

IMPROVING WRITING ABILITY IN DESCRIPTIVE TEXT BY USING PICTURE MEDIA AT THE FIRST YEAR STUDENTS OF SMAN 1 PACE NGANJUK

Imam Muadib

SMAN 1 PACE, Nganjuk

e-mail: *1 imammuadib69@gmail.com

Abstract

Based on the researcher's, to improving writing ability at the first year's students of SMAN I Pace Nganjuk is very difficult. There are many problems which are often faced by the students. There is student's difficulty to applying their ideas and so on. And now researcher wants to trying improving student's writing ability using picture media. The objective of the study was to describe improving student's writing ability in descriptive text using picture media at the first year's students of SMAN I Pace Nganjuk. This research uses CAR (classroom Action Research). The steps of CAR need repeatedly process until get the good result better than before. In this research, the researcher used CAR as implement a strategy in writing class activity. The data of the study were gathered through pre-test, cycle 1, cycle 2, and cycle 3. The population of the first-year students was 324. In order to make easier, the researcher took a sample as the subject of this study. The researcher used purposive sampling to take the subjects of this study. They were 36 first year students of SMAN I Pace Nganjuk of the 2012/2013 academic year. From the data and analysis of the students' writing achievement, the study had found that the minimal score of pre-tests is 40 and maximal score was 75, of the cycle 1 minimal score is 55 and maximal score was 75, of the cycle 2 minimal score is 60 and maximal score was 80 where as the minimal score of the cycle 3 was 65 and maximal score was 85. Based on the analysis of data which was taken at 36 students of the first-year students in SMAN I Pace Nganjuk. The successfully improvement from the improvement of writing descriptive text using picture media could be seen of the students writing score from pre-test until cycle 3. Before applied picture media in teaching writing, the students' writing achievement was not satisfactory. And after the cycle was done, and the student's score of pre-test and cycle 1 – 3 counted by using SPSS 11, the conclusion of this research showed that picture media could improve student's writing ability there, because on the research researcher found improving student's writing score. From the improvement writing score, researcher could give suggestion for teacher there are she should evaluate the condition of the class, prepare the interesting picture for writing and pay attention to every student, especially to the low students. And the suggestion for students they are the students should build their motivation and intention, they should be active in learning process.

Key Words: Improving, Picture Media, Writing Ability, First Year Students of SMAN I PACE Nganjuk

Introduction

As we know, discussing about English Competence, English learners think about four components, there are: writing, reading, speaking and listening. And in this research will focus on writing. Writing is one of important skill because it can improve children's skill in developing an idea into words and writing it becomes a sentence and the last arrange the sentence to a text. Writing is representation of

language in a textual medium through the use of a set of signs or symbols (known as writing system).

To apply writing and teaching are not easy matter for children. There are some difficulties when apply writing in order to improve it skill by teacher. We know that children are different with adult people. They have limited imagination, and it must stimulate before. Children imagination is not high as adult person has. Children have no many experiences like adult person in writing descriptive text. They must look for a new matter to increase their knowledge. They must learn many things, not only in their school but also outside it, for example in their environment.

Children usually have ability to concentrate well, because someone on their age has no problem as many as adult people to think. They grow without burden anymore in their day; they just learn and learn to get satisfied achievement on their study. Children cannot decide their concentration like adult people do, it is bringing a few effects for children, they less able to develop and look for ideas.

The right decision for teacher to solve this problem is by using media, the right one media for them are pictures. Pictures are a common media which is suitable to stimulate children to imagine, look for and develop their idea into written text.

The one advantages of using picture media is it has closes with children's world which is full by imagination, fantasy, and illusion. It is why the writer said that picture media is the best choice to hold and handle their children.

The writing ability and it is specifically in descriptive text. The writer chooses descriptive text because it is part of learning subject in English for Junior High School student. Descriptive text is a text which lists the characteristic of something. Take an example, the following is one of the texts belongs to the descriptive text. We get the purpose from the text that description is used in all forms of writing to create a vivid impression of a person, place, object or event. E.g., to: Describe a special place and explain why it is special, describe the most important person in your live, describe the animal's habit in your report.

