

THE EFFECT OF USING A SINGLE PICTURE ON DESCRIPTIVE TEXT WRITING ACHIEVEMENT

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According to the phenomena that occur, students usually have difficulty in writing descriptive text because they do not have any ideas and a vocabulary bank. So, they need a medium that can help them in writing. Those problems can be solved by using an appropriate medium. This research investigates The Effect of Using a Single Picture on Descriptive Text Writing Achievement among the Eight Grade Students at SMPIT Cahaya Robbani. This research used quantitative research because the research contains numerical data in its analysis. It was pre-experimental research where one class experiment received a pre-test and a post-test from the researcher. Pre-test and post-test results were used to collect the data. The average pre-test score was 62,29. The post-test score was 85,14. The 2-tailed significance level is 0,00 lower than the 0,05 significance level. H_a is accepted, while H_o is rejected. It can be concluded that writing descriptive text with a single picture is effective.

Keywords: *Descriptive Text; Single Picture; Teaching Medium; Writing*

1. INTRODUCTION

English as an international language is studied as a foreign language in some countries and as a second language in others (Tonkin, 2003). English is a foreign language taught from the Junior High School level. According to Gusparia et al., (2014), the Indonesian government prioritises learning English as a foreign language to be taught in Indonesia. Four language skills must be learned when learning English. They are listening, speaking, reading, and writing. One of the language skills that students should master is writing. Writing is an activity for someone to express his or her ideas, feelings, and opinions in written form. However, there are numerous issues with the media, a lack of vocabulary, a lack of a plan, and even the students' own lack of drive. The kids struggle greatly when composing a text. They must become fluent in English because this is the subject matter covered in the curriculum.

Students who do not learn to write well, according to Graham, (2006), are at a disadvantage throughout their education. Because writing is one of the important skills, weaker students in writing are at risk; they can not express their ideas, use correct grammar, and use correct mechanics. So, it is very important to learn writing. Because writing is considered one of the most difficult language skills. Writing does not come naturally to people because it cannot be learned quickly and readily. Students should have a purpose to make writing a habit because it will enable them to express their ideas in written form and write it. It is impossible to write properly and productively without practice. One of the language skills in English is writing. Students find it challenging to learn to communicate in English, both orally and in writing, especially in the context of English as a Foreign Language (EFL), where exposure to English is quite limited.

Many experts have provided definitions of writing. Writing is a task that, according to (Nation, 2009), may be prepared for by honing your listening, speaking, and reading skills. Writing is a type used in high school and college programs, claim (Oshima, 2007). According to (Nordquist, 2009), writing is a form of communication. Because written language cannot immediately convey the content or provide access to extra information, it must be comprehensible to the reader. Writing can be categorised as writing-for-learning and writing-for-writing, according to (Harmer, 2007). Writing helps pupils practice the language they have learnt and improves their writing skills. People write for various reasons, can learn to

write by trying to create anything, and can improve their writing skills.

Writing is a difficult skill to master; therefore, something must be created to help students learn to write. It implies that the teacher must be able to choose appropriate media when teaching writing. Writing is a communication process in which we transfer our ideas into written form. It is supported by (Manik & Sinurat, 2015), writing is a process where we put our thoughts, ideas, and opinions into written form. Writing can take many different forms. They are the text, essay, and paragraph. One of the most crucial components of writing is text. There are thirteen English texts, one of which is a description. This text aims to describe things, whether they be people or animals, places or particular places.

Written material includes any meaningful words or sentences. It could be a notice, a direction, an advertisement, a paragraph, an essay, an article, a book, or anything else. It means that text is a collection of words used to convey information in writing. A phrase can be spoken, whereas a paragraph or essay can be written. When writing, a writer should take into account grammar and vocabulary in order to ensure that the reader comprehends the material. Because of their bad language choices and improper use of structure, kids actually struggle when writing. Additionally, writing is both a process and a product, according to Hasibuan (2007:127). It implies that in order to create quality writing, the writer should utilise proper grammar and educational language.

According to Harmer (2005:4), there are four key components: Preparing, experienced authors organise their writing before they begin. The author can pick a single topic in this step and then compile arguments to support it. Drafting : writing a preliminary draft using outlines as a guide is a process called "drafting." Without paying attention to language, spelling, or punctuation, the writer writes down the ideas that come to them in their mind on a piece of paper. Editing : after the writers have finished the first draft, they usually review what they have written to evaluate where it works and where it doesn't. Final draft : the final draft is where writers edit their writing and put it on paper.

