

THE INFLUENCE OF USING PICTURE TO THE STUDENTS' MASTERY IN WRITING DESCRIPTIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 GUNUNGTUA IN 2015-2016 ACADEMIC YEAR

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ABSTRAK

Tujuan utama penelitian ini dilakukan oleh penulis untuk mengetahui seberapa jauh pengaruh penggunaan gambar terhadap kemampuan siswa dalam menulis teks deskripsi terhadap siswa kelas delapan SMP Negeri 3 Gunungtua Tahun Ajaran 2015-2016. Dalam penelitian ini penulis menggunakan sampel penelitian. Jumlah sampel penelitian yaitu 27 siswa. Dan sebagai alat untuk menghimpun data penulis menggunakan kuesioner dan tes. Untuk mendapatkan data yang diperlukan penulis menggunakan kepustakaan dan penelitian lapangan. Setelah mendapatkan data yang diperlukan langkah selanjutnya yaitu penulis menganalisa data dengan menggunakan analisis statistik. Rumus statistik yang digunakan dalam penelitian adalah rumus korelasi Pearson's Product Moment (r_{xy}). Setelah menganalisa data yang dikumpulkan dapat diketahui nilai korelasi (r_{xy}) yaitu 0.71. Dengan membandingkan nilai tersebut terhadap tabel interpretasi yang ada sebelumnya, nilai tersebut dapat dikategorikan ke dalam kategori korelasi yang tinggi. Itu artinya pengaruh penggunaan gambar terhadap kemampuan siswa dalam menulis teks deskripsi terhadap siswa kelas delapan SMP Negeri 3 Gunungtua Tahun Ajaran 2015-2016 adalah tinggi. Hipotesis dalam penelitian ini diterima. Penggunaan gambar dapat dikategorikan ke dalam kategori baik. Hal ini dapat dilihat dari nilai rata-rata siswa yaitu 76.85. Kemampuan siswa dalam menulis teks deskripsi dapat dikategorikan kedalam kategori mampu. Hal ini dapat dilihat dari nilai rata-rata siswa yaitu 74.82.

Kata Kunci : gambar, kemampuan menulis, teks deskripsi

ABSTRACT

This research is mainly conducted by the writer in order to know how far the influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year is. In this research the writer applies the sample research. The number of the sample is 27 students. And as the instrument for collecting the data the writer uses the questioners and the test. For getting the needed data, the writer applies the library and field research. After collecting the needed the data, the next step which is done by the writer is analyzing it by using statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{xy}) . After analyzing the collected data, it has been got that the value of correlation (r_{xy}), that is 0.71. By consulting this value to the table interpretation given before, it is known that this value can be categorized into the high correlation category. It means that the influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year is high. The hypothesis of this research accepted. The usage of picture can be categorized into good category. It can be seen from the value of the score of the students, that is 76.85. The students'

mastery in writing descriptive text can be categorized into the capable category. It can be seen from the value of the score of the students, that is 74.82.

Keywords : picture, writing skills, descriptive text

I. INTRODUCTION

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others. As Santa & Havens (1991) state: "Writing is powerful technique for helping students learn and think critically about science, it forces organization and encourages students to make personal sense of new information by moving learning from passive, receptive experience to an active, productive situation".

In the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) syllabus of junior and senior high schools curriculum require students to be able to write some kind of genre in writing. They are recount, report, discussion, explanation, exposition (analytical), exposition (hortatory), news item, anecdote, narrative, procedure, review and descriptive.

Based on the above explanations it can be stated that, the descriptive text is one genre that must be mastered by students in learning English. In this study descriptive text is a type of text whose function is to describe a particular person, place, or thing. Descriptive writing consists of: grammatical patterns and generic structure (identification and description). In fact, not all students are able to write descriptive paragraph properly, students need to be able to write the descriptive text clearly.

Writing descriptive text is one of the genres in writing texts. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what the generic structure and the method how to write the descriptive text, the

teacher does not use any method or new ways to teach the students.

Therefore, the students will be unmotivated, bored, and have difficulties in learning descriptive text. They also aren't able to recall and to describe the things in a systematic order. Moreover, they cannot describe the parts, qualities, and characteristics of the things completely. One of the cases is the strategy applied in teaching it. Picture is an appropriate strategy in gaining the students interest in acquiring English as the second language in their early ages. Pictures which are familiar to the students, it is to make the students able to identify it easily.

Based on the above explanation, the writer is interested to make a research about the influence of using picture to the students' mastery in writing descriptive text. And the writer makes the topic of her research as follows: "The influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year".

Beside the backgrounds given above, the writer has made the topic, it is based on the following considerations:

1. The picture is a simple media and familiar so more easy for students.
2. The writer is interested to know the influence of using picture to the students' mastery in writing descriptive text.
3. It is not difficult for the writer to get the information concerning to the topic of using picture to the students' mastery in writing descriptive text.
4. As far as the writer know that the topic has never been searched by other researchers before.

