USING PICTURES TO IMPROVE STUDENT'S ABILITY TO UNDERSTAND ENGLISH DESCRIPTIVE TEXT

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Abstract : Students should create descriptive text. Unfortunately, sometimes students get stuck in describing something. Because of these difficulties, an effort must be done to solve the problem. The solution is teach by using media of picture. The teacher used picture to motivate students to write in teaching and learning process. So, the students can express their thought, feelings, or ideas. The objectives of this study are : 1) To know the students' ability in writting descriptive text before being taught by using media of picture. 2) To know the students' ability in witting descriptive text after being taught by using media of picture. 3) To know whether there is a significant difference between students' ability in descriptive text before and after being taught by using media of picture. This study used quantitative approach with pre-experimental design. The sample of this research is class of VIII A, consistsing of 26 students. Meanwhile, the instrument is test which is used to conduct pre-test and post-test. The data collected through pre-test and post-test were analyzed The result of the study showed that the mean score of pre-test was 71,53 and the mean score of post-test was 84,2, which higher than the mean score of pre-test. From the result there is significant difference in the student's writing descriptive text before and after being taught by using picture. Therefore, teaching descriptive by using picture is effective to improve students' ability in descriptive text.

Keywords: *Effectiveness, Media of Picture, Descriptive text skill*.

INTRODUCTION

English is a tool for communicating oral and written. Communicating means understanding and expressing information, thoughts, feelings, and develop knowledge, technology, and culture. The ability to communicate is discourse ability, namely the ability to understand and/or produce spoken and/or written texts that

are realized in four language skills. Reading is one of four language skills covered in the english language subject. Other language skills are listening, speaking and write. These four skills are very important for developed so that students can communicate orally and in writing.

Ability to understand/produce text are very important for those who are learning the English language, especially students who are at the elementary level of education. The ability to understand English descriptive texts is developed through reading skills (reading). The ability to understand written texts is needed to obtain information. Therefore, the ability to understand this written text (reading skills) really need to be developed. With this ability, students will be able to develop themselves by read texts printed in both Indonesian and english.

In Junior High School (JHS), students are required to be able to understand descriptive texts. Descriptive text has a different rhetorical step when compared to procedure, recount, narrative, or report texts. Thus, the way of understanding the texts will be also different . Students often have difficulty in reading activities. An example is lack of interest in reading. The research question is as follows: "Can the use of pictures as a learning media improve students' ability to understand English descriptive text. In accordance with the formulation of the problem above, the research purpose is to improve students' ability to understand descriptive text using pictures as instructional Media. This research is delimited only at describing about the student's ability by using pictures to understand English descriptive text.

RESEARCH METHOD

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.44 In this research the writer used in conducting the research, the researcher uses one group pretest-posttest design. It belongs to pre-experimental design. The design of this research can be illustrated in the table below.

$$O_1 \qquad X \qquad O_2$$

01:Pre-test

02:Post-test

X : Treatment using picture

Research Instrument

Research instrument refers to any equipment used to collect the data (Arikunto,2010:262). As an experimental research, the instrument used in this research was tests. According to Ary et al (2006:201) test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.

There were two kinds of tests in this study, those were pre-test and post-test. Pre-test was intended to measure students' achievement in descriptive text before the treatment given. While, post-test was to measure students' achievement in descriptive text after the treatment given. The tests were in the form of subjective test on descriptive text to measure students' achievement.

Data Collection Method

Data of this study is collected by administering test. Test is simple terms, a method of measuring a persons' ability knowledge, or performance in a given domain. (Ary, Jacobs, & Sorensen, 2010, 2006) the researcher uses two kinds of test those are pretest and Posttest.

In this research, the researcher used descriptive text test by using picture to measure the student skill in descriptive text. It was to know the students' ability before and after being taught by using picture. Furthermore, there are two tests administered here, namely pretest and posttest:

Pretest

Pretest is a test that is given to all of seventh grade students at SMPN 2 Tondano. To measure their ability before treatment process, this test is given to know the basic competence for 35 students and to know the earlier knowledge before they got treatment. Before treatment, pretest is a test which had done to measure the student achievement in the first time. Pretest was done before treatment process. It was done on Friday, September 7th2022 Pretest is given to experimental group; it is to know the skill of the students. The scores are the analyzing results to determine the students' score between pretest and posttest.

Posttest

Posttest is test that is given to all of seventh grade students at SMPN 2 Tondano. To measure their ability after treatment process, this test was given to know the basic competence for 26 students and to know the knowledge after they got treatment. It was done on , September 9th 2022 It is to know final score and to know the students competence difference before and after they get treatment. Treatment here means that the researcher use picture in teaching descriptive text. This test gave after teaching process has done.

