IMPROVING THE STUDENTS WRITING DESCRIPTIVE TEXT BY USING PICTURES MEDIA IN SENIOR HIGH SCHOOL AT THE TENTH GRADE OF MA SWASTA IKHLASIYAH GUPPI MUSLIMIN

by Ridwin Purba, Nurmasdiah Naibaho

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ABSTRACT

The research focused of Improving Students Writing Descriptive Text by Using Picture Media in senior high school of MA Swasta Ikhlasiyah Guppi Muslimin Academic year 2020/2021. The research design was quantitative method. The population was 29 students and the sample was taken by Sugiyono 2017: 81 at class X with 29 students. The instrument was easy test. The data analysis started from scoring composition and finding different mean of the score. Based on the data analysis the researcher finding also proved that in the pre-test students mean score was only 1475 and the mean was 50,86 and after the treatment, it had been improved since the post-test data was 2168 and the mean was 74,75. After analyzing the data, it was concluded that the use of picture media gives significant contribution in improving student's competence in writing descriptive text at grade X MAS Ikhlasiyah Guppi Muslimin in academic year 2020/2021.

Keywords: Writing, Picture Media, and Descriptive Text.

INTRODUCTION

Writing is one of four language skills; reading, writing, listening and speaking. Writing skills speak not only of grammar and vocabulary but also of conceptual and assessment elements. Writing is considered the most boring language activity to do in class. They plan and think (put your thoughts and ideas into paper, that can be free writing, outlining, writing a few notes, and discussion), compiling (uniting your ideas and thoughts, and starting to form a few sentences and paragraphs), changing draft into text (arrange all sentences and paragraphs into text), edit and revise (rewrite and rearrange sentences). Text is a collection of sentences formed into a paragraph and developed into text.

There are twelve types of text. They are recount text, spoof text, report text, descriptive text, narrative text, explanation, analytical exposition, hortatory exposition, news item, anecdote, procedure text, and discussion text. Students cannot write stories in English, such as writing in descriptive text. Descriptive text is the type of text that is most widely used in daily life in describing objects, places, animals, humans, etc. Descriptive text is English text to describe objects or living things that we describe either appearance, smell, sound, texture of objects or living things. Problems faced by students in English must be solved by English teachers. By using appropriate and interesting media in the process of teaching and learning English in class, students are expected to be able to easily get written material from the teacher. The writer in this study is interested in using pictures as a medium in teaching writing in class, especially for writing composition in writing texts. By using pictures in writing text students will be happy to write or describe something. That makes them easy to understand and apply the language of images in writing.

In the teaching-learning process, instructional media has a very important role, because the material presented is not clear can be helped by using the media as an intermediary in the meaning of learning activities. The complexity of teaching materials can be simplified by media assistance. Learning media can represent what is lacking to be conveyed by the teacher through certain words. Learning media can also help to abstract material. Thus, students can easily capture material with media."Media is human being, things, or event for student's have

knowledge and skills. Media can be easy in teaching and learning process. Because, for the subject is not clearly can improve teach and learning activity with media as a deliveryman. Media as deliveryman make simple of teaching and learning process. The teaching problem can be easy to the study". (Marpaung, 2019:68).

One way to assist teachers in teaching writing text is to use media, and picture language is one of the media that is expected to help teachers in the teaching process of writing. The language of images is a medium for expressing students' ideas in written form, because pictures can make students more motivated and easier to express their imagination. By using picture language in improving writing, students will be able to tell everything, experiences, event that they have to share with each other.

LITERATURE OF REVIEW
Writing

Writing is a process, not a product. This means that a piece of writing, whether it is composition for your English class is never complete, that is, it is always possible to review and revise. There are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in. It provides a leaner with physical evidence of his achievements and they can measure their improvement. Sentence is the base of an article. So they should begin their writing with sentences. For example, translation, sentence pattern exchanging, and text shortening and rewriting. It helps to understand the text and write compositions. It can foster the leaner's ability to summarize and to use the language freely (Widyaningrum, 2019:13).

Writing is one of the language skills which is important in our life. Through writing, the writer can inform others, carry out transactions, persuade, infuriate, and tell what we feel, (Handayani, 2018:2). Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Writing as one of four language skills is considered a difficult skill and it also a difficult subject in the school. It is because students have to produce a text by using pictures media.

According to researcher Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a progressive activity. This means you first write something down, you have already been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never one step actions; it is process that has several steps. There are steps in writing process, they are prewriting, writing and revising. All of these steps are important to make our writing better and systematic.