The writer arrives to the conclusion that writing is a technique to generate language that comes from the outside in based on the explication above. Writing allows us to communicate thoughts, emotions, and anything else in our minds. Writing well is crucial for all students. In order for the reader to quickly comprehend what the writer has written and grasp the writer's concept. Writing is very essential to us since it fosters healthy socialising and allows us to express our thoughts, feelings, and opinions. When we write an application letter, for instance, we can understand the significance of writing in our social and daily lives. Writing can be a pastime for some people and a way to pass the time and earn money. Writing can be used as a means of interpersonal communication.

A fundamental competence in 8th-grade English writing is the ability to create and produce simple functional texts written in the areas of descriptive text and narrative text. One of the texts that junior high school students must learn is descriptive text. It is desired that junior high school students will converse with one another both orally and in writing. The writer should take into account certain features of writing in order to create a decent and readable composition. Learning how to write a descriptive text is challenging enough for students. Students frequently find the difficulties when writing descriptive text. They do not only focus on vocabulary but also in describing something in detail and clearly. The teacher can use various interesting media to deliver the material, such as real things, picture, or videos.

Using appropriate media in descriptive writing will guide students in better describing the objects. In fact, before writing, English teachers of junior high school usually only ask students to imagine the object. This usually bores them because they can not see the object which they are trying to describe, so they can not describe its essential components.

Descriptive text writing aims to communicate the things, locations, scenes, or people that the author depicts with the reader. Through description, the author aims to convey her sensory impressions of what she has observed, heard, felt, smelled, tasted, tested, and so forth of a person, a place, or things. Descriptive text explains the specific information about something, as According to Wyrick, (2011) a description author creates a word picture of people, places, objects, and emotions by using detail to make an impression on the reader.

It means that writing a description consists of information about a person, place, and thing. As follows, the language feature of descriptive usually uses the simple present tense, the action verb, and many others. The teacher needs to make the process of teaching and learning more interesting and the student's ability to get the knowledge from complete information of the description.

Identification and description are two examples of generic frameworks for descriptive texts. Identification and description are the two components of the generic structure of a descriptive text, according to Purwati & Marta (2005). Identification is the phenomenon that is to be described is identified by the identifier while the description details the elements, traits, and attributes of the subject, setting, or object.

As a result, the generic structure of descriptive text includes identification and description. A picture, a place, a person, or something else can all be described by the writer. Since writing is a skill that is challenging to acquire, assistance for pupils in learning writing must be provided. It indicates that in order to teach writing, the instructor must be able to choose the proper media. The teacher can present the topic through a variety of engaging media, such as actual objects, photos, or videos.

Pictures are an effective teaching media because they are interesting, meaningful, and authentic in helping students to develop their writing skills. This process is much easier than allowing students dig for information by imagining the objects. Previous research has found that by using the single picture as a medium in teaching and writing can improve students' writing achievement. Some previous researchers implemented the use of a single picture as a writing medium in Junior High School. Prakasa, (2013) discovered a significant effect of using single pictures on the descriptive text on the seventh-grade students' at MTs Negeri 2 Jember. Surayasari et al., (2013) found that using single picture in the classroom could improve writing achievement of eight-grade students at SMPN 1 Sempu. Pictures are effective teaching tools that are engaging, significant, and real to aid students in developing their writing skills.

Based on the previous reasons, the researcher used a single picture to teach writing a descriptive text at SMPIT Cahaya Robbani through experimental research. The title is "The Effect of Using Single Picture on Descriptive Text Writing Achievement at the Eighth-Grade Students of SMPIT Cahaya Robbani".

2. RESEARCH METHOD

This research entitled, "The Effect of Using Single Picture on Descriptive Text Writing Achievement at the Eighth-Grade Students of SMPIT Cahaya Robbani". Regarding the objective of the research, quantitative research was employed in this study since the research included numerical data in its analysis and this was pre-experimental research in which the researcher administered a pre-test and a post- test to one class experiment. According to Cresswell, (2018) a pre-experiment design is a pre-test measure followed by a treatment and then a post-test for a single group.

In this research, the researcher used a writing test as the instrument. A test can be said good if it is valid and reliable. Validity is similar with suitability. The degree to which a test measures what it is designed to measure is called its validity (Gay, 2009). The content validity method was utilised by the researcher. According to Gay (2009), content validity is the degree to which a test assessed an intended content area. It signifies that the exam was built using the teacher's curriculum and instructional materials.