From the above statements the writer can formulate the problem of this research as follows: "How far is the influence of using picture to the students' mastery in writing

descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 in academic year?"

Concerns with educational research to the study of educational problem. And the main purpose of this research is in order to know how far is the influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year.

II. THE REVIEW OF LITERATURE

Picture

Picture is already known as one of the teaching media. Yulianto (2011) states: "Teaching writing through pictures could improve the eighth grade students' achievement in writing descriptive text". Andrew Wright (1990) states: "Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences."

Picture is an appropriate strategy in gaining the students interest in acquiring English as the second language in their early ages.

Writing

Writing is a medium of communication that represents language through the inscription of signs and symbols (letters of the alphabet, punctuation and spaces). In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet.

According to Harmer (2004): "Writing is done with a purpose in mind, whether it is to write a postcard, a love letter, a newspaper article, or university essay, and these various purposes influence the overall structure and features of a text such as coherence".

Descriptive Text

According to Charles (2007): "Description is the kind of writing that tries to

put a picture in the readers mind. Description tells how something looks or sound or taste or smells or feels". Kane (2000) states: "Descriptive text is description about the sensory experience how something looks, sound, and taste".

Pardiyono (2007) adds: "That description paragraph was a type of written text paragraph, in which has the specific function to describe about object and it has the aim that was giving description of the object to the reader clearly". Students need to be able to write the descriptive text clearly. They should choose the correct word in every sentence to make their description more real. Descriptive text is a text which is intended to describe a particular person, place or thing.

From the above statements it can stated that writing descriptive text is the ability to develop and produce written text is a type whose function is to describe a particular person, place, or thing.

The Frame of Mind

The power of the methods applied by the researcher is expected to able to make the students have mastery in writing descriptive text when they are fluent, even creative, in using their knowledge, skills, and understanding in key performance challenges and contexts.

The teacher needed to use some interesting media of teaching in order to maintain the students' focus on learning by giving them some fun activities. Picture is an appropriate strategy in gaining the students' interest and it is applied in order to make the students able to identify it easily. It means that there is a significant influence of using picture to the students' mastery in writing descriptive text.

III. THE METHOD OF RESEARCH

This research is carried out in SMP Negeri 3 Gunungtua. And this research is carried out in 2015 – 2016 academic year.

Based on the main purpose of this research, the writer applies the descriptive method. In this research for getting the data

the writer uses the library research and field research. The library research is applied based on the needs of scientific books from the library as the sources of theories and information concerning with the topic of this research, and the field research is applied based on the needs of data from the field, in this case from the SMP Negeri 3 Gunungtua.

The population of this research is the whole number of the eighth grade students of SMP Negeri 3 Gunungtua in 2015 - 2016 academic year. It consists of 131 students, they are divided into five classes. The number of the population of this research can be described in the following table:

Table 1. The population of research

NO.	CLASS	MALE	FEMALE	TOTAL
1.	VIII-1	10	17	27
2.	VIII-2	13	14	27
3.	VIII-3	10	15	25
4.	VIII-4	12	15	27
5.	VIII-5	9	16	25
TOTAL		54	77	131

(Source: SMP Negeri 3 Gunungtua, September 2015)

In this research the writer applies cluster sampling to get sample in this research. The writer takes one class as the sample of this research, that is: class VIII-1 that consists of 27 students.

Referring to the problem of this research concerns with the using picture and the students' mastery in writing descriptive text, so for getting the data about the influence of using picture the writer chooses the questioners, and for getting the data about students' mastery in writing descriptive text the writer choose the test.

The numbers of questioner items in this research is 10 items, in which each item consists of three options, they are: a, b, and c. When it is still as a quantitative data. And in order to get the quantitative score of questioners the writer uses the following ways:

1. For the option a, it is score by 2.
2. For the option b, it is score by 1.
3. For the option c, it is score by 0.

The highest score of questioners is 20, when the after scoring all the items of questioners, then the writer calculates the sum of the scores. And in order to get the scores 0-100 the writer multiples the score with 5. So the highest score can be got by a student is 100. It is got from the total scores by student multiplied by $5 \times 20 = 100$, it is said so because the number of using picture questioners is 10 items.

And the visual of test used in order to get the data about the students' mastery in writing descriptive text the writer uses the completion test. The test consists of 20 items. In this case the writer orders the students to identify the picture firstly and then complete the descriptive text by using word or phrases provided. If a student can answer one item of the test correctly, he or she will get score 5. It means that if a student can answer all the items of the test correctly, he or she will get score 100. It is got from $5 \times 20 = 100$. So this is the highest score can be got by a student is 100.