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1. Pre-writing

Pre-writing is the first step; it is preparation step before writing process. Pre-writing gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.

a   Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or Come into our minds.

b   Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is position in the center of

blank paper as a core circle, while the ideas are spread around. There steps of clustering process: first, Write our topic in the center of a blank piece and draw a circle around it next, Write any ideas that come into our mind about the topic in cycles around it then Connect those ideas to the center word with line and Think about each of our new ideas, and then connect them the last Repeat this process until you run out of ideas.

2. Writing

The next step is writing process. The result of brainstorming of clustering in pre-writing process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from pre-writing as a guide. As we write, remember to:

a. Begin a topic sentence that states the main ideas, include several sentences that support the main idea.
b. Stick the topic does not include information that does not directly support the main idea
c. Arrange the sentences so that the other ideas make sense
d. Use signal words to help the reader understand how the ideas in your paragraph are connected.

3. Revising

The last step is revising; it is the important step to do after we have produce a draft. We have to analyze the content of the draft my unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic. It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are: first add new ideas to support the topic, second Cross out sentences that do not support the topic, next Change the order of the sentences the last, Using the following checklist to revise your paragraph.

The first Make sure you have a topic sentence, second Cross out sentences that do not relate to main idea, then Check to see if the sentences are in the right order, and Add news idea if they support the topic sentences, next Make sure you have included signal words to help guide the reader the last Check the punctuation, spelling and grammar.

According to Bambang Setiyadi (2006 : 69) there are five types of writing: imitative writing, dictation, guided writing ,controlled writing and controlled composition.

1. Imitative writing

   Writing may begin with the simple writing skill, imitative writing. In this writing begin writing by copying materials that they have already mastered by hearing, speaking and reading. The materials may be the text that they have memorized. Since in this writing language learners only "imitate", they write groups of words, sentences or phrases rather than single words.

2. Dictation

   After language learners have had sifficient practice in imitative writing, they may begin with dictation. The materials can be dialogues that they have memorized. The teacher can read sentences or parts of the dialogues and the language learners practice having aural comprehension and spelling correctly. The procedure of dictation may be as follows: the language teacher reads the three times. During the first reading, the language teacher reads the text at normal speed and language learners listen carefully and make no attempt to write. In the second reading, which is done more slowly, language learners write, in the third reading the teacher reads the text at normal speed again and the language learners make some necessary corrections.

3. Guided writing

Guided writing is the third step for increasing writing ability after language learners have practiced imitative writing and dictation. In guided writing the language teachers guided language learners to write short responses. The procedure of guided writing may take various forms first, The teacher reads a passage twice and then he/she makes incomplete statements based on the passage. Language learners complete the statements second, The teacher reads a passage twice and asks a number of questions. Language learners write the answers to each question third, The teacher reads a passage twice and asks language learners to rephrase the passage in their own words. Language learners write each passage read by the teacher in their own words next, The teacher reads a passage twice and asks language learners to change the tense, i.e. from simple present tense to simple past tense. Language learners change all sentences in the passage. Or, the teacher asks language learners to change all singular persons in the passage to the plural the last, The teacher reads some questions and language learners to write their answers in a paragraph. Language learners write a composition based on the questions.

4. Controlled writing

If sufficient practice in guided writing has been given, language learners can begin with controlled writing. Like the previous steps of writing, controlled writing is also developed from a dialogue. It is similar to rewriting but in this writing language learners change a passage from dialogue to narrative or vice versa. Controlled writing may take a form of letter. This step may be given to more advanced learners after they have been given considerable practice in controlled writing can guide language learners to have composition in the target language.

Composition derives from "compose"; it means that language learners make original, independent and free manipulation of language. It mostly takes written forms. In writing a composition language learners are required to have imagination or ideas, knowledge of the target language, including words and expressions. There are two types of composition and free composition.

5. Controlled composition

This step is similar to controlled writing. Unlike in controlled writing, with which language learners change the way they express the content of a passage, in controlled composition language learners write a composition based on a model. They can write their daily life or experience similar to the model. This composition may assume the form of a letter or an article. This exercise enables them to write an article in the target language.

1. Direct composition

In direct composition language learners receive detailed directions from the teacher concerning the form ant content of the composition. Directions from the teacher are not necessarily given in the target language if this will make the directions clearer. Language learners are not given the directions concerning the form of the composition. The teacher may give detailed directions on the content of the composition if necessary.

2. Free composition

This is the highest level of writing activities. After language learners are able to express their ideas without difficulty in berief narratives, descriptions, reports, dialogues or letters, they have reached the level of free composition. Directions in this level are sometimes not required. The teacher has to make sure that language learners are able to express themselves freely and independently before the language learners are given free composition. This step will be given to language

learners after they have practiced in guided composition and controlled composition.