Treatment

First Meeting

- The researcher said greeting to the students and pray before studying
- The researcher checked the students' preparation before begin the teaching and learning process
- The researcher gave advice and motivation to the student before writing
- The researcher gave handouts about the materials about Steven Willian
- The researcher gave explanation about the way of good writing
- The researcher showed the picture and the student should understand well the explanation then listened the researcher well until explanation done.
- The researcher gave an assignment to the students to identify the picture.

- At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

Second Meeting
- The researcher said greeting to the students and pray before studying
- The researcher checked the students' preparation before begin the teaching and   learning process
- The researcher gave advice and motivation to the student before writing
- The researcher review material and giving some question.
- The researcher gave handouts about the materials about selena gomez
- The researcher gave explanation about the way of good writing
- The researcher showed the picture and the student should understand well the explanation then listened the researcher well until explanation done.
- The researcher gave an assignment to the students to identify the picture.
- At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

Third Meeting
- The researcher said greeting to the students and pray before studying
- The researcher checked the students' preparation before begin the teaching and learning process
- The researcher gave advice and motivation to the student before writing
- The researcher review material and giving some question.
- The researcher gave handouts about the materials about Raffi Ahmad
- The researcher gave explanation about the way of good writing
- The researcher showed the picture and the student should understand well the explanation then listened the researcher well until explanation done.
- The researcher gave an assignment to the students to identify the picture.

- At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

Forth Meeting

- The researcher said greeting to the students and pray before studying
- The researcher checked the students' preparation before begin the teaching and learning process
- The researcher gave advice and motivation to the student before writing
- The researcher review material and giving some question.
- The researcher gave handouts about the materials about Ayu TingTing
- The researcher gave explanation about the way of good writing
- The researcher showed the picture series and the student should understand well the explanation then listened the researcher well until explanation done.
- The researcher gave an assignment to the students to identify the picture.
- At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

FINDINGS AND DISCUSSION

The instruments that are arranged are pretest-posttest questions. The sample in this study consisted of 26 students of class VII. This study the writer used the quantitative research with a pre-experimental model. The writer used pre-test and post-test design. The writer gives a pre-test before the treatment is given and the post-test is given after the treatment is given.

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was give twice. A pre- test was given before treatment to know the students' writing ability in descriptive text before giving them the treatment, while post-test was given after treatment to know the

students' writing ability. After gave treatment and the result of the post-test of this research can answer the problem statement.

After conducting research at SMP Negeri 2 Tondano, the writer collected all the data obtained from the pre-test and post-test results from class VIII students which were samples in this study. The data is presented this below.

Tabel 1: Students' Achievement in the pre-test O1

Student's Number	Score X	$\bar{x}$	X-$\bar{x}$	(X - $\bar{x}$)²
1	75	71,5	3,5	12,0
2	75	71,5	3,5	12,0
3	80	71,5	8,5	71,6
4	75	71,5	3,5	12,0
5	70	71,5	-1,5	2,4
6	85	71,5	13,5	181,2
7	80	71,5	8,5	71,6
8	60	71,5	-11,5	133,1
9	70	71,5	-1,5	2,4
10	75	71,5	3,5	12,0
11	80	71,5	8,5	71,6
12	60	71,5	-11,5	133,1
13	60	71,5	-11,5	133,1
14	75	71,5	3,5	12,0
15	60	71,5	-11,5	133,1
16	75	71,5	3,5	12,0
17	80	71,5	8,5	71,6
18	70	71,5	-1,5	2,4
19	60	71,5	-11,5	133,1
20	75	71,5	3,5	12,0
21	75	71,5	3,5	12,0
22	60	71,5	-11,5	133,1
23	75	71,5	3,5	12,0
24	75	71,5	3,5	12,0

25	75	71,5	3,5	12,0
26	60	71,5	-11,5	133,1
TOTAL	1860			1538,5

Above were the results of O1 students, the total of the students was 26. Based on the table above there was seventh students got the lower score that was 60, three students whose got score was 70, eleven students whose got score was 75, four students whose got score was 80, one student whose got score was 85. The above data was calculated by the following steps:

Tabel 2: The Calculated of Mean Score and Standard Deviation O1

Mean Score of O1 $= \bar{x} = \dfrac{\Sigma x}{n}$	The Standard Deviation (s) $= \sqrt{\dfrac{\Sigma(x1-x2)^2}{n-1}}$
$n = 26$	$s = \sqrt{\dfrac{1538.5}{26-1}}$
$\Sigma x = 1860$	$s = \sqrt{\dfrac{1538.5}{25}}$
$\bar{x} = \dfrac{\Sigma x}{n}$	$s = \sqrt{61.54}$
$\bar{x} = \dfrac{1860}{26}$	$s = 7.84$

After the writer gave the students the treatments, furthermore the writer gave the students the last test which called post-test. In the post-test the writer gave 1 descriptive text in the form of picture with 1 questions of descriptive text and the

students have to answer the questions. The following was the students results of post-test the writer presented it in the table.

