



The Effectiveness of Photograph towards Students' Ability in Writing Descriptive Text

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ABSTRACT

The purpose of this study is to find out how the media can improve the writing ability of students in eighth grade Mts Muhammadiyah Tongko. The research method used in this study was a pre-experiment. The research subjects were 23 second grade students at MTs Muhammadiyah Tongko. Data collection techniques are used, namely, pre-test was given to students prior to treatment, the treatment was given in the form of making descriptive text about animals, post-test was given after treatment to see the results of the treatment given. The results of his study showed that there was an increase in students' writing performance in the descriptive text using image media. This can be seen from the calculation of the T-Test at $0.00 < 0.05$ which $t_o = 6,093 > t_t = 2,016$ shows a significant result after being given treatment in the form of the use of image media. This shows that by applying image media, students' writing performance in descriptive text and getting ideas can be improved.

KEYWORDS

Photographic media, descriptive writing performance, EFL writing enhancement, writing motivation, visual-based instruction

INTRODUCTION

In applying English as foreign language the students face some crucial problems. Many students failed to graduate from SMP/SMA because of their mark of English of national final examination does not fulfil the requirement in passing the grade score. That is why Indonesian government makes efforts to find the solution of those problems. For example, they

change the curriculum and introducing new approaches of teaching to English teacher. They also have to consider some factors such as quality of the teacher, student interest, motivation, teaching techniques that play important roles to achieve the objective of learning. Particularly, there is some way similar between procedure text and explained text, report text and descriptive text, narrative text and recount text. In

solving this problem, teacher should to find out simply technique to teach writing by using appropriate and interesting media.

Descriptive text is one of the functional texts which is difficult enough to be learned by the students. According to Sesrica, (2016), Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text.

In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Many of students especially junior high school feel difficult and not interest in writing especially in writing descriptive text it is because They do not know how to write correctly. Many of students feel the same thing especially in junior high school based on the researcher interview on December 08th 2018 with some junior high school students in MTs Muhammadiyah Tongko, they are feel difficult and not interesting in writing especially writing descriptive text because the students do not know how to translate the word and how to write their idea into good sentences. They feel bored and also, their grammar is low.

There some problem of students when they are learned about writing one of them is students get difficulty in

exploring their ideas into word. The students cannot express their ideas well and also they cannot arrange the word. Beside that the students not feel interest. The researcher assume that the reason why students do not feel interest in learning English especially writing because sometime when learning process the students do other activities, they do not pay full attention, and sometime their talking with their friend, in additionsometime there is no media that use bythe teacher or the media is too old for students, because the old media is not interest for millennial students.

In order to overcome those problems,the teacher needs to find out and use appropriate media to help the students in teaching writing especially descriptive text. That media are the means for transmitting or delivering messages. In this case, the use of media in teaching-learning process is needed to attract student's attention and to make teaching-learning activities more interesting and effective.

In this research, the researcher will use photograph as a media to know the effect of photograph toward students' ability in writing descriptive text. Using photograph is important in writing descriptive text because it is one of the most appropriate methods that can boost the student's motivation in writing. The photograph can increase student's interest and make writing activity more interesting. The photograph alsoenhances the student's participation and interaction during the learning activities and also photograph

is one of the best media for millennial students. Photograph also can be one of the interesting things in learning process to improve students' motivation. A photograph is an instructional media. Based on the explanation above, to improve student's skill and to lose the bored feel in mastery writing skill especially in write descriptive text, the researcher decided to conduct a research entitled "The Effectiveness of Photograph toward Students Writing Ability in Descriptive Text at Mts Muhammadiyah Tongko"

METHOD

This pre-Experimental research design needed because there are many independent variables that we cannot manipulate, either ethically or practically. Pre-Experimental research lack the manipulation of an independent variable by the research, the research studies how variables are related (Campbell and Stanley, 1963 cited by Doyle, 2012). In this case, we used the one group Pre-test and Post-test design, where there was not control group. Changes between pre-test and post-test may be due (not to the treatment) but to data collecting technique, problem with implementation and testing.

