around of the world. Recently, English, as the first foreign language in Indonesia, has been taught from elementary school to college. Indonesian students as a part of society absolutely need it. They need it as means of future, both spoken and written.

There are four language skills of English. They are writing, reading, speaking, and listening. Writing is one of four basic skills that is important to be improve. Writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgment elements.

Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many influences of English; reading, speaking and listening, but also because of the different between the learners' native language rules and that of the language being learned. Nunan (2007: 88) says that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

Most of students have difficulties in writing English, especially for students of junior high school. Many students complain that writing English is too difficult and it makes them bored. That is why the appropriate strategy and teaching media are needed in teaching English to attract the students interested in learning English.

Practicing new media for teaching makes the students interested in learning English in the classroom. The students will not be bored with the material given by the teacher. The picture is one of the teachers' media in teaching writing. Not only picture which shows facts, but also shows the overall structure of a subject and the relative importance of individual parts of it.

Picture is suitable in teaching learning activities. In this research the researcher wants to give an interesting way to teach using picture for learning that will make the students easy to understand and will guide the students to write. Picture is usually taught and used by students. So, picture will easily gain the interest from the student in junior high school and also can motivate students and develop their writing ability. The researcher wants to find the right media to teach as the way to improve student's descriptive writing ability.

According to Gerot (2008), the purpose of descriptive text is to describe about people, place or thing. The generic structures of descriptive text are identifying something that describes the phenomenon, and it is called identification. Then, description that describes about the part, qualities and characteristic. Then, the researcher tries to use an interesting media to teach writing especially descriptive text.

Moreover, Blanchard and Root (2003) state that the use of the words that refers to the senses of sight, sound, touch, smell and taste or usually called as sensory words must be used in writing descriptive. It makes the reader easy to imagine what we are describing. By using picture, students are expected to make easier in improving their writing skill. However, the researcher decides to concern at further information about teaching writing especially writing descriptive by using picture. Descriptive writing here used to teach writing more specific than the complex writing to be taught.

In relation to the teaching writing descriptive text, pictures are very useful to be used because

it can support the process of the teaching. In this case, the writer is interested in investigating Using the Picture as Teaching Media in Writing Descriptive text. The writer considers that descriptive text is more applicable in students' life both oral and written forms

LITERATURE REVIEW

Writing is a part of language skill that plays important role as a mean as of communication. People need to learn writing because it is a process of expressing idea, opinion, experience and information in the form of written language. Writing is one of ways of people to communicate to each other for expressing their thinking and feeling.

According to Spratt et al. (2005:26), writing is an activity in which people communicate a message by making signs in a page. It means that in a writing activity, people should express their message or idea which is represented by some signs such as letters and punctuation. These letters are combined into words, words into sentences, and sentences into paragraphs. In order to be able to write, people should think about what messages that they want to express and to whom their messages are being communicated to.

Writing Process

A good writing does not appear suddenly. To produce a good writing requires some processes or steps to make that readable and understandable. By following the process of writing will make the writing itself less complex and make the writer easier to produce a good writing.

According to Hammond (1985: 148) there are six steps in the writing process. They are collecting and selecting, waiting, ordering, drafting, revising, and publishing.

1. Collecting and Selecting

The writer needs to collect any facts to support his idea. In collecting facts, a writer should note down any ideas about those facts which come to mind. After note-taking, a writer should look over the chaos facts and ideas then select some raw materials that he can work with.

2. Incubation (Waiting)

In an incubation process, the writer needs to take time for while in order to see partly how new evidence that comes across fits with the idea.

3. Ordering

In ordering process, the writer creates rough sketches-outline in order to make the writing systematic and to keep the writer's sense of proportion.

4. Drafting.

During this process, the writer makes some revision. Drafting is needed in order to create a good writing because one good sentence often produces better sentences after it. Then, one good paragraph often produces better paragraphs following.

5. Revising (Making the Work Readable)

In the revising process, the writer checks the draft so that it says what he meant to say and sees whether he has made his meaning clever to the readers.

6. Publishing

In publishing stage, the writer is ready to check spelling, punctuation, grammar, and neatness based on the conventions and rules, so that the written pieces can be read by the reader without the distraction of faulty punctuation, poor spellings, or other errors.

The Purposes of Writing

Every communication has its purposes. We need to think the main idea or the point that we will convey in our writing first otherwise the writing will be aimless and has no meaning. According to Cox (1962: 261-330), writing has four purposes. They are to inform, to amuse, to satirize, and to persuade.

a. To inform

Writing is purposed to inform the information about something to the reader. Moreover, it should be accurate, clear, concise, and objective and based on vast factual information. There are many forms of writing to inform, such as essay examination in the college, report, repost, recipe books, etc.

b. To Amuse

Writing concerns on entertaining the reader through the writing itself. Choose the humor/joke which is still appropriate and acceptable or not in the society is needed by the researcher.

c. To Satirize

Writing to satirize means writing to criticize and affect reform. The writer needs to be sure it can make the reader aware of the fact which is conveyed in the writing. It is important to avoid misinterpretation for the reader.

d. To Persuade

Writing to persuade is writing to influence the reader's thoughts or actions. In this case, the writer will use persuasion in order to accuse or to defend and to affect the reader's mind.