Descriptive writing or text is usually also used to help writer develop an aspect of their work, e. g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

Beyond the characteristics stated on, descriptive writing also consists of generic structure in range as: general statement, explanation, and closing. The descriptive text has dominant language features as follows: using simple present tense, using action verbs, using passive voice, using noun phrase, using technical terms, using general and abstract noun, and using conjunction of time and cause-effect.

The writer uses picture media to stimulate improving writing ability in descriptive text. Because pictures are a good media to stimulate their mind, they will get a lot of imagination, illustration and idea. Visual aid can give ideas and support to the teacher when teach their student in the class. Picture media is a common media which often used. This matter caused by student who prefer picture than written text. Moreover, if the picture made and served appropriate with good characteristics, course it will increase a spirit for student in learning process.

After discussing about the writing ability, descriptive text, and picture media, we know that all of them have relationship. Writing text is an important skill for students, especially for junior high school students. Descriptive text is a kind or part of subject learning in English for junior high schools, the last is about picture media, this is created and used as media in learning descriptive text in order to make it easier.

Based statements above, the writer know that the result of descriptive text is less of maximal when develop an idea. This is one of reason why the writer chooses this title. The writer wants to make improvement in writing ability by using picture media. So the writer make a thesis titled “Improving writing ability in descriptive text by using pictures media at second grade student at SMA1 PACE.”

Research Design

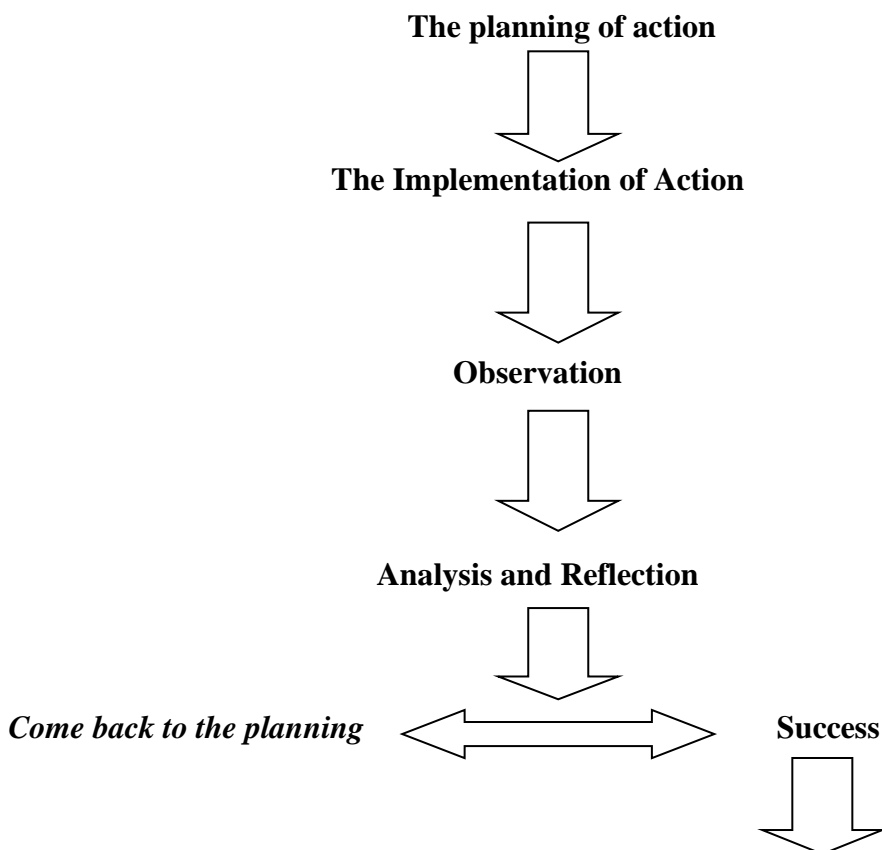
In this research, the researcher wants to know or want to find out that picture media can improve writing ability in learning English among students at seven grade of SMAN 1 PACE. So, the research design in this research is

qualitative research. According to the title of “Improving Writing Ability in Descriptive Text using picture media”, research design in this research used classroom action research or CAR. According to Arikunto (2006: 85), the steps of CAR need repeatedly process until get the good result better than before. In this research, the researcher used CAR as implement a strategy in writing class activity.

