

THE EFFECT OF PICTURE SERIES TOWARD STUDENTS' DESCRIPTIVE WRITING SKILL

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ABSTRACT

The objective of this study are to find out the significant effect of the use Picture Series students' descriptive writing skill and the students' responses toward using Picture Series in writing descriptive text. This research used quantitative method with quasi experimental design. The target population and sample of this study was the tenth grade of students at Private Senior High School in Karawang that consist of 60 students. In this research, written test was administered as an instrument for both experimental and control groups and the administrating of questionnaires given to an experimental group. To answer the first research problem, the data from written test were analyzed using independent t-test. The result of data was of $t_{\text{observed}} = 2.037$ and $t_{\text{table}} = 2.00$ with the standard of significance 0.05. It means that t_{observed} was higher than the t_{table} ($2.037 > 2.00$). Moreover, the result indicated that Picture Series media significantly was effective toward students' descriptive writing skill. Based on the result of questionnaire, it can be explained that most of the students had positive responses in learning writing of descriptive text by using Picture Series media and they were felt enjoyable and interested series to use pictures in learning writing descriptive text.

Keywords: Descriptive Writing Skill, Picture Series.

ABSTRAK

Tujuan dari penelitian ini adalah untuk menemukan pengaruh yang signifikan dari penggunaan media pembelajaran *Picture Series* terhadap kemampuan siswa dalam menulis teks deskriptif dan tanggapan siswa terhadap penggunaan media *Picture Series* dalam pembelajaran menulis teks deskriptif. Penelitian ini menggunakan pendekatan kuantitatif dan design penelitian kuasi eksperimental. Populasi dan sampel dalam penelitian ini adalah siswa kelas 10 di SMA Swasta di Karawang yang terdiri dari 60 orang siswa. Instrumen penelitian yang digunakan adalah tes menulis untuk kelas eksperimental dan kelas kontrol, pengisian data kuisioner untuk kelas eksperimental, dan Independen t-test digunakan untuk menghitung data tes tertulis siswa. Hasil dari data yang telah dianalisa menunjukkan bahwa nilai $t_{\text{observed}} = 2.307$ dan nilai $t_{\text{table}} = 2.00$ dengan derajat signifikan sebesar 0,05. Data tersebut menunjukkan bahwa nilai t_{observed} lebih besar dari nilai t_{table} ($2.037 > 2.00$). Oleh karena itu, dapat disimpulkan bahwa media *Picture Series* memberikan pengaruh yang signifikan terhadap kemampuan siswa dalam menulis teks deskriptif. Kemudian, berdasarkan hasil kuisioner, dapat disimpulkan bahwa kebanyakan siswa mendapatkan respon yang positif dalam kemampuan menulis teks deskriptif dengan menggunakan media *Picture Series* dan mereka merasa senang dan tertarik dengan menggunakan *Picture Series* sebagai media dalam pembelajaran menulis teks deskriptif.

INTRODUCTION

English learning is very important, because some of the countries use English as their mother tongue. According to Harmer (2007: 11) “Many people learn English because they think it will be useful in some way for international communication”. Besides that, English has a function not only as a universal language but also as a tool to communicate in oral and write form to understand, get information, knowledge technology and culture. As we know, English has for basic skills, including reading, listening, speaking, and writing. Therefore, writing is one of skill that should be mastered by people.

Mostly, people think that writing is difficult skill to be mastered, since we must understand about the grammar and vocabulary well. According to Harmer (2007) “Writing is a way to produce language and express idea, feeling, and opinion”. It means that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. There are many types of texts must be mastered in writing. In the tenth grade syllabus, one of the types writing is descriptive text. Descriptive text taught by the teacher to give information to the students about how the students describe something, such as people, place, animals and so on specifically.