The Definition of Media

Media is one of components of teaching. The word media comes from latin "medius" which means "middle". In generally, media the intermediary for the spread, carry, or convey something to the receipted of message and ideas. Media is any extension of man that allows him to affect other people who are not in face to face with him. Included letters, television, film and telephone and events the road and railways, as there is extension by which man can communicate with other. From that statement, it may be concluded that media is something which someone or teacher used to deliver information and transfer the material or subject to students is easy. It is included of people or things around.

The use of media hoped to influence and has some benefits in the teaching earning process. In teaching English, teacher can use the media to stimulate the students' attention more. In addition, the use of media can be done to make the teaching and learning process effective and efficient.

The teaching and learning process can be done more interesting because the clarity and message, appeal an arbitrary image can lead the students to analyze and think. Media has motivation aspect to attract the students. The media also can create the interactive teaching and learning process. By using media, the students are not bored with the situation in the classroom or outside the class.

Kinds of Media

The important of media cannot be separated on teaching and learning process. The selection of media, of course should match with the teaching objectives. Generally, there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process.

a. Audio media

Audio is hearing or sound. Usually, it is called listen media. Audio media is media which deliver messages or information through hearing. This media is used by teacher in listening classroom. It is hoped to help the students easy in hearing something. The example of audio media is radio tape/ cassette. The teacher will play the cassette and ask the students to doing task or list of words which they get. Audio media in learning can stimulate feeling attention to hold teaching and learning process. It is hoped to improve characteristics of felling (imaginative, fancy). It encourages self and critical thinking of students.

b. Visual media

Visual is connected with seeing. Visual media is also called by printing media. The example of visual media is pictures, models, things, graphs or tool which can gives the real visual experience toward students. The advantage of visual media is can presents the ideas, message or events become real. In the other hand the visual media has the disadvantages they are:

- 1) Only focuses on visual message itself and less in planning and evaluation,
- 2) Visual materials are only considered as a media for teacher in process teaching and not as source of study.

The characteristics of visual media are:

- a. Text is real in visual manner, exceeded based on the room.
- b. Texts and visual show one way communication and receipted.
- c. Text and visual is shown statically.
- d. In developing, visual media depend on the language principle and visual perception.
- e. It is oriented to students.
- f. The information can be arranged.

c. Audio-visual media

Audio visual media combines audio and visual media, combine between hearing and seeing or sight in delivering message. It should be better because has two characteristics of audio and visual media.

The audio-visual media has some advantages. It can help and change the teacher rules become easier. Audio visual media also gives opportunity to the learners to practice by themselves and encourages learners to know more.

Definition of Picture

To make the picture more understandable, the writer will explain it detail. Some experts give some definitions about picture. Picture is a visual representation (of an object or scene or person or abstraction) produced on a surface.

Marianne and Sharon (1998:93) said that pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills. Pictures can also be used in various configurations to enhance learning and practice.

Types of Pictures

To make the picture more specific, it must be classified according to its types. There are two kinds of pictures that useful for teaching aids: pictures of individual persons and object, and

picture in which person and objects are *in action*.

- a. Pictures of Individuals; it may be used to introduce or test vocabulary items. Portraits, that is picture that show a person in close detail, are useful for intermediate and advanced learners, such as form of questions, For example: about the age and profession of the person, whether he/she is married, his/her interests and traits of character.
- b. Situational Pictures; situational pictures that show or suggest relationship between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures from the simplest to the most complex;
 - The indicative structure: there is (a) and there are (some)
 - A range of prepositional phrase: besides, towards, just behind, etc.
 - The use of tense: present Continuous, Future Simple, etc.

Moreover, Mary and Michael state that pictures can be used to give interesting, meaningful practice in the sound, structures, and vocabulary of the foreign language. Mary and Michael (1973: 164) state that there are three kinds of pictures:

- a) Pictures of individual persons and of individual object.
- b) Pictures of situations in which people do something in which the relationship of objects and/ or people can be seen.
- c) A series of pictures on one chart.

Definition of Descriptive Text

Descriptive is kind of text which describes a particular person, place, things. In descriptive text, the researcher usually uses the simple present tense. The purpose of descriptive text is to describe something, someone or a place. Descriptive text describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds.

According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.

The Structure of Descriptive Text

The structure of a text is called generic structure. One way in understanding descriptive text is by identifying the generic structure of that text. In descriptive text, the students also learn about generic structure. Beside the students know about definition of descriptive text, the students also know about generic structure of descriptive text. Without generic structure the students cannot write about descriptive paragraph correctly. The students have to know the generic structure (components) of a descriptive text. The generic structures of a descriptive text are as follows:

- (1) Identification: An introduction to the subject of the description;
- (2) Description of features: Describe the characteristic features of the subject.

