

THE EFFECT OF APPLYING MEDIA ON THE STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AT SMP NEGERI 1 TANAH JAWA

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ABSTRACT

In teaching English at school, the teacher must be able to find the best way in teaching the language skills especially Writing, so that the material given can be received well. This research used the quantitative analysis to find the effect of using pictures on student's writing descriptive paragraph. In this thesis, the writer took 60 students as a sample of data. The populations were the second year of SMP Negeri 1 Tanah Jawa where the X-1 as the experimental group and X-2 as the control group. To collect the data, the writer applied writing test. It is an objective test. The validity of the instrument is found out by using the Coefficient Product Moment Formula and the Formula of Spearman Brown to find out the reliability. The data were analyzed by using the t-Test. The finding indicates that pictures give an effect on student's writing descriptive text. The research of the t-Test is 10,9. It means that the test is higher than the table (10,9>0,01). It can be said that there is an effect of pictures on student's writing descriptive text. From the result of analysis, the writer concludes that : (1) The use of pictures give a positive effect in writing descriptive text, (2) The score of experimental group is higher than the score of control group, (3) The score of the t-observe calculation is higher than t-table. So, the effect of using pictures on student's writing descriptive text is accepted.

Keywords: descriptive paragraph, standardized test, descriptive text

ABSTRAK

Dalam mengajar bahasa Inggris di sekolah, guru harus mampu menemukan cara terbaik dalam mengajar keterampilan berbahasa khususnya menulis, sehingga materi yang diberikan dapat diterima dengan baik. Penelitian ini menggunakan analisis kuantitatif untuk menemukan efek dari menggunakan gambar pada tulisan deskriptif paragraf siswa. Dalam tesis ini, penulis mengambil 60 siswa sebagai sampel data. Populasi adalah tahun kedua SMP Negeri 1 Tanah Jawa di mana X-1 sebagai kelompok eksperimen dan X-2 sebagai kelompok kontrol. Untuk mengumpulkan data, penulis diterapkan menulis tes. Ini adalah tes objektif. Validitas instrumen yang ditemukan dengan menggunakan Moment Koefisien Product Formula dan Formula Spearman Brown untuk mengetahui keandalan. Data dianalisis dengan menggunakan t-Test. Temuan ini menunjukkan bahwa gambar memberikan efek pada menulis teks deskriptif siswa. Penelitian dari t-Test adalah 10,9. Ini berarti bahwa tes ini lebih tinggi dari tabel (10,9> 0,01). Dapat dikatakan bahwa ada efek penulisan teks deskriptif pictureson siswa. Dari hasil analisis, penulis menyimpulkan bahwa: (1) Penggunaan gambar memberikan efek positif dalam menulis teks deskriptif, (2) skor dari kelompok eksperimen lebih tinggi dari skor kelompok kontrol, (3) skor dari t-observasi perhitungan lebih tinggi dari t-tabel. Jadi, efek dari menggunakan gambar pada penulisan teks deskriptif siswa diterima.

Kata kunci: paragraf deskriptif, tes standar, teks deskriptif

INTRODUCTION

Writing is one those skills that is obviously important for the students to achieve, but learning to write is one of the most difficult task for the students, because writing is a complex subject that involves organization of thoughts, the usage of English language and imagination. So there are many students

that always have many troubles in writing, if the teacher asks them to write, they will complain and say they can't write well or they do not know what to write at the time. Most of their problems are caused confusion in generating ideas on what to write, and have barely vocabulary enough but they forget to write them.

Harmer (2004, p. 33) stated that “writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward. Students may be asked to write a sentence saying what their opinion is about a certain topic.”

Students problem in writing descriptive paragraph are mostly caused by their limited in writing and less experience in writing. In term of productive and expressive writing, students lack practice. The students usually find some difficulties when they are learning about genre and its writing. They cannot sit quietly and pay full attention during the lesson without doing anything, especially in descriptive paragraph. Because in this type, the students are hoped can describe now something is accomplished through a sequence of actions. And the students might also be confused when they were going to start writing. They were not being able to construct their written ideas well. This was made the students feel bored and not enthusiastic in learning how to write paragraph or composition in English. They often made a mistake in organization of text and could not put their ideas in the right part of their writing.

Descriptive writing is writing that describe a particular person, place or event in great detail. It uses a lot of flowery adjectives and adverbs to describe what is going on or how something appear, as the explanation of (Knapp & Watkins, 2005, p. 98) that describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. Describing is also a central feature of narrative texts providing the means for developing characterisation, sense of place and key themes. Students describe when they are talking or writing about a picture.”