The researcher applied the photograph as a writing technique or medium to build up the students writing ability where the students were asked to bring their own photos, and the researcher explained to the subject about how to start writing using descriptive text.

RESULT AND DISCUSSION

Focus of this research was to find out whether the use of picture can improve student's skill in writing descriptive text. At MTs Muhammadiyah Tongko, the result of this study showed that the used of picture can improve student's skill in writing descriptive text, can be proven by students mean score in pre-test and post-test ($53.30 > 68.62$). It indicated that the use of picture was effective it is because when process of learning the students were very active and interested about the media. Also, it can boost the students' motivation in learning English especially writing in descriptive text.

Based on explanation above the researcher has assessed the five components in writing text. The result of the five assessments can be seen as follow:

1. Assessment in content

Table 4.6 Content Mean score

CONTENT		
Mean score	Pre-test	Post-test
	18,17	21.82

The table 4.6 showed that the Mean score of pre-tests was higher than post-test $18,17 > 21.82$. It is because the students could develop their idea with involving details to support the text. This is in line with what Haris (1969: 68) stated that writing must convey the main idea or an attentive reader should be able to grasp the writer purpose. The substances of the writing; the idea

expressed. After treatment, students more quickly understand how to develop their ideas in writing descriptive text. Students was also more motivated in writing. According to Kathleen (1984) in Suharniati thesis, stated that As an English teacher, we must teach and give courage for students, so that they will express what is in their mind loosely. One technique can be used by using photographs as a media to motivate students in writing activities. The extract can be seen as fellow:

Point 1. The extract in pre-test

Elephants is the large animals in the world. they, herbivora they, eat grass, leave, and fruits. elephant have a big body. have big ear and also very very high elephant is very strong animals.

Point 2 the extract in post-test.

Cat is one of the favourite pet in the world. Cat has beautiful eyes, very cute and also has soft fur like a dog. Cats have many colours like black, white, grey and many more. Cat eats fish and milk, but sometimes drink water. Cat like to lay with ball.

The Extract 1 and 2 above explain the differences between students' content in pre-test and post-test. In extract 1 the students, they only write a little about animals, in other hand they just describe a little and it is not detailed. While in extract 2 the students have started to describe a lot about the animals. They can describe more detailed than before. It proved that the student's content was improved after applying picture as a

media.

2. Assessment in organization

Table 4.7 Mean score in Organization

ORGANIZATION		
Mean score	Pre-test	Post-test
	11.78	15.86

Table 4.7 showed that the mean score in Organization, post-test score was higher than pre-test $11.78 > 15.86$ the students have fluent expression and their ideas clearly stated. This is in line with what Haris (1969:38) stated that, Writing should contain logical or associative connection and transition which clearly express the relationship of the idea described. The organization of the content. The extract can be seen as fellow:

Point 1 the extract in pre-test:

eagle is the kind of bird. bird can fly and life at tree. bird sometime eats meat and seed, sometime too eat leaves, bird also have beautiful colour like red, blue, white, and I love bird who have many colour in their body.

Point 2 the extract in post-test:

I have a pet. It is a dog and its name is Owen. It is big and fat. Owen has beautiful colour. The colour of Owen are grey and black. my dog can eat anything and also Owen like to play with ball and like to running.

The extract 1 and extract 2 showed the students differences in

Organization. In extract 1 the students' organization difficulties to image the animals they describe. But in extract 2 the students' organization is well organized and it was easy to read and understand what they want to describe about the animal. It means that there was significant difference in organization.