Types of Descriptive Text

As we know that descriptive is to describe something, such as a person, placed, or thing. Therefore, based on that statement, it can be seen that descriptive has three types or kinds as follows:

a. Description of a Person

If you are writing a description of a person, you gather informative details about that person and then ask yourself what these details add up to. In describing a person, there are many ways such as his/her face, color of hair, clothes, skin, body shape, etc. In describing a person, however, you are not obliging to give every single detail about the person's appearance. You can focus on one or two striking features that convey something about the person's character.

b. Description of a Thing or an Object

Sandra McKay (1983: 17) gives her mind about the description of a thing or an object that the best way to describe the physical characteristics of an object or a thing. The best way to describe the physical characteristics of an object is, of course, to point to the actual object or to show a picture of it. At times, however, it is not necessary or possible to include an illustration of the object. Instead, a description of the important characteristics of the object such as its size, shape, and color is adequate. The description might then proceed to describe other characteristics of the object such as its purpose or construction.

c. Description of a Place

When we start to write anything in a description, it should be clear. As stated by Sandra McKay (1983: 17), as with an object, the best way to describe a place is to show some one the actual place or to take a picture of it. When this is not possible or necessary, a description of the important characteristics of the place can be given. If the place is a home or a room, it is important to describe the size and arrangement of the space involved. If, in other hand, the place includes many buildings such as a downtown area, the description will likely focus on the location of the various buildings. Finally, if the place is an entire country, the description will be much more general and provide information about provide information about such thing as the land formation, climate, and major cities.

METHODOLOGY

The research focused on developing the students' writing skill in descriptive text using pictures. Considering the purpose of the research, this research used a quantitative method. This method is called quantitative method because the research data contain the numerical data in analysis statistical test.

This research employed pre-experimental design. Creswell (2009: 160) states "pre-experiment design is pre-test measure followed by a treatment and post-test for a single group". In collecting data, the researcher uses writing test. To determine the effectiveness of the use of picture in writing descriptive texts in a Junior High School in Garut, this research would use one-group pretest-posttest design. The study employed pre-test, the students were given some treatments using pictures, a pre-test provides measure ability before treatments and a post-test provides measure student ability after treatment. The effectiveness using of picture in writing descriptive text can be seen from the improvement of student score in the post-test.

FINDINGS AND DISCUSSION

This research attempted to answer a research question. The question was: "Is the use of pictures as teaching media effective to develop students' ability in writing descriptive text?" According to the research question, this research was intended to find out the effectiveness of using pictures to improve students' ability in writing descriptive text. Then, the data were collected through pretest and posttest. The data analysis was done into the following steps:

analyzing pretest and posttest, the normal distribution test and the hypothesis testing including t-test and the test of normalized Gain.

1. The Result of Pre-test

Data Description of Students' pre-test

The Lowest Score	45
The Highest Score	74
Mean	59.63
Std Deviation	7.34

This study revealed that the mean of the students' pre-test score was at the point 59.63 and it belongs to good category. It means that students' pre-test is generally good.

2. The Result of Post-test

Data Description of Students' post-test

The Lowest Score	61
The Highest Score	88
Mean	75.17
Std Deviation	7.33

This study revealed that the mean of the students' pre-test score was at the point 75.17 and it belongs to good category. It means that students' pre-test is generally good.

3. Normal Distribution Test

The first step before testing hypothesis was applying the normality test. This test was applied to determine what kind of statistical procedure that must be used to test the hypothesis. In this study, the writer used Liliefors test to figure out whether the data was normally distributed or not. It was used significant level (α) 5% or 0,05.

Criteria: If $L_{max} > L_{critical}$, the data are not normal distribution.

If $L_{max} < L_{critical}$, the data are normal distribution.

Based on the result the researcher found out that the $L_{max} = 0.191$. Then, the researcher calculated the $L_{critical}$.

$$L_{critical} = L_{\alpha} (n-1) = L_{0.05}(30-1)$$

$$= (29)$$

$$= 0.161$$

Because $L_{max} (0.091) > L_{critical} (0.161)$ it meant the distribution of data are normally distributed. The result also indicated that the students' writing skill in writing descriptive text was various.

4. Testing Hypothesis

T-test was calculated to find out comparison of two means both pre-test and post-test. The criteria of this study were as follows:

Criteria: If $t_{observed} > t_{critical}$, H_a is accepted and H_0 is rejected.

If $t_{observed} < t_{critical}$, H_a is rejected and H_0 is accepted.

Because that $t_{observed}$ greater than $t_{critical} (12.51 > 2.0452)$. The $t_{observed}$ was in the area H_0 rejected it means H_0 was rejected so H_a was accepted. So it can be conclude that using the pictures as teaching media is effective to develop students' ability in writing descriptive text after being given the treatments.

CONCLUSION

This research was proposed to analyze using the pictures as teaching media in writing descriptive text and to find out whether using pictures as teaching media effective to develop students' ability in writing descriptive text. Using pictures to teach writing is a good innovation since it can stimulate the students' interest in writing. Teacher will be more easily to explain in order to create a descriptive text.

It can be concluded that the use of pictures is an appropriate medium to develop students' ability in writing. By looking the pictures, the students will be able to catch the idea of what had to be written. The activity of describing pictures builds students' confidence in generating their ideas through words. In short the use of pictures as teaching media is effective to develop students' ability in writing descriptive text.

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