Picture as media are good to motivate students in learning a foreign language. (Wright, 1989, p. 10) stated that “picture can play a key role in motivating students, contextualising the language they using, giving them a reference and in helping to discipline the activity.” Picture can help the students

to enrich, their idea by directly looking at the form in an object. Picture can also help the students in expressing their ideas about the culture such as what happened in the pictures, which the people are in them, what they are doing. Those questions can be asked by teachers and the students will express their opinion in forming simple writing based on picture.

The study concerned about the students ability writing descriptive paragraph and ways of organizing writing to explain such as thing. Place, person, event, and build his/her own descriptive paragraph. Pictures are one of appropriate to provide a ways in order to enable students to write descriptive paragraph and well organized.

Based on the explanation above, the writer like to do a study pictures teaching in descriptive writing, students can motivate to convey their ideas and their interest in writing and can also help the teacher in teaching learning process. Based on the explanation above, actually there are some influences between students' English reading interest at library on students' vocabulary achievement. So the writer will do an adequate analysis to prove and solve this problem, and the problem of this research is “Is the effect of teaching writing by using pictures more significant than by not using pictures on the students ability in writing descriptive text?”. The writer writes this research by presenting a title “The Effect of Applying Media on the Students Ability in Writing Descriptive Text at SMP Negeri 1 Tanah Jawa.”

DEFINITION OF WRITING

Writing is a process of putting through ideas in word then combine into sentences in a form of paragraph in which every sentence is related one to another. Writing is one of the language skills which inform us the writer's ideas in the written form. It is a process communication, which require an entirely different set of competencies and uses rhetorical convention. Writing is an important skill in this world. Writing can help us to express and share our feelings. People use writing to communicate with others and also to help remembering facts and details. For students writing is use to put their ideas and thought in the form of word.

Patel & Jain (2008, p. 125) described that "writing is essential features of learning a language because it provides a very good means of spelling, and sentence pattern." It means same like the explanation above before that vocabulary, spelling, and sentence pattern are important aspect to master in order to be able to produce good writing. Writing is a complex process and difficult activity for most people especially for students. Writing is not simply a matter of putting words together, it is a recursive process. Writing is not the only activities combine words writing is a process of revising a rewriting. In writing the writer is not only needs to think the idea but also the writer needs to master knowledge of linguistics elements such as grammar and vocabulary to express he or she ideas in a written form. For students writing is not easy to do because usually in writing activity students' is difficult to describes or to explain their ideas and their experience into the written form. There some definition of writing by some experts.

THE PROCESS OF WRITING

Harmer (2004) stated that process of teaching writing consists of four basic stages. They are

1. Planning

Planning is the first stage of process writing. Before the writer start to write the writer should decided what will the writer do and it is important thing, if not, the content of writer's writing will float. In this stage there are various activities undertaken by the writer such as determining topics. The writer consider the selection of topic in terms of whether it is interesting or not for the readers.

2. Drafting

Drafting is the process of starting to write. In this stage the writer's priority is the content not the system of writing so that the ideas, thoughts, feelings can pour into sentences. The writer can also made outline as made outline as frame work of thinking.

3. Editing (Reflecting and Revising)

When the writer finished the draft the next step is editing. In editing the writer checks the writing whether it works or not. In this stage the writer also can added some informations, change sequence of main ideas, cut the unrelevant information and the

others. Maybe there are some informations not clear or some sentences have ambiguous or confusing the meaning.

4. Final Version

Once writer have edited their draft, making the changes they consider to be necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because thing have changed in editing process. But the writer is now ready to send the written to its intended audience.

Descriptive writing

According (Knapp & Watkins, 2005, p. 98) "describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control". Describing is also a central feature of narrative texts providing the means for developing characterisation, sense of place and key themes.

Descriptive writing is the best way to help reader to get a clear impression is to use language that appeals to sense: sight, touch, sound, smell and taste. For it is through the sense that human beings experience the physical world around them, and it is through the sense that the world is most described in descriptive writing. The genre that student use to explain is description. Description is a word picture of person, place, objects, and emotions, using a careful selection of details to make an impression on the reader. It enables us to recreate our experiences vividly and shares then with others.

