

THE EFFECT OF USING PICTURE MEDIA IN TEACHING WRITING OF DESCRIPTIVE TEXT

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Abstract

This experimental research was held at SMK Darussalam Blokagung. The author conducted research in two classes. The first class X KS 1 as a control class and the second class X AK 1 as an experimental class. The experimental class was taught to write descriptive text using image media, while the control class was taught to write descriptive text using the lecture method / worksheets. In analyzing the data, researchers used quantitative measurements to find the results. Where the research data collection techniques using tests. And the data analysis technique used the t-test hypothesis test. The results of the research that have been done are the value of the t count hypothesis test of 1,98 and the value of the t table of 1,67 it means, the value of t count is greater than t table. Thus, it shows the significance between picture media (X) on descriptive text writing (Y). Based on the results of the research above, it can be concluded that there is an effect of picture media on teaching writing descriptive text at X AK 1 SMK Darussalam Blokagung and it is suggested that using picture media can be used by teachers to improve students' ability in writing descriptive text. This can be applied in the teaching and learning process of English as a medium in teaching and learning activities.

Key Words : Effect, Picture Media, Teaching Writing

Peneliti menggunakan teknik cluster random sampling untuk menentukan kelas penelitian. Subjek penelitian ini adalah siswa kelas X AK 1 dan X KS 1. Dalam menganalisis data, peneliti menggunakan pengukuran kuantitatif untuk menemukan hasilnya. Dimana teknik pengumpulan data penelitian menggunakan tes. Dan teknik analisis data menggunakan uji hipotesis uji-t. Hasil penelitian yang telah dilakukan diperoleh nilai uji hipotesis t hitung 1,98 dan nilai t tabel 1,67 yang berarti nilai t hitung lebih besar dari t tabel. Dengan demikian menunjukkan adanya signifikansi antara media gambar (X) terhadap penulisan teks deskriptif (Y). Berdasarkan hasil penelitian di atas maka dapat disimpulkan bahwa terdapat pengaruh media gambar terhadap pembelajaran menulis teks deskriptif di kelas X AK 1 SMK Darussalam Blokagung dan disarankan agar penggunaan media gambar dapat dimanfaatkan oleh guru untuk meningkatkan kualitas belajar siswa. kemampuan menulis teks deskriptif. Hal ini dapat diterapkan dalam proses belajar mengajar bahasa Inggris sebagai media dalam kegiatan belajar mengajar.

Kata Kunci : Dampak, Media Gambar, Mengajar Writing

Introduction

(Kay in Westwood 2004:100) states that As one of the most important English skills, Writing is the most difficult skill experienced by high school students because it has a close relationship with English grammar and vocabulary. For the high school level, it starts by introducing dialogue texts (Interaction and Transactional). This will be followed by studying the types of texts, for example, descriptive, procedures, recalculation, narration, and report texts.

In teaching writing, especially for high school students, teachers must pay attention not only to how they can apply the right technique but also about how the technique is accepted by students. The goal is that teaching and learning processes can be understood, interesting, and motivated so that students' writing skills are one of the visual learning media. The teacher must choose the right media in the teaching and learning process (Harmer, 2002:255).

The researcher applies picture media to teaching writing descriptive text. As research know, pictures have an important role in helping students improve their descriptive writing skills, because by using media images, students can see the relationship between concepts, events, and characters in the lesson and students can see the relationship between the components of the material or content lessons taught. With the help of picture media, the teacher will more easily overcome the disturbances that will hinder the learning process and take over the attention of students in the class. Thus students will be more motivated to find and develop ideas in the form of systematic and meaningful texts.

Review Of Related Literature

Sanjaya (2006: 112) states that learning is the process in which an activity originates or is changed through training procedures (either in the laboratory or in the natural environment) as distinguished from changes by factors not caused by training.