Tabel 3: Students' Achievement in the post-test O2

Student's Number	Score X	$\bar{x}$	X - $\bar{x}$	(X - $\bar{x}$)²
1	80	84,2	-4,2	17,9
2	85	84,2	0,8	0,6
3	90	84,2	5,8	33,3
4	90	84,2	5,8	33,3
5	85	84,2	0,8	0,6
6	90	84,2	5,8	33,3
7	90	84,2	5,8	33,3
8	70	84,2	-14,2	202,5
9	85	84,2	0,8	0,6
10	80	84,2	-4,2	17,9
11	85	84,2	0,8	0,6
12	80	84,2	-4,2	17,9
13	85	84,2	0,8	0,6
14	90	84,2	5,8	33,3
15	75	84,2	-9,2	85,2
16	95	84,2	10,8	116,0
17	90	84,2	5,8	33,3
18	80	84,2	-4,2	17,9
19	65	84,2	-19,2	369,8
20	85	84,2	0,8	0,6
21	90	84,2	5,8	33,3
22	85	84,2	0,8	0,6
23	80	84,2	-4,2	17,9

24	95	84,2	10,8	116,0
25	80	84,2	-4,2	17,9
26	85	84,2	0,8	0,6
TOTAL	2190			1234,6

Based on the table above, there was two student whose got score was 95, seventh students whose got score was 90, eight students whose got score was 85, five students whose got score was 80 and one students whose got the lowest score was 65. The above data was calculated by the following steps:

Tabel 4: The Calculated of Mean Score and Standard Deviation O2

Mean Score of O2 $= \bar{x} = \dfrac{\Sigma x}{n}$	The Standard Deviation $(s) = \sqrt{\dfrac{\Sigma (X1 - X2)^2}{n-1}}$
$n = 26$	$s = \sqrt{\dfrac{1234.6}{26-1}}$
$\Sigma x = 2190$	$s = \sqrt{\dfrac{1234.6}{25}}$
$\bar{x} = \dfrac{\Sigma x}{n}$	$s = \sqrt{49.38}$
$\bar{x} = \dfrac{2190}{26}$	
$\bar{x} = 84.2$	$s = 7.02$

After the writer obtained the mean score and standard deviation results from O1 and O2, the results of the mean score O1 have been calculated and showed in Table 2 was 71.53 and for the standard deviation was 7.84. Meanwhile, the mean

score of O2 can be seen in Table 4 was 84.2 and the standard deviation was 7.02. Below, the writer presented in Table 5, namely the frequency distribution of O1.

Tabel 5: Frequency Distribution of pre-test O1

| Score pretest	Frequency	Freq 100%	Cumulative Proportion	Cumulative Presentation
60	7	26,92	7	26,9
70	3	11,54	10	38,5
75	11	42,31	21	80,8
80	4	15,38	25	96,2
85	1	3,85	26	100,0
Jumlah	26	100,0		

Table 5 showed the results obtained by 26 students on the pre-test based on frequency distribution. There are seventh students (26.92%) got score 60, there are three students (11.54%) got score 70, there are eleven students (42.31%) got score 75, there are four students (15.38%) got score 80, there are one student (3.85%) got score 85. Below is the frequency distribution obtained by students on O2:

Tabel 6: frequency distribution O2

Score Posttest	Frequency	Freq 100%	Cumulative Proportion	Cumulative Presentation
65	1	3,85	7	26,9
70	1	3,85	2	7,7
75	1	3,85	3	11,5
80	6	23,08	9	34,6
85	8	30,77	17	65,4
90	7	26,92	24	92,3
95	2	7,69	26	100,0
Total	26	100,0		

Table 6 showed the results obtained by 26 students on the post-test based on frequency distribution. There are one student (26.9%) got score 65, there are one students (7.7%) got score 70, there are one student (11.5%) got score 75, there are six students (34.6%) got score 80 and there is eight students (65.4%) got score 85. All the results of the students the writer obtained after gave to the students the treatment about three times and after that procedure the writer gave to the students a test that is called post-test. Therefore, the writer calculated the results on Table 6 above.