Besides the four language skills, the ALM also considers the teaching the subject matter of language, that is vocabulary and grammar. However, grammar and vocabulary are not thought of as a logical arrangement of forms, meanings, paradigms, and rules extracted from the written language but a succession of grammatical patterns that occur constantly in the spoken language. This assumption suggests that vocabulary and grammar are not thought separately from the four skills. The subject matter of the language is learned unconsciously. The language teachers may present the subject matter on the basis of their important and frequency. This way of looking vocabulary and grammar is different from previous methods, which see the subject matter as parts of speech, parsing sentences, memorizing rules, or translating sentences. Vocabulary and grammar are taught primarily through imitation of native speakers of the target language or the language teacher as the model of the target language. The language learners should not be asked to produce original utterances in the target language until they have become thorough presentation and drills in the class.

Descriptive Text

According to Pratiwi and Rahmasari in Puspitaloka (2016 : 152), 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.

Descriptive text is a text which portrays the image of a certain thing from which a writer wants to transfer it to readers. Mostly descriptive texts depict or describe the image of a certain person, animal, things, and location or place. The social function of description text is to inform the readers about the illustration of certain persons, places, or some things in specific ways. The generic structure of descriptive text:

1. Identification

An introduction to the objects/things described which includes who or what, where.

2. Description

A description of an object. For example the color, the size, the smell, the taste, etc.
For persons: what they look like, what they do, how they act, what they like or dislike.
For something : how it looks, sound, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes special.

The language features of descriptive text include the following indicators:

1. Certain nouns, such as teacher, house, my cat, bridge, etc.
2. Simple present tense
3. Detailed noun phrases to give information about a subject, such as it was a large open rowboat, a sweet young lady, the deaf person, etc.
4. Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc.
5. Relating verbs to give information about a subject, such as My mum is really cool; it has very thick fur, the rest remains at home, etc.
6. Thinking verbs and feeling verbs to reveal the writer's view, such as the police the suspect is armed; I think it is a clever animal, etc
7. Action verbs, such as our new puppy bites our shoes; it eats soft food, etc.
8. Adverbs to give additional information about manner, such as fast, gradually, at the tree house, etc.

Media

Media comes from Latin and it is plural form of the word medium which literally means and intermediary or introduction."Media is human being, things, or event for student's have knowledge and skills. Media can be easy in teaching and learning process. Because, for the

subject is not clearly can improve teaching and learning activity with media as a deliveryman. Media as deliveryman make simple of teaching and learning process. The teaching problem can be easy to the study" (Marpaung, 2019:67).

Media education is general, is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings, concerns and ability or skills of learners so as to facilitate the process of learning. Thus it can concluded that media is all kinds of the component is the students' environment that can excite the students to study.

There in are many educational media that can be used in the learning process, and each educational media certainly has advantage and disadvantage and disadvantage in a certain situation. According to Gerlach in Marpaung, (2014:69) :

1. They are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail make it possible to study object, which would turn back to be impossible.
4. They can help the teachers to prevent and correct disconcertion.
5. They offer a stimulus to further study, reading and research visual evidence is power tool.
6. They help to focus attention and to develop critical judgment.
7. They are easily manipulated.

The writer thinks that in choosing, the picture can be used in teaching has to be careful, because there are many factors that must be taken into account. Any medium will good if it is suitable to the situation in which it is used. According to Wright, (1989:3) says that there are five criteria that can be applied in using picture. There are:

1. Easy to prepare. It is usually not difficult to prepare the picture the picture for the activities.
2. Easy to organize. It does not take a lot of effort to organize the picture in the classroom.
3. Interesting. Students and teacher should feel interested in the picture.
4. Meaningful and authentic. The picture should be authentic and intrinsic to the activity: there are should be reaction or result if the picture use language appropriately or indeed in appropriately.
5. Sufficient amount of language. The activity will give rise to sufficient amount of language use in order to justify its conclusion in the language lesson.

According to Sadiman, S.A (2009: 31-33), "There are six criteria that can be applied the picture as an educational media". The six criteria are summarize such as:

1. Authentic
   It means that be picture describe the situation like what the people observe the true object.
2. Simple
   It means that the competition of the picture should be clearly to show the main points in the picture.
3. The relative size
   It means that the picture can enlarge or make the true object smaller.
4. The picture has gestures or performance
   The good picture is not show the motionless object but if show the certain activity.
5. The good picture is not sure good to reach the goal of learning.
6. It is not of good picture is the good educational media
   As the good educational media, it is batter if the good picture from the art view and conform with the goal of the learning process.