Pictures

Picture as media are good to motivate students in learning a foreign language. (Wright, 1989) state that picture motivate the students make the subject are dealing faith clearer, and illustration general idea and form of an object or action which are particular to a culture. It means that with pictures we know the name of the object, and the character of the object. Pictures as a media make the illustration clear and interesting. Pictures can be used to express idea, present information and to make the presentation instruction more efficient. (Wright, 1989, p. 3) says

“there are some criteria that can replied in using pictures, they are: 1). Easy to prepare. It is easy to prepare an activity in the classroom from the picture. For example, arrange the paragraph to the suitable pictures. 2). Easy to organized. The teacher has to decide whether the effort or organized more complicated activity is worthwhile in terms or the three point which follow; a). Interesting. Is it interesting to the students? The picture should be able to get students interest. b). Meaningful and authentic. Will the language and the way you want the students to use it be authentic and interesting to the activity?”

DATA ANALYSIS AND INTERPRETATION

The data for this research was obtained by administration a test reference identification, the test was given in pre-test and post-test and tests are in written text form. In the first meeting, the writer conducted the pre-test for the students to know how far their ability in writing of descriptive text. Having got the scores of the students, the writer found that many students were still difficult in writing descriptive text. Then in the next meeting, for experimental group the writer conducted the teaching writing descriptive text by using pictures. And for control group the writer conducted the teaching writing descriptive text without using pictures. Having given the treatment, the writer gave the post test to students to know whether the using of pictures is more effective in teaching descriptive or without using pictures. Both control group and experimental group in pre-test and post-test are given the same test. In this study, the teacher evaluates the students based on their generic structure and lexico grammatical features. Table 1 shows the research design.

Table 1 Research Design

Group	Pre-test	Treatment	Pos-test
A	✓	X	✓
B	✓	Y	✓

A = Experimental group
 B = Control group
 ✓ = Treatment
 X = Teaching of Using Pictures in descriptive writing
 Y = Teaching of Using without Pictures in descriptive writing

Data Analysis

After conducting the research, the writer obtained two kinds of data: the score of pre-test and the score of post-test can be seen in table 2. Based on the Table, the writer found the result in the total score of pre-test (X) Experiment group is 1760. Score post test (Y) Experiment group is 2319, the students are fair to make descriptive paragraph. The post-test the students are able to make a descriptive paragraph by using pictures as can be seen in Table 3.

From Table 3, the writer found the result in the total score of pre-test (X) control group is 1668. Score post-test (Y) control group is 1975, it means that the ability of the students in post-test is improve than pre-test. It is also found the sum of items pre-test (X) was 1685, the sum of even items scores post-test (Y) was 2172, the sum of X² was 97805, the sum of Y² was 158864, and sum of XY was 123683.

The Analyzing of the Data by using t-Test Formula

To find out how much the improvement of student’s ability in descriptive paragraph through fieldtrip strategy on the learner’s English mastery especially in writing, the score are compared by using pictures Arikunto (2006, p. 311). Before the writer used the t-test, the first time we have to find out Standard Deviation and Mean of Experimental Group and Control Group.

$$t = \frac{m_x - m_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{n_x + n_y - 2}\right)\left(\frac{1}{n_x} + \frac{1}{n_y}\right)}}$$

$$t = \frac{487 - 310}{\sqrt{\left(\frac{(95542) + (133204)}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{487 - 310}{\sqrt{\frac{228746}{58}\left(\frac{2}{30}\right)}}$$

$$t = \frac{487 - 310}{\sqrt{(3943,89)(0,06)}}$$

$$t = \frac{487 - 310}{16,2}$$

t = 10,9

t-table

t(0,975) ;N1+N2-2

t(0,975);30+30-2

t(0,975);58

t=0,01

Based on calculation above the writer found that the calculation above t-observe is 10,9 and t-table is 0,01.

Testing Hypothesis

The hypothesis testing must be done in order to know whether this study is accepted or rejected. The basis in testing the hypothesis is:

1. The alternative hypothesis testing is accepted if t-observe >t-table.
2. The alternative hypothesis is rejected if t-observe < t-table.

After getting the result of t-test, where t-observe is 10,9 higher than t-table (10,9>2,02). It means that the alternative is accepted, and the null hypothesis is rejected.

RESEARCH FINDING

Having finished analyzing the data, some findings can be formulated as follows:

1. The writer found that using the pictures gave a positive effect in writing descriptive paragraph
2. The student divided into two group, they are experimental and control group
3. The scores of experimental group are higher than the control group.
4. The score of t-observed is higher than t-table (10,9>2,02).

CONCLUSION AND SUGGESTION

Conclusion

The conclusion of study can be presented as following:

- The alternative hypothesis is accepted. It is true that by using pictures has the significant effect to the students in writing descriptive text.
- The students who use pictures get better progress then those students who do not use pictures in their writing descriptive text. The students who use pictures can imagine and create their ideas after they have seen the pictures.