The degree to which a test consistently assesses whatever it measures is called its reliability (Gay,2009). According to Brown, (2001), a trustworthy test is consistent and dependable. The researcher employed the inter-rater approach to assess the test's reliability. Inter-rater reliability happens when two or more scores produce consistent test results (Brown, 2001). This means that the test is scored by two people.

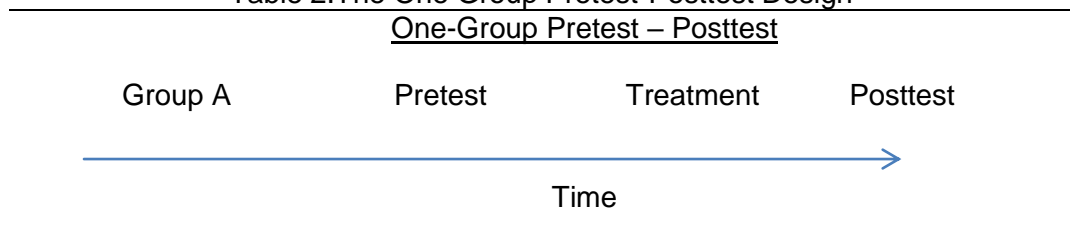
The researchers use the Pearson Product Moment Formula by Arikunto to determine the correlations between two scores. The researcher used the following category to classify the coefficient correlation of the test as follows :

Table 1. Category to Classify the Coefficient correlation of the test (Arikunto, 2013)

0,81 - 1,00	Very High Correlation
0,61 - 0,80	High Correlation
0,41 – 0,60	Moderate Correlation
0,21 – 0,40	Low Correlation
0,00 – 0,20	No Correlation

The population of this research was the eight grade student of SMPIT Cahaya Robbani in academic year 2022-2023. The overall population was 59 students that is separated into two groups of calss, 8A and 8B. the researcher has selected one class experiment, 8A, as a representation of sample on this investigation. The 8A class has 24 members.

Table 2. The One Group Pretest-Posttest Design



Based on the table above, in the first meeting of the pre-test, the researcher presented the material as normally, in the absence of treatment. Later, the researcher gave the students a pre-test to write a descriptive text directly. The researcher treated the students during the second meeting. The researcher showed a picture and then explained about the picture and write it into a descriptive text. After that, the researcher administered a post-test to the students at the third meeting. The researcher asked the students to write a descriptive text.

The researcher used six aspects of writing to evaluate students' text in this study. According to Brown, (2001), Six parts of writing are evaluated: content, organization, discourse, syntax, vocabulary, and mechanics. The researcher only adopted four of them. The table below lists the four aspects of writing.

Table 3. Evaluating students' writing

Content	0-30
Organization	0-30
Vocabulary	0-20
Mechanics	0-15
Total	90

The writer use the classification of students' pre-test and post-test findings by Harris (1974) .

Table 4. The Classification of Students' Test Score

Test Score	Level of Ability
81-100	Excellent
61-80	Good
41-60	Mediocre
21-40	Poor
0-20	Very Poor

3. FINDINGS AND DISCUSSION

This research aims to determine the impact of using a single picture on descriptive text achievement. In both of the pre-test and post-test, they must write a descriptive text. The researcher held four meetings, where one meeting for the pre-test and three meetings for the treatment and post-test. Students were given a writing test to collect data. Individually, descriptive texts are written by the students. Then the two scorers examine the result of the score. For the reliability index, the correlation index of the test was determined to be 0.735. This indicates that the test has a high correlation.

The pre-test was administered at the start of the study. Its function is to determine the students' scores before receiving treatment. Besides that, the post-test was administered following the administration of the treatment. Following the result of data analysis, it was found that there was a significant difference between two mean scores, that such test was significant, and there was a difference in the mean of the pre-test and post-test scores.

The test results of data analysis are displayed to demonstrate the students' scores in each component of writing. Students were assessed in four aspects : content, grammar, vocabulary, and mechanic. The result shows a significant effect in generating descriptive text by utilizing a single picture. Their pre-and post-test results show their increase in writing achievement. The following table shows a comparison of their result.

Table 5. The Result of Pre-test and Post Test Writing Text

Aspect of writing	Average Score		Improvement
	Pre-test	Post Test	
Content	22,37	29,31	6.94
Grammar	18,93	26,08	7.15
Vocabulary	15,37	22,25	6.88
Mechanic	5,62	7,5	1.88
Total	62,29	85,14	22.85

We may observe from the table above that the mean of score in each aspects had grown significantly. It is possible to conclude that using single pictures in writing descriptive text significantly impacts students' average writing scores.