Assessment in vocabulary

Table 4.8 Mean score in vocabulary

VOCABULARY		
	Pre-test	Post-test
Mean score	13.98	14.36

Table 4.8 showed that the Mean score in vocabulary between pre-test and Post-test was $13.96 > 14.36$. In this case students' vocabulary mastery was good, effective, occasional errors of word. This is in line with Richards (2002) state that vocabularies is the core component of language proficiency and provides much of the basis how well learner writing, read etc. it means that vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply she/he telling about. The extract can be seen as follow:

Point 1 the extract in pre-test:

Big Word
Elephant
herbivora

Point 2 the extract in post-test:

Bigger World
An elephant Colour, herbivore

The differences of extract 1 and extract 2 above, when did pre-test, the students vocabulary wrong they write "word", the right one should be 'world'. „herbivora“, should be "herbivore". It proved that the students' vocabulary was better than before.

3. Assessment in grammar

Table 4.9 Mean score in grammar

GRAMMAR		
	Pre-test	Post-test
Mean score	7.04	14.23

Table 4.9 showed the differences mean score in grammar pre-test and post-test the grammar assessment in post-test was higher than pre-test $7.04 > 14.23$. In this case students' grammar was good. This is in line with Haris (2001) state that writing should adhere to the rules of grammar related to the tenses with the sequence of time, the employment of grammatical forms and syntactic pattern. it means that without having knowledge of grammar the writer cannot make his/her language communicative to great variety of reader from different situation. The extract can be seen as follow:

Point 1 the extract in pre-test:

- Elephants is the large animals in the word
- And also very very
- owl is bird of prey

Point 2 the extract in post-test:

- Elephants are the largest animals in the world

- b. and also very
- c. the owl is a bird of prey

The extract 1 and extract 2 about explained the students' differences especially in grammar. For example, when did pre-test the students write "Elephants is the large animals in the word", which was it wrong, but after did treatment? And the researcher gave post-test the students assessment in grammar was improve "Elephants are the largest animals in the world" it proved that the students more understand about gramma

4. Assessment Mechanic

Table 4.10 Mean score in mechanic

MECHANIC		
Mean score	Pre-test	Post-test
	2.13	2.55

Table 4.10 above showed that the differences mean score in mechanic. The Mean score of post-tests was higher than pre-test $2.13 > 2.55$. Students are better at spelling English words. This is line with Haris (2001) writing must use good spelling, punctuation, and clean writing. In other hand it is a command for reader to raise his/her voice or drop his/her speech when his/her want to stop. If the use of punctuation is not appropriate, the paragraph will be unreadable. The extract can be seen as follow:

Point 1 the extract in pre-test

- a. they, herbivora they, eat grass, leave, and fruits
- b. I have a pet it is dog. and itsname is owen, it is big and fat

Point 2 the extract in post-test

- a. They are herbivore.
- b. I have a dog. Its name is owen.

The assessment in mechanic above showed the students differences in extract 1 and extract 2. In extract 1 the students write the full stop and the commas not in place " they, herbivora they, eat". But extract 2 the students can write the mechanic better than before " I have a dog. Its name is owen". It proved that the students are able put the mechanic correctly

CONCLUSION

From the research, it can be concluded that there is a significant difference between the teaching of writing descriptive paragraphs using pictures. The author concludes that teaching descriptive using photographs writing is beneficial and beneficial for teachers. This can be seen from the results of the post-test that the highest student achievement of the five writing items. This means that they can develop and get ideas from the images they have seen. In general, picture can contribute greatly to students in writing especially writing descriptive text, by looking at picture the students were able to catch the idea of what had to be written. The students were more creative in using the appropriate words based on the pictures they see. Using picture to teach writing is good innovation since it can stimulate the students' interest in writing.

For teacher, to use pictures in teaching writing, especially writing descriptive text, in order that the

students can write more easily. The teacher may use big and colored picture to attract the students' attention. For students, student more active in class, and students were expected to increase their intensity in learning vocabulary. For next researcher, who wants to conduct a research like this one, it is hope not only to analyses the teaching learning proses using picture as media, but also analyses the teaching learning process using more sophisticated media, such as three-dimensional picture

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