The researcher used two steps of research they are pre-test and test. The research that is done before test called pre- Test. The research done after pre-test called Test. The first, before making test, the researcher knew the basic ability of the students by given them pre-test. After that the result of pre-test, the researcher made test to improve writing ability. In this research design finished if improving writing ability in descriptive text using picture media.

According to model of Kemmis and Mc Taggart (Arikunto, 2006: 93) says that action research divided into four components that show the step, those are planning, action, observation, and reflecting. All components described like skills that will be the characteristics of CAR. In visual, the characteristics of CAR can be show in diagram of Kemmis and Mc Taggart. In general, we can see the design of Classroom Action Research by this figure bellow:

Diagram 1 Cycles of Classroom Action Research



Stop

Adapted from design of Kemmis and Taggar (Arikunto, 2006: 85)

Population is a group of people or a group of individuals which has nearly the same feature and natural features. So, the population of this research is the ten grade students of SMAN 1 PACE, in which total number of the students at the ten grade students of SMAN 1 PACE are: 180 students into Five classes, class X.

Table 1 total number of the students at the ten grade students of SMAN 1 PACE are

Class	The Number of Students
X-1	36
X-2	36
X-3	36
X-4	36
X-5	36

Sample is the part of population. In this research, the writer uses purposive sample because there are some reasons, for instance: the limitation of time, energy, and financial which make the writer can not take the big sample. In the groups of population above, the students made possible to be selected as the subject of research and it means that all of population has the same chance for being sample. And based on the population above, the writer made the decision to take one class by using the random. With the way, the writer uses some peaces put into the class (lottery system), and after having been done the lottery, the subject is X-I with the number of students are 36.

Data Collecting Technique

Instrument is something used in performing an action (according oxford learners pocket dictionary). In this research is used to get the data about improving writing ability in descriptive text using picture media, the writer determines two kinds of instruments used to get the data. They are observation and test (pre-test and post-test), and interview.

Observation is used to know the whole activities of the students and writer activities when the writer applying picture media to writing descriptive text. There are two kinds of observation in this study. They are observation for teacher and

students. For teacher, writer want to know how about teaching learning. For students, writer wants to know about student’s ability in writing descriptive text.

Test is a series of questions or an exercise which is used to measure an ability, knowledge, intelligence, and skill which of students, either individually or grouping. To measure the successful of a test in teaching writing process, the score has to be same with or higher than minimum adequacy criteria. In this research, the writer gives four tests in writing descriptive text. They are pre-test, cycle 1, cycle 2, and cycle 3. Pre-test writing is a test to write a descriptive text not using picture media but just uses title, which is “orange”. On cycle 1, writer given test for students using picture media, that is “apple picture”. And for cycle 2, students get test using picture media, which is “people picture” The last, on cycle 3, writer given test for students using “place picture” In this test, the writer gives score of writing test as follow which is adapted from UNAS Guidance 0405.

The last instrument writer used interview. The writer asked some questions to all of students in the class. It is used to know the students’ response after getting the technique whether good or not effect to the writing achievement orally. And to know what is the difficulty of students to write descriptive text.

Table 2 The Description of Scoring Scale

Aspects	Score	Description
Generic Structure	5	Generic structure is complete and in harmony
	4	Generic structure is complete, but isn’t in
	3	harmony
	2	Generic structure isn’t complete
	1	Generic structure is wrong Without structure
Developing Ideas	5	The main idea is appropriate and the supporter
	4	sentences are relevant
	3	The main idea and supporter sentences almost
	2	relevant
	1	The main idea and supporter sentences less of relevant The main idea and supporter sentences are not relevant There is no main idea
Accuracy (grammar and vocabulary)	5	The using of grammar and vocabularies are
	4	right
	3	The using of grammar and vocabularies almost
	2	right
	1	The using of grammar and vocabularies are

		right enough The using of grammar and vocabularies are less of right The using of grammar and vocabularies are not right
Mechanics (punctuation and writing style)	5 4 3 2 1	The using of punctuations are right and writing style is excellent The using of punctuations almost right and writing style is good The using of punctuations are right enough and writing style is fair The using of punctuations are less of right and writing style is bad The using of punctuations are not appropriate and writing style is poor

*) Score = total score x 5

Based on the table above, score 5 as the highest mark for the indicator of successful achievement. To find the score of the test, the writer counted up all score from each aspect, and then it is multiplied five. While, to know the category score of pretest and post-test as follow