In addition, Brown (2007: 7-8) states that learning is gaining or gaining knowledge about a subject or skill by learning, experience, or instruction. Brown (2007: 91) also states that learning as a process of obtaining material as a separate and relatively isolated entity that is related to cognitive structure only in an arbitrary manner and verbatim, does not allow the formation of relationships.

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Learning involves mental storage of items that have little or no chance of existing cognitive structures.

Hamalik (2011: 7) says that teaching or teaching is a teaching process that is directed towards goals which are more or less planned in advance. In teaching, formulating goals is the most important and every teaching process is expected to achieve the goal.

According to Harmer (2006: 25), elements in language classes to help students learn effectively are involved, learning and active. The details of these elements are as follows: (1) Get involved; (2) Study; (3) Active. Writing is one of the language skills besides speaking, listening and reading. Writing always occupies a place in most English language courses (Fauziawati, 2010: 45).

Writing is the activity of skill to express some ideas or even feelings into the words and it is the process of moving some senses to get the ideas (Prastiyo: 2018). Raimes (1983: 76) states "Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand". According to Harmer (2007: 112) " writing for writing, in the other hand, writing is directed at developing the students skill as writers". Meanwhile based on Brown (2001:331) writing is a thinking process, writing can be planned and given many revision before the work release. Writing can not be produced once, it must be followed by some steps that beginning from prewriting, drafting, revising, editing and the last release the work.

According to Sanjaya (2008: 204), the word "media" comes from Latin and is a plural form of the word medium which has a meaning of delivery or mediator. Media is everything that can be used to convey messages from senders and recipients so that they can stimulate thoughts, feelings, interests and concerns in such a way that learning occurs (Sadiman, 2005: 6). According to Wright (2004: 2), drawing is not only an aspect of a method but through their representation of places, objects and their people is an important part of our overall experience must help our students to overcome them.

Teaching writing skills are recommended in high school because writing is very important. Writing is closely related to the structure of grammar and vocabulary that we have taught our students. When people start writing, they

become very involved with new languages, efforts to express ideas, hands and brain are different ways to strengthen learning. They often find something new in their ideas. They find a real need to find the right words and the right sentences. That the relationship between writing and thinking makes writing a valuable part of a language course.

Teaching writing using pictures is useful because it is one of the interesting educational media. Can help serving things that cannot be presented or seen in classrooms. Images can also guide students to write descriptions and narratives. By writing, students can also get more new vocabulary based on pictures. In presenting lessons, teachers are highly expected to be able to motivate and support students so that they have readiness and confidence in learning English. Therefore, teaching writing by applying simple and effective drawings, but needs to be taught carefully and with good preparation (Sugiyono, 2012:78)

One type of text that high school students must learn is descriptive writing. Descriptive writing is a skill that needs extra attention (Soejatmiko and Taloko, 2003: 62). Descriptive writing is used to create a clear picture of a person, place, or thing. Tompkins (2001: 111) states that descriptive writing is painting pictures with words, meaning that in writing descriptive paragraphs, a writer must try to visualize something or someone uses living words to show a good picture of what he is describing.

Hartono (2005: 6) defines genre into two parts namely story genre and factual genre. The story genre includes the following sections:

1. Narrative, Narrative text is a type of text that entertains and entertains the reader. This relates to actual experience or a variety of different ways.
2. Anecdotes, Anecdotal texts are texts that share accounts about unusual or funny events.
3. Narrate, Recount text is text that retells events for the purpose of informing or entertaining.
4. Spoof, Spoof text is text that retells an event with a funny twist.

While the factual genre includes the following sections:

Procedure,

The procedure text explains how something is achieved through a series of actions or steps.

1. Explanation

The explanatory text describes the processes involved in the formation or workings of natural or socio-cultural phenomena.

2. Report

The text of the report describes the situation, with reference to regulating or natural, human-made and social phenomena in our environment.

3. Analytical Exposition

Analytic Exposition Texts are texts that convince the reader or listener that something is happening.