Based on Table 5 and Table 6 which show the frequency distribution of O1 and O2, the frequency polygon has displayed an overview of student achievement on O1 and O2 as presented in Figure 1 below:
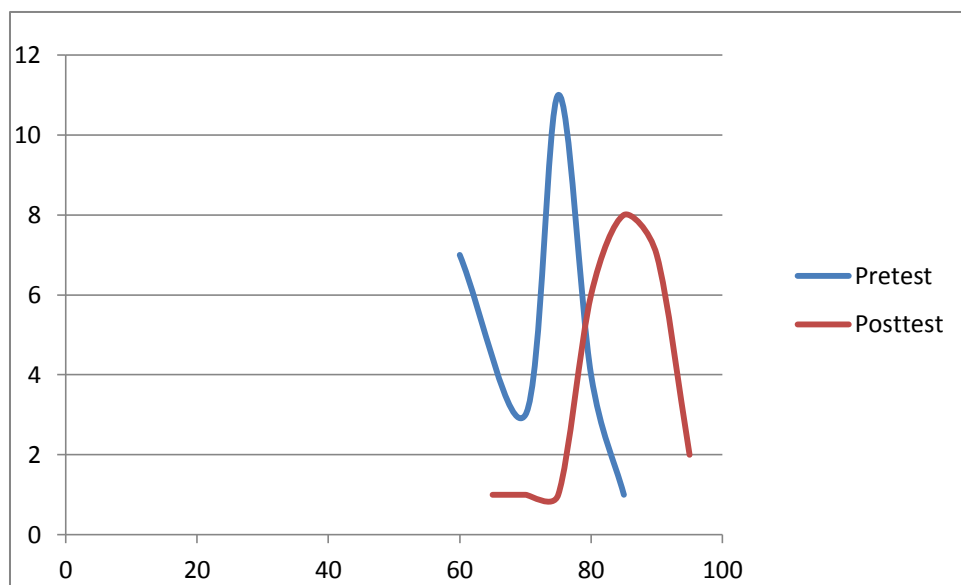
Figure 1: The combination of frequency polygon of all the student score that they achieve in pre-test O1 and post-test.

DISCUSSION

Based on the results of all data collection obtained from the results of students' achievement, namely pre-test and post-test in learning descriptive text. The writer got the result that the mean score obtained in the pre-test was 71.53 and the standard deviation was 7.84. As for the mean score obtained in the post-test was 84.2 and for the standard deviation was 7.02 while the gained score obtained from the pre-test and post-test results was 330. Overall, the writer can conclude that the implementation of collaborative strategic has an effect on improving students ability by using pictures in understand descriptive text. This can be proved from the results of the students score that presented in Table 4.4 has increased when doing the post- test.

Furthermore, in Figure 1 of frequency polygon of all the student score that they achieved in pre-test O1 showed there was seventh students got the lower score that was 60 and three students whose got score was 70. On the other hand, in posttest shows that there were two student whose got score was 95.

Therefore, the use of appropriate learning methods can affect student learning outcomes. In particular, in writing descriptive text, based on the results that the writer obtained in the classroom, using picture in learning descriptive text is better. From the results above, there was an improvement of students score it can be seen from the mean score results that students got on the pretest are lower than the mean score results on the post-test.

CONCLUSION

Based on the results of data analysis, the writer concludes that teaching descriptive by using picture was effective. It can be proved from the results of students' scores in pretest (O1) and posttest (O2). The results showed that there was a difference in the value obtained, namely the posttest value (O2) was higher than the pretest value (O1) this result was determined after being given three treatments. It means that, before students are taught not using pictrue, the

students wirtting ability did not improve. But after the writer implemented picture, the writer saw that all students could understand descriptive text well. Therefore, picture can be said as a solution to the lack of reading of students ability to understand descriptive text at the seventh- grade students of SMP Negeri 2 Tondano. The findings show that there is significant effect of teaching using public figure picture toward students' achievement in descriptive text. Therefore, the researcher can give some suggestions to the teacher or instructor who wants to use public figure picture in teaching descriptive text or the next researcher who wants to conduct the similar study.

This study uses pre-experimental research design which focuses to conduct pre-test and post-test. Therefore, this study has no other group that is used to compare the result of pre-test and post-test scores. Hence, researcher gives suggestion to conduct a true experimental research for the future researcher who wants to conduct the similar study in order to get more scientific result. Then, the researcher also suggests to conduct the same study in different level such as elementary school and university in order to be able to know whether teaching using public figure picture in ability to understand descriptive text is really effective for all levels or not.

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