Table 3 Score Scale of Pre-test (Y)

Score	Remark
60 – 70	Excellent
50 – 59	Good
40 – 49	Fairly Good
30 – 39	Fair
20 – 29	Poor

Table 4. Score Scale of Post-test (X)

Score	Remark
88 – 95	Excellent
81 – 87	Good
74 – 80	Fairly Good
67 – 73	Fair
60 – 66	Poor

Data Analysis

Data analysis is the result after doing experiment. In this case, the writer using qualitative research. So it means, the writer must describe the result of analysis as clear as they can. Both of the data which had colleted from observation, interview and test must be described clearly in order to do not make misunderstanding for the reader. If there are improvements at the students after

using picture media it is mean the experiment are success. But, if there are not improvements after given a strategy, it is means the strategy are failed.

After doing the research, we are as writer has the data about the result of our experiment. And the result shows the improvement for student through this strategy. It can be concluded that the strategy is very suitable and giving improvement successfully.

To know the improving students writing ability in descriptive text, the writer used the formula of descriptive; here is formula as the follows:

$$N = \frac{\text{Population}}{1 + n \cdot e^2}$$

$$SD = \sqrt{\frac{\sum X^2}{N}}$$

$$\text{Mean} = \frac{\sum fx}{N}$$

$$\text{Median} = \text{RLL} + \left(\frac{\frac{1}{2}N - fkb}{f1} \right) \times 1$$

$$\text{Modus} = \text{RLL} + \left(\frac{fa}{fa + fb} \right) \times 1$$

$$\text{Range} = \text{HS} - \text{LS} + 1$$

$$\text{Class Interval} = 1 + 3.3 \times \log n$$

Where:

N	: Sample	fkb	: Up score
n	: Total of students	fka	: Under score
\sum	: Multiple of variable	f	: Frequency

That formula from the first as like N, SD (standard deviation), mean, median, modus, range, and class interval used to know the result test of writing. Mean used to know the mean score of writing test. Median used to know the score of mean from the writing test. Range used to know the ways of the low score and high score. Class interval used to know the ways to make table or diagram.

Data Presentation and Discussion

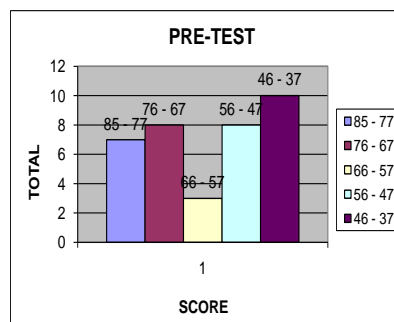
Data presentation

Analyze the data found during the implementation of data pre-test the action and make reflection unsuccessful. It happened because writing ability in descriptive text make confused to applied their ideas, and the score did not reach 70 although there is a student got 70 score. There is only 3 students got the 70

score but 33 students got score under 70 and it do not the criteria of succes. And the found of precent it is 8,3%.Their are can not success to write because not used picture media.

The result of the test the student got score 70. It is not criteria to get success. The result from the discussed between the writer and the students about the problems of the students found if the writer was asking to them about the unsatisfactory result of writing. If their confused or found difficulties about the material so the writer explain again about it.

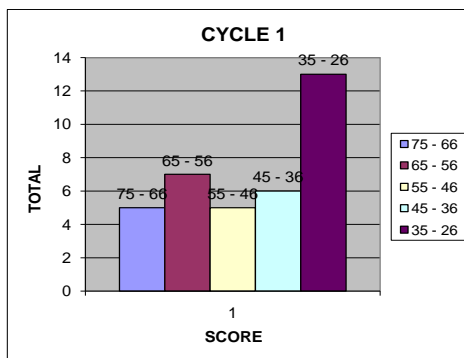
Table 4 Graphic of Pre-Test



The data analyze **Cycle 1** found during the implementation of the action and make reflection if the students found unsuccessful. It happened because writing ability in descriptive text make confiused to applied their ideas, and the score did not reach 70 until 83% students although there is 9 students got 70 score but 16 students still under score. It found 25% students succes.

