

IMPROVING STUDENTS WRITING DESCRIPTIVE TEXT OF GRADE VII AT SMP N 2 TOLITOLI BY USING PICTURES

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ABSTRACT

This research objective was to prove that whether of the use of pictures can improve students writing descriptive test or not. The design of this research was pre-experimental research. The sample of the research was the seventh grade students that consisted of 27 students. They were grade VIIA of SMP Negeri 2 Tolitoli. The data obtained from pre-test, treatment and post-test. The researcher gave pre-test and post-test to know students previous ability in writing descriptive text. The result of the data analysis showed that pictures contributed greatly to the students writing descriptive text. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test was 36.41 while in the post-test improved up to 68.52. The data of this research were analyzed by using SPSS program version 16.0. The Minimum Mastery Criterion of English lesson was 75 (seventy-five). Then the data of both tests were analyzed by using T-test, and result showed that the T-test value 18.43 was high than T-table value 2.056 . The result indicates that there was an improvement in writing descriptive text by using pictures. It can concluded that teaching writing descriptive text by using pictures is effective to improve students writing descriptive text.

Keywords : Writing, Descriptive text, Pictures.

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan apakah gambar dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif atau tidak. Penelitian pre-experimental digunakan untuk mengumpulkan data. Sample dari penelitian ini adalah siswa kelas tujuh yang berjumlah 27 orang. Mereka adalah siswa kelas VIIA di SMP N 2 tolitoli. Data diperoleh melalui Pre-Test, treatment dan Post-Test. Peneliti melakukan Pre-Test dan post-test untuk mengukur kemampuan siswa dalam menulis teks deskriptif .hasil analisis menunjukkan bahwa gambar memberikan kontribusi yang besar terhadap siswa dalam menulis teks deskriptif. Hal itu dapat di lihat dari perbedaan skor rata-rata antara pre-test and post-test. Skor pre-test rata-rata adalah 36.41 sedangkan pada post-test meningkat menjadi 68.52. data penelitian ini di analisis menggunakan program SPSS versi 16.0. kreteria penguasaan minimum dari pelajaran bahasa inggris adalah 75 (tujuh lima). Kemudian kedua data dianalisa menggunakan T-test, dan hasilnya menunjukkan bahwa nilai T-test 18.43 lebih besar dari 2.056. Dapat disimpulkan bahwa gambar dapat meningkatkan kemampuan siswa dalam penulisan teks deskriptif.

Kata kunci: menulis, teks deskriptif, gambar.

1. Introduction

Language is used as a means to communicate. People use language to convey messages, It is also used to show their feeling or to ask questions. Every human being needs language as a medium of communication among individuals or even nations. Thus, language plays a very important role in human life. There are many languages spoken by people in all over the world. One of them is English, which is spoken by people in most countries in the world. For that reason, it is important for people to master English orally and usually in order to

communicate and socialize in the world community. Writing is the activity when someone expresses their idea, emotion, thought and transfers them into a piece of paper. To be successful in writing, some skill in organizing idea, choosing appropriate words and mechanical skills.

Writing is usually directed to others for a specific purpose. For students it can be provided the opportunity to express their selves through a written form. Writing can also develop the writer's understanding of an issue by organizing their ideas on a piece of paper. In writing, the students have to pay attention to aspect of writing. Brown (1987), States that writing is the ability of decoding ideas, interest of feeling in written codes. There should be proposed to communicate with the reader, to express ideas without pressure and to explore experience." Brown's statement, we can conclude that writing is the ability to outline ideas or ideas and interest in writing. The next, Cohen and Reil (1989 : 3) and Troyka (1987 : 3-4) states that writing is communicative act and a way of sharing observation, information, thoughts, and ideas with other through written language.

Every activity has a purpose, writing also has a purpose. According to Cox (1962 : 23), the purposes of writing are To express ideas, a writer expresses his or her feeling, expressions, personality, likes, and dislikes in his or her writing in order to make readers understand something within the materials. To provide information, it means to give information and explain it. This purpose is to focus on the materials being discussed. To persuade readers, it means to convince readers about a matter of an opinion. This also focuses on the readers' point of view. To create literary work, it means that a work which is based on one's point of view (opinion, attitude, and observation) of other matters occurring in one's environment.

To improve the students writing, they usually face problems related to the aspect of writing. According to Haris (1969 : 68) aspect of writing consists of grammar, form, mechanic, vocabulary, and style. Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered. Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer. Mechanic is the use of the graphic convection of the language we have to pay attention the use of the punctuation and applying of the word of sentences. Function is very determiners whiter the writer can clear for the reader. Vocabulary is the most important aspect in teaching a language mastery vocabulary. It means that, we can explore our idea and effect it in writing. Style means the choice of structure and lexical items to give a particular tone to flavour the writing. It should be noted that the choice of lexical item to be used writing must be accordance with the readers. But, in this research the researcher focus on grammar.