Most of the students faced difficulties when writing. It cause they did not have any ideas what they have to be written although they have been given a topic from the teacher. For example, when the writer wrote the word “My Self” and asked to the students to describe it, they spent much time to describe it and most of students just keep silent for a few minutes. Therefore, to make the students more interested and to stimulate the students’ motivation in learning writing process, using media is recommended to deliver the material in teaching learning process. Brown (2001: 2) proposes that media are physical equipment or utensil for instruction. Media can be used to motivate students in learning. The previous research, Ni’mah (2011:4) with the title “The Effectiveness of Using Basic Questioning with Picture to Improve the Students’ Writing Descriptive Skill” stated that the teachers’ creativity in using teaching aid would increase the probability that the student will learn more and the knowledge will retain better in their mind.

The use of Picture Series media can help and motivate the students toward their writing skill. There are some reasons that picture series can help the students learning process. First, pictures are visual media, which are easy and do not much money to get. Second, pictures are attracting, it will be able to evoke the students’ imagination (Sa’diyah, 2010: 5). Harmer (2007) says that pictures are often used to present situation to help students work with grammar and vocabulary. Based on this statement, it is clearly stated that pictures help the students easily to get information, and helps the students work with grammar and vocabulary. Moreover, picture series can be applicated in the English learning teaching since it helps students to comprehend the text, get information easily and helps students toward working with grammar and vocabulary.

REVIEW OF LITERATURE

Series Picture in Teaching Writing Descriptive Text

According to Hermanto (2013: 150), picture series strategy is one of the effective strategies in teaching writing because the implementation of this strategy is combined with writing process approach and the four teaching and learning stages. The use of Picture Series as media in language teaching is not a new thing. Brown (2001) states that pictures not only bring images of reality, but also can be function as a fun element in the class.

Series of pictures have some advantages in teaching writing. One of them stated by Latuheru (Hermanto, 2013: 150), that picture series have several function in the teaching and learning processes. First, pictures can translate abstract ideas into more realistic form. Second, pictures are easily obtained, for example, from schoolbooks, newspaper, and magazine. Third, pictures are usable in different kinds of academic levels. Fourth, pictures can save the teacher times and energy.

Harmer (2007: 134) points out six uses of pictures as visual media in language teaching. First, Harmer states that picture is used for drilling. It is useful for drilling grammar, sentences, and practice vocabulary. Second, the use of picture is for communication. It provides variety of communication activities in classroom. Third, Harmer says that picture is used for understanding. Students will get their understanding about people or objects, even series of instructions to do something by seeing the pictures. It is also easy to check students' understanding by giving them a question and ask them to choose the picture as the answer. Fourth, picture is used for ornamentation. It means that picture can be a media to appeal students' interest. Fifth, picture is for prediction. It means that picture show the stories activities; it can help students to guess what is happening or doing in the pictures. And the last one is for discussion. There are many questions which occurred in the pictures.

Moreover, according to Wright (2007: 17), there are several roles of picture in teaching productive skills. First, pictures can motivate the students and make them want to pay attention and want to take part. Second, pictures contribute to the context in which language is being used. They bring the world into the classroom. Third, the picture can be described in an objective way or interpreted or responded to subjectively. Fourth, pictures can cue responses to question or cue substitution through controlled practice. And the last, picture can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

Teaching Writing Descriptive Text

Writing is one of four-language skill besides listening, speaking and reading. Writing is an activity in arranging word, phrase, and sentences that is grammatically correct and appropriate with its purposes. Harmer (2007: 31) as cited in Ni'mah (2012: 8), writing is a way to produce language and express idea, feeling and opinion. It means that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

Descriptive text is a text which says a thing clearly and neatly so the reader knows the aim of the contents of the text, because writing involves the sense, such as hearing, seeing, feeling, tasting, and touching (Pratiwi and Rahmasari, 2011). Kane (2000; 352) stated that: "Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception". And in specific meaning "Description is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing." Another definition about descriptive text is based on Gerot and Wignell (Ni'mah, 2012: 17) stated that descriptive is a kind of text which is aimed to describe a particular person, place, or thing. The writer defines the descriptive text is a text which has a function to describe about people, thing, place, animal and so on specifically involves five sense. So, the readers can imagine the text was read and they will be gotten information from the text.