The result in **Cycle 1** of the students has 9 student’s got 70 score and it not criteria to get success. The result from the discussed between the writer and the students about the problems of the students found if the writer was asking to them about the unsatisfactory result of it. They said if they are confused and get difficulties to write descriptive text especially on language feature and to apply their ideas.

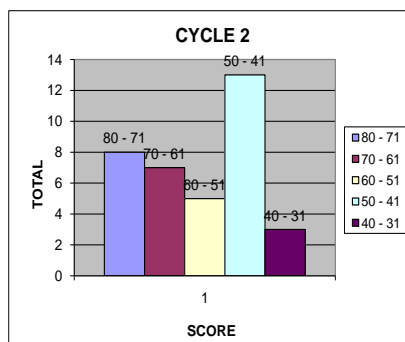
Table: 5 Graphic of Cycle 1 or Test 1



The Analysis of **Cycle 2** it is found during the implementation of the action and make reflection if the students found unsuccessful. It happened because writing ability in descriptive text make confused to applied their ideas, and the score did not reach 70 until 83% students although there is 17 students got 70 score but 11 students still under score. It found 47% students succes.

The result of cycle 2 shows 17 student’s got 70 score and it is the criteria to get success. The result from the asking and answering between the writer and the students about the problems of the students found if they are said still confused to write descriptive text on language feature.

Table: 6 Graphic of Cycle 2 or Test 2

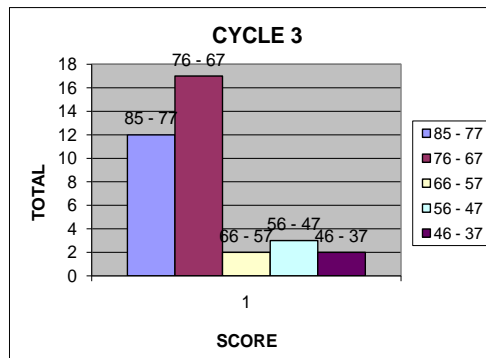


At **Cycle 3** reseacher felt satisfied about students score, 30 students got score above 70 and just 3 student got score under 70. It found 83% students success. Their can success because in writed descriptive text their are used picture media. The result of the students has 30 student’s got 70 score and it is criteria to get success. The result from the asking and answering between the writer and the students found about the satisfied result of writing they said if they understood to write descriptive text used picture media. It has 24 students got more than 70 score. There is 83% student reached score 70, so it made this writing successful.

From the result, data in which above shows that the writing ability improved. It found at the pre-test 8,3% unsuccessful students, the cycle 1 has 25% student unsuccessful, and the last cycle 3 found 83% students got successes. It found from cycle one until three increased the students' success of writing ability in descriptive text using picture media. From pre-test until cycle three found improved by using picture media.

That is clearly if that using picture media can improve the student's ability of writing in descriptive text. Although, all of it needed many steps but that step had good result for the students especially the writing ability

Table 7 Graphic of Cycle 3 or Test 3



Discussion

There are many criteria success of improving writing ability according to another source and another book. According to Workshop KTSP English language, SMA at Nganjuk by Department of Education Nganjuk East Java (2007: 3) the student is successes if the score of students is 70 and the students 83% success. All of that success showed by the analyses of student's test began pre-test until test. Before using picture media, writer found student's difficulty in writing descriptive text because their can not applying ideas.

Conclusion and Recommendation

After the cycle was done, and students' score of pre-test and cycle 1 - 3 counted by using SPSS 11, the conclusion of this research showed that picture media could improve student's writing skill there

The application of improving writing ability in descriptive text using picture media can improve students writing. Based on the observation and the test

result before the cycle and after the cycle showed that there is improving student's ability, especially in descriptive text.

On the first test just three students got the score above KKM and this percent of data is 8, 3%. Then on the second cycle nine students got the score above KKM and this percent of data is 25%. And on the third cycle seventeen students got the score above KKM and this percent of data is 47%. The last on the fourth cycle thirty students got the score above KKM, and this percent of data is 83%. Based on the result, the writer assumed that picture media can improve students writing, especially in the second class of SMA N I PACE Nganjuk.

The result of the students has 30 student's got 70 score and it is criteria to get success. The result from the asking and answering between the writer and the students found about the satisfied result of writing they said if they understood to write descriptive text used picture media. It has 24 students got more than 70 score. There is 83% student reached score 70, so it made this writing successful.

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