Anderson (1997 : 1-3) There are several kinds of genre in writing includes descriptive text, narative text, recount text, and procedure text. In this research, the Researcher taught the students how to make descriptive text. Descriptive is a type of text function to describe particular person, place, or thing. The students can use simple present in writing descriptive text. Description, as described by Kane (2000 : 352), defined as the sentence below; Descriptive Text is a text type that is widely used in everyday life to describe objects, places, people, animals and so forth. Descriptive text is an English text for describing as to what objects or living things we described, either the appearance, smell, sound, or texture of the object or living being. Descriptive text is likes describe white house, animals, fruits, etc (Mukarto, 2007 : 140)". From Mukarto statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have a two main parts such as identification and description that's called generic structure.

However, writing is not easy mainly in developing our idea in a good way. Considering the complicated process faced by students, writing is considered as the most boring language activity to do in the class. Usually writing is a weird activity for students because they seldom write even in their own language. It is hard for them to start writing.

The students need another treatment or media to improve their writing. The researcher use of media such as a pictures is one of ways in creating the fun and enjoyable learning. According to Raimes (1983), pictures (drawings, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps) can be valuable resources for teaching writing. She further states that the teacher can find valuable resources in pictures. Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities. In addition, she states that picture can be the basis for not just one task but many, such as sequencing of sentences to the writing of original dialogues, letters, reports, or essays. When we talk about pictures, they include flash cards. Flash cards can be in the form of photographs, drawings, or pictures cut from magazines, and newspapers. For a language instruction, drawings or pictures are necessary to use (Brown, et, al: 1983). The picture or drawing will be effective if they are used in the flash card.

In addition, writing the descriptive text by using pictures is more effective and efficient because methods between guided writing and individual writing are compounded into a practice method. The use of descriptive text by using pictures teaching descriptive writing can help student to write easily and interesting. In addition, it can develop to assist student's exercise in writing individually.

On the other hand, most of the students have problems about writing. Their difficultis in writing a descriptive text was to indentify the object only implicitly in their minds, so they were difficult to describe something. In other words, they were only able to describe what they saw was real or directly. Students also confused about Grammar in writing. Because, they were less interest in writing and made students stuck to make sentences. The Researcher formulated the research question as follows *can the use of pictures improve students writing Descriptive text of grade VII at SMP Negeri 2 Tolitoli ?* The researcher hoped the result gave benefits either for the students and the teachers.

2. Method of the Research

This research used the pre-experimental which applied pre-test and post-test design. It aimed to find out whether or not by using pictures can improve students skill in writing of descriptive text to the students of SMP Negeri 2 Tolitoli. The pre-test was conduct before giving treatment. Then the researcher treated the students for several meeting by using pictures. After conducting several meetings, the students were tested again in post-test to measure the students writing descriptive text after conducting the treatment. The sample of this research was grade VII^A students of SMP N 2 Tolitoli, in academic year 2016/2017. It was determined by applying purposive sampling. The total of numbers of sample were 27 students.

3. Findings and Discussion

3.1 The Result of pre-test

Pre-test was given to know students writing Descriptive text before treatment. Pre-test was conducted on March, 29th 2017. To know the result of the students score in writing descriptive text, it could be seen on the table bellow:

Table 1. The Result of Pre-test

NO	NAMA SISWA	ASPECT OF WRITING (GRAMMAR)	TOTAL SCORE (X)	RATE
1	GYT	2	33	Failed
2	ADZ	2	33	Failed
3	BRY	1	17	Failed
4	JLT	3	50	Failed
5	AGC	3	50	Failed
6	RKT	1	17	Failed
7	MRH	1	17	Failed
8	BRM	3	50	Failed
9	MWA	2	33	Failed
10	DYK	3	50	Failed
11	STV	2	33	Failed
12	WHY	1	17	Failed
13	ADP	3	50	Failed
14	AGL	2	33	Failed
15	KVC	2	33	Failed
16	AGS	3	50	Failed
17	NRA	3	50	Failed
18	RSK	3	50	Failed
19	SLS	3	50	Failed
20	SRT	3	50	Failed
21	CDH	1	17	Failed
22	FRN	1	17	Failed
23	AMH	1	17	Failed
24	ADN	2	33	Failed
25	IKA	3	50	Failed
26	IKK	3	50	Failed
27	ANS	2	33	Failed
SUM (Σ)		59	983	

Based on the table above, the researcher found that the most of the all of the students got failed score. The total of the students 27. The researcher concluded that students of grade VII of SMP N 2 Tolitoli still had less of writing descriptive text.