4. Hortatory Exposition

Hortatory Exposition text is text that convinces the reader or listener that something must or may not happen.

5. Discussion

The discussion text presents at least two points of view about an issue.

6. Description

Description text is text that describes a certain person, place, or object.

7. Review

Review texts used to criticize works of art or events for a public audience.

There have been a number of studies on teaching using media and teaching writing that have been carried out so far and have been an inspiration. The first study was entitled "The Effectiveness of Using Images in Writing Descriptive Texts (Case Study in Class VIII Students of SMP Negeri 26 Semarang Academic Year 2008-2009)" written by Sofia Winda Nur Fitriani.

This study has differences with previous studies. In a study conducted by Sofia Winda Nur Fitriani, the difference was in the subjects studied, for Sofia, the subjects were MTS students, while the research subjects were SMK Darussalam Blokagung Vocational School and the equation was the same using image media on descriptive text authorship.

The results show that the t-test obtained was 4,816. while the t-table is 2,000 for $\alpha = 5\%$. T-test value is higher than t-table ($4,816 > 2,000$). Based on these results, the effective image as a medium in improving descriptive writing skills at SMP N 26 Semarang.

The second study entitled "The Effectiveness of Using Image Sequence in Teaching Narrative Texts to Improve Students' Writing Abilities in Class XI of MAN Kutowinangun in Academic Year 2012/2013" written by Tentrem Wiji Asih. while the research conducted by Tentrem Wiji Asih contained in the method used is to use class action research, and research conducted by the author that uses quantitative experimental methods, Tentrem Wiji Asih uses the narrative writing of texts while for writers using descriptive text.

The results showed that the t value obtained was 4,526, while the t-table was 2,000. T value is higher than t-table ($4,526 > 2,000$). So, it can be stated that the hypothesis "the use of image sequences in teaching narrative texts to improve students' writing abilities in the eleventh grade of MAN Kutowinangun in the 2012/2013 academic year is effective" is accepted.

Research Method

The research design in this research is experimental research, because the objective is to know the effect of using picture in teaching writing of descriptive text at the tenth grade of SMK Darussalam Blokagung Banyuwangi in academic year 2019/2020. The experimental research is a study to know what happens to the subject after we give a certain treatment or we try something to those groups (Freankle in istiyani, 2003:20). Quasi Experimental had been chosen as the design in this research. It was intended to know the effect of using media picture in teaching writing of descriptive text at tenth grade of SMK Darussalam Blokagung Banyuwangi. Moreover, it is used in order to avoid a differential drop out of subjects from the group (Moore, 1983:172, in Mulyati, 2005:21).

Table.1

Post test	Pretest	Group
y1	x1	Eksperimen group
y2	x2	Control group

Source: Researcher Processed Data, 2019

The research instrument is a tool used to measure both natural and social phenomena observed. Specifically all these phenomena are called research variables (sugiyono, 2015:102). Research instrument in a research is very important, because the data collected is the material of hypothesis testing that has been planned.

So the research instrument should be able to support the data in accordance with the required for conclusion with drawal can be accurate. Post-test will be use as instrument to collect data in this research. Post-test is a test conducted after a treatment in experimental group, then the effect of treatment is analyzed by test.

1. Validity Test

According to Sugiyono (2015:228) to test the validity of the test used the corelation Product Moment formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

2. Reliability Test

Reliability refers to an understanding that an instrument can be trusted to be used as a data collection tool because the instrument is already good (arikunto, 2013: 221).

$$r_i = \frac{k}{k-1} \left(\frac{s_t^2 - \sum p_i q_i}{s_t^2} \right)$$

In the research process, data is very important. With that data, the researcher can answer the problem, find something that is the purpose of the study and can prove the research hypothesis. To be able to obtain objective and accountable data, data collection methods are needed that are relevant to the exact needs of the research object and research subject. Data collection is used as follows:

- 1) Observation
- 2) Test
- 3) Documentation

A study is not complete if it is not accompanied by data analysis. This is because analyzing the data means processing the data by weighing, filtering, and

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organizing and clarifying the data. In this study to analyze data, the authors use statistical analysis. The sample homogeneity test is used to find out which sample groups come from the same population. To find homogeneity, the formula F is used :

$$F = \frac{S_{besar}}{S_{kecil}}$$

Before seeking the F value, we find out the value of variance in groups, namely:

$$s_1^2 = \frac{\sum f_i(x_i - \bar{x})^2}{n - 1} \quad s_2^2 = \frac{\sum f_i(x_i - \bar{x})^2}{n - 1}$$

T test is used to test the importance of constants and dependent variables. T test (T test) is one of the statistical tests used to test the truth or falseness of the null hypothesis which states that between the two sample means taken randomly from the same population, there is no significant difference (Sudjiono, 2010).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Research Results

To find out how the level of writing quality of class X students for class X AK 1 and X KS 1 the following data displays the writing value of descriptive text in class X KS 1 students (lecture method) as well as the writing value of descriptive text of class X AK 1 students before and after using the media the picture through the results of the pretest and posttest at SMK Darussalam Blokagung. Descriptive text authorship data for class X KS 1 and X AK 1 write descriptive text for pre test results. The following is the data writing descriptive text.

Table 2. Category writing descriptive text X KS 1 using lectrure method

Percentage	Frequenci	Class	Category
48,89%	22	78-75	low
40%	18	82-79	medium
11,11%	5	86-83	high
100%	45	Σ	total

Source: Researcher Processed Data, 2019

Based on the category data and descriptive text authorship distribution, three categories were obtained, namely low 22 people with 48.89%, middle class 18 people with 40%, and high category 5 people with 11.11%. Therefore, we can conclude that the majority of the authorship of descriptive text in class X KS 1 students at SMK Darussalam Blokagung is low with a percentage of 48.89%.

Meanwhile, for the authorship of descriptive text in X AK 1 students obtained from the pre-test results, it can be seen in the following table:

Table 3. Category writing descriptive text X AK 1 using media picture

Percentage	Frequenci	Interval	Category
40%	18	82-78	low
51,1%	23	87-83	medium
8,9%	4	92-88	high
100%	45	Σ	total

Source: Researcher Processed Data, 2019

Based on the category data and descriptive text authorship in class X AK 1 above the three categories obtained were as low as 18 people with 40%, middle class as many as 23 people with 51.1%, and a higher class of 4 people with a percentage of 8.9 %.

Therefore, we can conclude that the majority of descriptive text writing results in X AK 1 SMK Darussalam Blockagung averaged 51.5%.

Data from the authorship of descriptive text with, using the lecture method in class X KS 1 and media images on X AK 1 generated from the next test. The following is the authorship of descriptive text data in class X KS 1 using the lecture method:

Table 4. Category writing descriptive text X KS 1 using lecture media

Percentage	Frequenci	Interval	Category
44,4%	20	80-74	low
37,7%	17	87-81	medium
17,7%	8	94-88	high
100%	45	Σ	total

Source: Researcher Processed Data, 2019

Based on the category data and descriptive text authorship above the three categories obtained were as low as 20 people with 44.4%, middle class as many as 17 people with 37.7%, and high 8 people with a percentage of 17.7%. Therefore, it can be concluded that the majority of descriptive text writing results in class X KS 1 SMK Darussalam Blockagung decreased by 44.4%. The following is the authorship of descriptive text data in class X AK 1 using image media:

Writing descriptive textwith score after testusingmedia picture for TT
X AK 1 in SMK Darussalam Blokagung

Percentage	Frequenci	Class	Category
28,89 %	13	83-76	low
55,56%	25	91-84	medium
15,56%	7	99-92	high
100%	45	Σ	total