Pictures are not just an aspect of method but through their representation of places, object and people they are an essential part of the overall experience we must help our students to cope with. The teacher developed their role as teacher communication. Specifically, the contribute picture to: Interest and motivation, A sense of the context of the language, A specific point or stimulus. There are Some roles for pictures in writing:

1. Picture can motivate the student and make him or her want to pay attention and want to take part.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom a street science or a particular object, for example, a train).
3. The picture can be described in an objective way (this is train) or interpreted (it's probably a local train) or responded to subjectively (I like traveling by train).
4. Picture can cue responses to question or cue situations through controlled practice.
5. Picture can stimulate provide information to be refresh to in conversation, discussion and storytelling.

THE RESEARCH METHOD

Research Design

The design of this study is quantitative research where the writer using pre-test and post-test. In this study, Picture Media was used to teach writing descriptive text as the treatment. The population of this research which consisted of one classes department with total number 29 students and the sample is 29 students of MAS Ikhlasiyah Guppi Muslimin in academic year 2019/2020.

Research Setting

Setting in place where the process of study that is used to get the solution of problem's research as scientific and careful study or investigation in order to discover new facts or information needs a place as object of certain research. The writer takes place in MAS Ikhlasiyah Guppi Muslimin at the second years students.

Research Instrument

Instrument is a tool for researchers in using data collection methods. The test is method used of researcher in this proposal. The method itself should deal with the study. There are several methods in doing research as interview method, test method, observation method and so on.

In this study, researcher used the method, because the researcher is going to measure students' competence in improving students writing ability using picture. As what had been explained in the previous chapter that competence is a present state of being able to perform, to act pysically or mentally. When a person is said to have a competence to do something, he or she can do that thing right now. In other hand, a competence is a power to do something. In solving a problem of research, the researcher need some datum to be collected and improve later. So, in getting data, the researcher has to construct a test related to do topic a test related to do the topic as an instrument of the research.

"Test is a series of questions or exercises as well as other tools used to measure skills, intelligence knowledge, abilities or skills needed by individuals or groups", (Suharsini, Arikunto, 2010:193).from the quote, the author concludes that the test is a systematic and objective instrument or procedure for gathering data or information about a person in a fast and effective way.

The confirm and to back the reason why the writers chooses the test as the instrument, the writer will take notes some consideration. They are:

1. The test is supposed to be the best and accurate instrument to measure the competence of the students since this study concern with the language.

2. This study is resticted to do the competence of the students to predict the writing from the picture.
3. We can objectively give marks on the test result which will be a measurement of the competence.
4. The analysis of the test result seems much easier than of other instrument.

Data and Source of the Data

Data is the result of the test by the students at the seventh grade. The aim of the research is to get data. The data is important tools in the research which are in the form of phenomenon in the field and number. The data in this research are the errors that find in descriptive text from the seven grade students of MAS Ikhlasiyah Guppi Muslimin.

Source of the data is the subject of the research that is the students of Tenth grade. Data can be numbers, images, words, figures, facts, or ideas. Data in itself cannot be understood and to get information from the data one must interpret it into meaningful information.

The Technique of Collecting Data

In this research, the writer use the quantitative research approach, so the technique used to get the data which related to teaching writing by the writer is doing *test*. And the data will collect by pretest-post test.

The Technique of Analyzing Data

Technique analyzing data in this research, the researcher use mean formula to know the average of students' score and to check students' improvement in writing descriptive text. The formula is a follow:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$ = Mean score
$\sum n$ = Total of writing score
N   = Total of writing sample

To analyze the data, this research will use analyze the data, this research will use analyzing of the five categories very good, good enough, low, very low.

Research Finding

Referring to the data analysis above, there were some research findings that had been found. They were as following:

1. It can be concluded that teaching writing descriptive text by using picture media.
2. It can be concluded that the student have ability in writing descriptive text.
3. From the application picture media the students, it can be concluded that the students are motivated in doing the activity and they feel fun.
4. They are understand together the question and answering according the text.

From the data analysis, it can be said that teaching writing descriptive text by using picture media is effective, get responses from students, make they feel fun and more motivated to improve their ability especially in writing descriptive text.

CONCLUSION

Based on the research findings and discussion, the researcher concluded this research as following:

1. Before treatment of picture media, the ability of grade X students' in academic year 2010 in writing descriptive text ability was Low since the pre-test score was 1475 and mean was 50,86.

2. After treatment, their ability had been improved since the post-test score was 2168 and the mean was 74,75.
3. Score of the test in pre-test score was 41% and score of post-test was 100% of X grade MAS Ikhlasiyah Guppi Muslimin.
4. The usage picture media still give effect to students' writing ability especially in descriptive text in grade X MAS Ikhlasiyah Guppi Muslimin.

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