Suggestion

There are some suggestions are offered based on the result of this study:

- The writer hoped that the teacher are well prepared in teaching English before starting the subject matter in classroom.
- The teacher have to provide and use teaching media in teaching learning process related to the study, picture are suitable media to increase on student's writing descriptive text.
- By using pictures, the students are hoped to be able to make a good descriptive paragraph.
- Students must do many practices in writing descriptive text.

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Table 2 The Writing Scores of Experimental Group

No.	Student's Name	Pre Test (X)	Post Test (Y)	X^2	Y^2	XY
1	Andre C R saragih	47	68	2209	4624	3196
2	Ayu santi nainggolan	66	70	4356	4900	4620
3	Bonita nainggolan	50	70	2500	4900	3500
4	Destina yunika	44	50	1936	2500	2200
5	Dhede pristi afrinda	69	74	4761	5476	5106
6	Dinda puspita	38	49	1444	2401	1862
7	Ester Immanuel cristiani	70	77	4900	5929	5390
8	Fadillah ramadhani	54	65	2916	4225	3510
9	Filma manurung	65	70	4225	4900	4550
10	Finny manurung	55	64	3025	4096	3520
11	Goklas edi Ricardo	64	80	4096	6400	5120
12	Ice ayu Miranda	56	58	3136	3364	3248
13	Ide hati pardede	45	62	2025	3844	2790
14	Irene yovania sitorus	72	97	1681	2209	1927
15	Jojo T hutahaeen	70	77	4900	5929	5390
16	Mega andriani	55	65	3025	4225	3575
17	Mhd. risky tamimi siregar	42	43	1764	1849	1806
18	Nabila sagita	61	74	3721	5476	4514
19	Obed reinhard siregar	50	63	2500	3969	3150
20	Oinike N silitonga	65	80	4225	6400	5200
21	Reza tomy thiyanto purba	55	58	3025	3364	3190
22	Rico R permana	45	70	2025	4900	3150
23	Saad hutapea	57	65	3249	4225	3705
24	Satria mukti	50	76	2500	5776	3800
25	Servina martin simbolon	46	60	2116	3600	2760
26	Syukur madear purba	55	58	3025	3364	3190
27	Thesalonika manihuruk	70	73	4900	5329	5110
28	Wita afhela	69	74	4761	5476	5106

29	Yohanna aprilika S	50	65	2500	4225	3250
30	Yunda haneyty	64	73	4096	5329	4672
TOTAL		$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$
		=1668	=1978	=95542	=133204	=112107

Table 3. The Writing Score of Control Group

No.	Student's Name	Pre-test (X)	Post-test (Y)	X ²	Y ²	XY
1	Adenia auliyandi	68	72	4624	5184	4896
2	Anggi ayu anisa sinaga	64	80	4096	6400	5120
3	Ayu inrianty op.sunggu	73	76	5329	5776	5548
4	Bella t. Siregar	54	72	2916	5184	3888
5	Christine putri dheanita siregar	46	74	2116	5476	3404
6	Christhopher j.f. simbolon	47	72	2209	5184	3384
7	Cici khairani	62	78	3844	6084	4836
8	Desiani simanjuntak	51	76	2601	5776	3876
9	Dinda kesuma nagara	63	74	3969	5476	4662
10	Dyah mustiningtyah	46	60	2116	3600	2760
11	Eunike a. Tarigan	64	81	4096	6561	5184
12	Hanna E.sipangkar	53	72	2809	5184	3816
13	Harrys Saputra	47	62	2209	3844	2914
14	Jenricho	54	70	2916	4900	3780
15	Laura Nainggolan	70	87	4900	7569	6090
16	Lolo Yolanda Alexander H.T Sinaga	56	68	3136	4624	3808
17	Melva Damanik	40	62	1600	3844	2480
18	Monarisha Napitupulu	43	62	1849	3844	2666
19	Mhd. Eldiansyah Nasution	61	73	3721	5329	4453
20	Putri Handayani	50	63	2500	3969	3150
21	Ramadhan Prabowo	48	75	2304	5625	3600
22	Ranjit	43	66	1849	4356	2838
23	Rospita M situmorang	76	87	5776	7569	6612
24	Ruth Y.E siburian	70	82	4900	6724	5740
25	Sartika Dewi Sitorus	69	72	4761	5184	4968
26	Tiara	43	63	1849	3969	2709
27	Vany Panjaitan	65	84	4225	7056	5460
28	Yeni Putri Y Saragih	46	70	2116	4900	3220

29	Yohandre F Simbolon	50	72	2500	5184	3600
30	Yohana Simarmata	63	67	3969	4489	4221
TOTAL		$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$
		=1685	=2172	=97805	=158864	=123683