3.2 The Result of Post-test

Post-test was given to know the effect of the treatment. Whether the treatment was successful or not. Post-test was conducted on April, 12th 2017. To know the result of the students score in writing descriptive text, it could be seen on the table bellow:

Table 2. The Result of Post-test

NO	NAMA SISWA	ASPECT OF WRITING (GRAMMAR)	TOTAL SCORE (X)	RATE
1	GYT	3	50	Failed
2	ADZ	4	67	Failed
3	BRY	3	50	Failed
4	JLT	5	83	Successful
5	AGC	5	83	Successful
6	RKT	4	67	Failed
7	MRH	3	50	Failed
8	BRM	5	83	Successful
9	MWA	4	67	Failed
10	DYK	5	83	Successful
11	STV	3	50	Failed
12	WHY	3	50	Failed
13	ADP	4	67	Failed
14	AGL	4	67	Failed
15	KVC	4	67	Failed
16	AGS	5	83	Successful
17	NRA	5	83	Successful
18	RSK	4	67	Failed
19	SLS	5	83	Successful
20	SRT	5	83	Successful
21	CDH	4	67	Failed
22	FRN	3	50	Failed
23	AMH	4	67	Failed
24	ADN	4	67	Failed
25	IKA	5	83	Successful
26	IKK	5	83	Successful
27	ANS	3	50	Failed
SUM (Σ)		111	1850	

Based on the table above, the researcher found that the most of the students got success score. The total of the students 27. Total of the students who got failed score was 17 students. And the students who got successful score was 10 students. The researcher concluded that students of grade VII of SMP N 2 Tolitoli could be improved students writing descriptive text by using pictures.

4. Discussion

The researcher discussed the result of the data analysis of the pre-test and post-test in accordance with the scope of this research. The discussion was intended to know that whether of the use of pictures can improve students writing descriptive test or not.

The first step of this research was conducted the pre-test. In the pre-test got the writing descriptive text scores of each students as sample. Based on the score, the researcher found that the most of the students got failed score. 7 students got one score (17 score). 8 students got two score (33 score) and 12 students got three score (50 score). Because, their confused and not understood about descriptive text and their stuck to made a good paragraph. Total of the student who got failed score was 27 students 100% of got poor score.

In the second step of this research, researcher conducted the treatment. It was done in three meetings. Researcher taught the students as sample of this researcher by using pictures. This media was applied in order to train students could comprehend well the descriptive text.

Treatment conducted for three meetings. First meeting, the researcher explained about kinds of the text, definition about descriptive text and gave example of the descriptive text. Students listened to the Researcher explained about the descriptive text. The researcher asked some students to write on the white board each one senteces about the picture. The researcher asked the students dealing with the material in the first meeting.

Second meeting, the researcher explained again about descriptive text and the generic sructure of descriptive text. The researcher attached a picture on the white board. The students described the picture each five sentences and arrange the sentences become a good paragraph. Then, The researcher asked the students dealing with the material in the second meeting.

The third meeting the researcher gave some activity with second treatment but the topic of the material was different. Because, the researcher divided the students into four groups. The researcher would give one picture to each group with different pictures. Then, the students describe the picture become a good paragraph.

After all of the treatment conducted in this research, the researcher conducted the post-test, the researcher got the data based on the students score. The researcher found that the most of the students got success score. 7 students got three score (50 score). 10 students got four score (67 score) and 10 students got five score (83 score). Total of the students who got failed score was 17 students. And the students who got successful score was 10 students. The highest percentage of the data in the post-test was 10 out of 27 students (37,03%) got Good score, 17 out of 27 students (62,96%) got Poor score.

The description of the data collected through the objective test showed that the students writing descriptive text by using pictures had significant improvment. It also was supported by mean score of the students in pre-test was 36.41 classified as poor classification, and the mean score of students post-test was 68.52 classified as poor classification. The value of T-test was high than T-table ($18.432 > 2.056$). Based on T-test, the researcher could conclude that there was significant difference between the result of pre-test and post-test. It means that

students writing descriptive text got improved. This implies that Pictures was one of the some effective ways to improve students writing descriptive text.

5. Conclusion

Based on the result of the data analysis in the previous chapter, the researcher would like to conclude that teaching writing descriptive text by using pictures can be enjoyable for both teacher and students. In fact, the students can improve their writing ability after being taught by using pictures. It can be seen from the students achievement writing scores in each test. Where the mean score of post-test was 68.52. It was higher than the mean score of pre-test that was 36.41. Finally the researcher can draw an inference that the first grade students of SMP Negeri 2 Tolitoli in academic year 2016-2017 have a good ability in writing descriptive text by using pictures.

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