The mean score of the pre-test was 62,29, it means that students' scores in the category good. Different from students' scores in post-test, the average of mean was 85,14, it signifies that the students' post-test achievement was typically excellent.

Table 6: The Result of T-test Table

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Pre	24	39	77	62.31	11.409
Pos	24	74	97	85.15	7.300
Valid N (listwise)	24				

Based on the table 6, the number of population is 24. The pre-test mean score was 62,31, while the post-test mean score was 85,15. The lowest pre-test score was 39, while the highest score was 77. The lowest post-test score was 74, while the highest score was 97. The mean score difference between the pre-test and post-test is 22,84. The difference in the mean score shows the impact of students' writing achievement on writing descriptive text. The standard deviation is estimated using the standard error mean, whereas the standard deviation represents the range of values in the sample. In the pre-test, the spread values sample is 11,409, while the standard deviation from the mean is 2,329. In the post-test, the standard deviation is 7.3 and the standard error of the mean is 1.49.

Table 7. Normality Test

		Unstandardized Residual
N		24
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.65900057
Most Extreme Differences	Absolute	.088
	Positive	.088
	Negative	-.065
Test Statistic		.088
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Because the data was from the same subject (24 students), we used Kolmogorov smornov to determine the data's normality. If the significance point is more than 0,05 it means the data has normal distribution. As we can see in table 3, the point of significance is 0,2. 0,2 is bigger than 0.05, it means that the data has normal distribution.

Because the data has normal distribution, so we used paired sample test to analyse the significance of pre-test and post-test.

Table 8. Paired Sample T-test

		Paired Samples Test					T	Df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
		n	Mean	Lower	Upper				
Pair 1	pre - pos	- 22.833	6.230	1.272	-25.464	-20.202	-17.954	23	.000

To compare the pre-test and post-test findings, the T-test was used. Based on the table above, the point of significance 2-tailed is 0,00. It is smaller than 0,05. It means that Ha is accepted and Ho is rejected. It possible to conclude that using the single picture as a medium in writing descriptive text is effective.

From the result and explanation above, it is clear that the strategy of using single picture to teach descriptive text in English writing is applicable. It shows that there was an impact on the students' writing achievement when they were asked to write descriptive text, especially regarding to the four writing components and their interest in using pictures in writing activities.

The experiment aims to show the effectiveness of using a single picture in writing descriptive text. The research has related results to the previous studies ; the first is conducted by Meity, (2018), the usage of pictures proved successful in improving students' descriptive text writing abilities. It can be shown from the T-test which was 8,23, and the T-table which was 2,063. That the t-table was higher than the t-table (8,23>2,063). As a result, it is possible to conclude that using pictures when students write a descriptive text has a

substantial impact.

The second is conducted by Suryani, (2016) ; using t-test, the researcher identified if or not there was a significant correlation between the use of pictures and students ability to write descriptive text. according to the findings of her study, t-table is less than t-count (2,14 2,52). The hypothesis (Ha) was accepted while the null hypothesis (Ho) was disproved. Therefore, it follows that the use of pictures has a considerable impact on students' ability to write descriptive texts.

The third is conducted by Irawati et al., (2015) ; there is significant effect of using Single Pictures on the eighth grade students' descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu Atap was accepted.

Based on three discussions above, they support this research in using picture can be a medium in writing descriptive text. Alder, (2001) wrote in his book, that pictures can help you make better use of your time and become more organised in general. White & Arndt, (1991) Claim that each student brings a different understanding and interpretation to the image, which helps to at least form a sentence when looking at the images. In this way, the images are reproduced as a visual aid to help students find information by looking at the images. This process is much easier than imagining objects and gathering information.

The use of pictures is able to improve the student's writing skill and the class situation during teaching-learning process (Nasir et al., 2014). Using images facilitates the teaching and learning process. By seeing and understanding the images the teacher gives, students can get ideas for writing texts, especially descriptive ones.

4. CONCLUSION AND SUGGESTIONS

The use of pictures can helps the students to describe things or objects. It might reflect data from things they've observed. The image has the potential to increase the amount of words. When the teacher instructs the students to create descriptive language, they will imagine it in their minds. But, when the teacher gives a single picture, it can be other supporting things for them to write down in their paper. Based on the result, it is possible to deduce that using a picture can affect students achievement in writing descriptive text, especially for the eighth-grade students' at SMPIT Cahaya Robbani. The usage of picture can improve the smooth learning process flow because the students might get ideas for writing by looking at the picture. This research is only one of the mini research. It only focused on 24 samples in one class. So that, in further research, the researcher can have a big sample and do the experiment in a large scale.

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