Djuharie (2009: 153) classifies generic structure of descriptive text into two parts, first is identification: introduction about subject or something that want to describe, and the last is description: giving information about characteristics of subjects. Djuharie (2009:153-154) stated that there are language features of descriptive text. The following describes the characteristics of the language of the descriptive text are: (1) Specific Noun, e.g. Father, school, my cat, etc. (2) Simple Present Tense, e.g. I live in Kutabaru; my house is a simple house. (3) Detailed Noun phrase to give information about subject, e.g. Brownie is a cute pet; she has a beautiful skin. (4) Some Adjective (describing, numbering, classifying) e.g. three tall buildings, sharp white fangs. (5) Relating verbs to give information about subject, e.g. he has pointed nose. (6) Figurative language, like simile, metaphor, etc. e.g. her skin is white as cloud.

METHODOLOGY

The writer defined a quantitative research was a study approach about relationship of two or more variable, including cause and effect relationship with a number of data, and it can be analyzed by using statistical procedure.

Nunan (2003: 24) stated that experimental research is an appropriate method that used for collecting and analyzing data. An experiment usually involves two groups of subjects, an experimental group and a control or a comparison group. In this research, the students an experimental group receives a treatment by using Picture Series, while the controlling group receives different treatment.

Researcher chooses two classes from the total of population as the sample. First class is as an Experimental group were given treatment by using Picture Series media. And the second class is as a Controlling group, this class were given a free-writing technique. Each of class has 30 students.

There are two kinds of instruments were used to collect the data of the study. Those are writing test and questionnaire. Writing test was given to measure the students' writing ability in writing descriptive text using the basic aspects of writing content, covered organization, vocabulary choices, word grammar usage and mechanics. It consisted of pre-test and post-test. Pre- test has purpose to know about the students' ability in writing descriptive text before the researcher gave a

treatment to the students. While post-test were done after researcher gave a treatment for both of classes. It has purpose to find out the final score test between the students who used Picture Series and those who were not. The researcher used scoring guidelines to assess students' writing adapted from Weigle (2002: 116). There are five components that would be assessed from students' writing including content, organization, vocabulary, mechanics, and language use.

After collecting the data, to analyze the obtained data, the writer used inferential statistic. Those are several ways of processing data, as follows: (1) Validity Test, (2) Reliability Test, (3) Normality Test, (4) Homogeneity Test, (5) Independent T-test; this sample were calculated by computation of SPSS Statistics version 22.0, (6) Effect Size, (7) Effectiveness, and (8) Analysis Questionnaire.

Researcher used Likert scale to measure the result of questionnaire. Sugiyono (2013: 93) stated that Likert scale used to measure the attitude, opinion, someone or a group perception about social phenomenon. Sugiyono also stated that the answer to every instrument that uses a Likert scale has gradations from very positive to very negative, which may include the words with a given score, as follows:

Table 1. Likert Scale

Criteria	Score
Strongly Agree / Always / Very Positive	4
Agree / Often / Positive	3
Disagree / Hardly Ever / Negative	2
Strongly Disagree / Never / Very Negative	1

Sources: adapted from Sugiyono (2013: 93)

Table 1 presents the results of the questionnaires calculation by using the following criteria scores.

Table 2. Criterion's Score

Percentage	Criteria
0% - 20%	Very Weak
21% - 40%	Weak
41% - 60%	Sufficient
61% - 80%	Strong
81% - 100%	Very Strong

Sources: Sugiyono (2013: 95)

FINDINGS AND DISCUSSION

The objective of this study was to analyse whether or not the used Picture Series effective toward the students' writing descriptive skill , and are there students' positive responses in using Picture Series media in writing descriptive skill or not. Furthermore, the writer used two instruments to solve the problem based on research questions. The instruments included written test of descriptive text and questionnaires.