Source: Researcher Processed Data, 2019

Based on the recurring category and distribution data on descriptive text writing in the above table, it can be seen that the effect of the image method on writing descriptive text is based on three categories, namely less than 13 people with a percentage of 28.89%, the number of moderate people reaching 25 people with 55, 56% and good up to 7 people with a rate of 15.56%

Therefore, we can conclude that the application of the use of image media in writing a descriptive text on X AK 1 SMK Darussalam Blockagung is moderate at 55.56%. This means that in the teaching and learning process, students are enthusiastic and can accept the learning process by applying image media. The percentage of the above size also means that in the process of learning to write descriptive text using image media is more effective and efficient because students of X AK 1 are more interested in the material presented in learning English than now. Furthermore, X AK 1 students can think systematically, logically, and critically so that students can improve the results of writing descriptive text through the use of this image media.

Discussion

From the results of data processing, it can be seen that the writing of descriptive text in class X AK 1 SMK Darussalam Blockagung in the class before and after the application of picture media has increased. Before applying using media to write descriptive text in the middle class by 23 students with a percentage of 51.1%, after applying the picture media it became a high category with a percentage. Therefore, we can conclude that there is an increase in writing descriptive text for students of X AK 1 SMK Darussalam Blokagung.

In class X KS 1 used the lecture method, namely the results of writing descriptive text through an introductory test, the results were in classes as low as 22 students with a percentage of 48.89%, then after the test results writing descriptive text in the low category reached up to 20 students with a percentage of 44, 4% Therefore, we can conclude that writing descriptive text using the lecture method did not increase.

According to research conducted at Blokagung Darussalam Vocational School using quantitative methods, obtained by writing descriptive text, there is a significant influence, and this can be seen from the results of the calculation of $t = 1.98$ tests tested with a significant level of 5%. The calculation results show that $t_{\text{arithmetic}} > t_{\text{table}} = 1.98 > 1.67$. This means that the hypothesis can be accepted, and that there is a significant impact of writing descriptive text for students of class X AK 1 in SMK Darussalam Blokagung.

Finally, we can conclude that the use of image media has an important role, function, and influence in writing descriptive text for class X AK 1 students at SMK Darussalam Blokagung.

Conclusion and Suggestion

Based on the results of research conducted on writing descriptive text using image media, it can be concluded that:

1. The application of the use of image media to write descriptive text in class X SMK Darussalam Blockagung is moderate at 55.56%. This means that in the teaching and learning process, students are enthusiastic and can accept the learning process by applying the use of media images.
2. Increase the writing of descriptive text for students of X AK 1 in Block Darussalam SMK. Before applying the use of image media to write descriptive text is moderate, intervals 83-87 of 51.5%. After applying the use of image media to write descriptive text 92-98 interval height of 53.33%, and there was no increase in writing descriptive text for students X KS 1 SMK Darussalam Blockagung. Based on pre-test scores, descriptive text writing was low, intervals of 75-78 at 48.89%. After the test, the authorship of descriptive text was low at intervals of 74-80 with a percentage of 44.4%.
3. Based on the results of research using the t test on the results of the descriptive text writing test, there is a big influence between the use of image media and the lecture method in writing descriptive text, and this is evident from the results of the hypothesis test using the t test which shows that $= 1.98 > 1,67$ therefore, the conclusion is that there is an effect of using image media on the authorship of descriptive text for students of X AK 1 SMK Darussalam Blockagung.

After obtaining the results of research that prove that learning to use image media in descriptive text authorship gives good results, on this occasion the authors make suggestions that are considered as intellectual contributions, including the following:

1. As for related institutions, it is important to first increase the activity of writing descriptive text by writing easy vocabulary.
2. The teacher uses picture media to pay more attention to students in the writing of descriptive text in accordance with the spelling rules and teach it as much as necessary to support their writing skills.
3. Teachers who teach must have the desire to write descriptive text with correct spelling and structure so that there will be an increase in authorship of descriptive text.

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