The data was calculated by using IBM SPSS Statistics 22.0 for windows. To examine the normality distribution of data, the writer used Shapiro-Wilk test for experimental group and control group before and after being treatment. Based on computed by using SPSS 22.0 the data were showed that the result of pre-test in experimental and control groups were normally distributed. After that, before giving the treatment, the writer calculated the homogeneity of variance and independent t-test for both of groups. The result of data can be decided that t_{observed} was lower than the t_{table} ($1.596 < 2.00$). It means that the students of both groups had a similar initial skill in terms of writing ability and the data both of groups were homogeneous. So, the null hypothesis was accepted. After the writer analyzed the data of pre-test, the writer used same ways to computed the data of post-test in experimental and control groups. Then, the writer analyzed the hypothesis by using independent t-test to decide whether Picture Series media effective toward students' writing descriptive skill. The result of the data was that the t_{observed} was higher than the t_{table} ($2.037 > 2.00$). The result indicated that Picture Series media significantly effective toward students' writing descriptive skill. In addition, it means that the null hypothesis was rejected. The next step was computed an effect size. It had an aimed to find out the strength of a differences value between experimental group and control group with compared the value of post-test both of groups. Based on the result of computation, $ES = 0.485$. It can be seen on the scale of effect size that both of groups had a strength or magnitude of a difference value. It means that Picture Series media effective than free-writing technique. Referring to the application of Picture Series media have the effects of 23.20 % towards the students' descriptive writing skill. While the use of the demonstration method affects only amounted to 22.92 %. It can be concluded that the application of Picture Series media have an effect for the students' descriptive writing skill.

Besides that, the administration of questionnaire were supported this research to find out the data for the students in experimental group. The purposes were to know the students' responses in writing ability of descriptive text by using Picture Series media. The result of questionnaire showed that almost all of the students have positive response in writing ability of descriptive text. And nearly of all students were interested and enjoyable in writing learning descriptive text by using Picture Series media. It can be concluded that Picture Series media can motivate and facilitate the students to understand the material which was presented by the teacher, including string a good sentences, correcting grammar, increasing vocabulary, and writing carefully based on general structure in writing descriptive text.

Based on the result of study, it is clearly as cited in Wright (2004: 17) that pictures can motivate the students and make them want to pay attention and want to take a part, and pictures can stimulate and provide information to be reverred to in conversations, discussions, and storytelling. Another researcher, Harmer (2001: 134) said that pictures for communication activities in the classroom, by using pictures the students will get their understanding about people or object, and pictures can be a media to appeal students' interest.

CONCLUSION AND PRACTICAL IMPLICATIONS

Based on the research finding had been discussed above, the outcome of the research elaborates that picture series contributes towards students' ability in writing descriptive text.

According to calculation, the result of data was that the t_{observed} was higher than the t_{table} ($2.037 > 2.00$). The result indicated that Picture Series media significantly was effective to be applied toward students' writing descriptive skill. Moreover, it means that the null hypothesis was rejected. This result supported by computing the effectiveness of experimental and control groups. Based on the result of Effect Size, it was 0.485. It can be seen on the scale of effect size that both of groups had a strength or magnitude of a difference value. It means that Picture Series media effective than free-writing technique. Referring to the application Picture Series media has the effects of 23.20% towards the students' descriptive writing skill. Meanwhile, the use of the demonstration method affects only amounted to 22.92%. It can be concluded that the application of Picture Series media have an effect for the students' descriptive writing skill. After that, the result of questionnaire showed that almost of the students had positive responses in writing ability of descriptive text by using Picture Series media and they felt enjoyable and interested with the used Picture Series as media in learning writing descriptive text. Moreover, the Picture Series could be applied as media in learning process in order for helping students to be able to write descriptive text using good content, covered organization, appropriate vocabulary choices, grammar usage and mechanics.

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