After getting the needed data, the next step which is done by the writer is analyzing it by using Pearson's Product Moment Correlation (r_{xy}) as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N \sum X^2 - (\sum X)^2)\} \{(N \sum Y^2 - (\sum Y)^2)\}}}$$

In which :

- r_{xy} = symbolizes the influence of using picture to the students' mastery in writing descriptive text.
- X = symbolizes the scores of using picture.
- Y = symbolizes the students' mastery in writing descriptive text.
- $\sum X$ = symbolizes the sum of the scores of using picture.
- $\sum Y$ = symbolizes the sum of the students' mastery in writing descriptive text.
- N = symbolizes the number of sample.

After getting the value of correlation (r_{xy}), then it is consulted to the table of interpretation of correlation. The table of interpretation used be seen below:

Table 2. The table of interpretation of r_{xy}

NO.	THE VALUE OF CORRELATION (r_{xy})	INTERPRETATION
1.	Between 0.00 - 0.20	No correlation
2.	Between 0.20 - 0.40	Low correlation
3.	Between 0.40 - 0.70	Sufficient correlation
4.	Between 0.70 - 0.90	High correlation
5.	Between 0.90 - 1.00	Very high correlation

The techniques used in analyzing the data as follows:

1. The writer distributes the data into the table of calculation. For the data of the influence of using picture, is symbolized by X and for the data of the students' mastery in writing descriptive text is symbolized by Y.
2. The writer calculates the value of X^2 .
3. The writer calculates the value of Y^2 .
4. The writer calculates the value of XY .
5. The writer calculates the sum of the scores of using picture, it is symbolized by $\sum X$.
6. The writer calculates the sum of students' mastery in writing descriptive text is symbolized by $\sum Y$.
7. The writer calculates the sum of X^2 . It is symbolized by $\sum X^2$.
8. The writer calculates the sum of Y^2 . It is symbolized by $\sum Y^2$.
9. The writer calculates the sum of XY . It is symbolized by $\sum XY$.
10. The writer calculates the value of relationship which describes relationship between the influence of using picture and students' mastery in writing descriptive text by using the statistical formulation if Person's Product Moment correlation.
11. Then, the writer consults the value of (r_{xy}) to the table of interpretation. The table will show us about how far the influence of the two variables is.

IV. THE RESULT OF THE RESEARCH

The scores of questioners can be seen below:

Table 3. The scores of the students' taught by using picture (X)

NO	X
1	85
2	90
3	85
4	85
5	85
6	75
7	80
8	75
9	80
10	80
11	70
12	80
13	70
14	80
15	75
16	80
17	65
18	75
19	80
20	75
21	70
22	75
23	70
24	90
25	65
26	70
27	65
TOTAL	2075

From the above scores the writer can calculate of the mean score (M) of the using picture (X) of the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year as follows:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2075}{27}$$

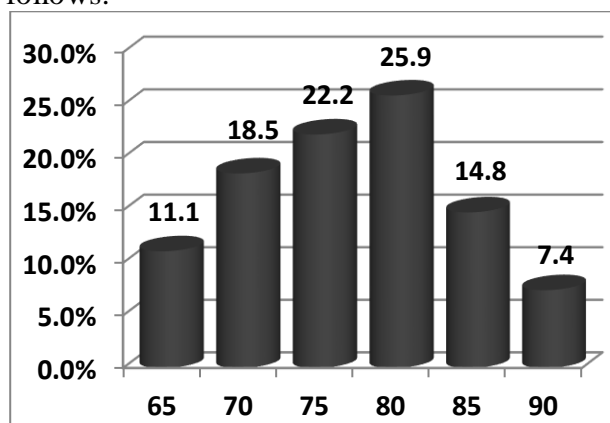
$$M = 76.85$$

By using the collected data the writer calculates the frequency and percentages of the students' scores as follows:

Table 4. The Frequency And Percentage Distribution of the Students' Scores Taught By Using Picture

NO	SCORES	FREQUENCY	PERCENTAGES
1	65	3	11.1 %
2	70	5	18.5 %
3	75	6	22.2 %
4	80	7	25.9 %
5	85	4	14.8 %
6	90	2	7.4 %
TOTAL		27	100 %

Based on the table above the writer can make the percentage histogram graphic as follows:



And the scores of the students' mastery in writing descriptive text vary from 60 upto 90. It means that the lowest score got by the students is 60 and highest score is 90, whereas the mean score of the students is 74.82. From the value of mean score it can be stated that the students' mastery in writing descriptive text can be categorized into the capable category.

The scores of the students' mastery in writing descriptive text can be seen below:

Table 5. The scores of the students' mastery in writing descriptive text (Y)

NO	Y
1	80
2	85
3	80
4	80
5	90
6	75
7	75
8	70
9	75
10	70
11	75
12	80
13	80
14	85
15	70
16	70
17	70
18	75
19	70
20	80
21	65
22	70
23	70

24	85
25	70
26	65
27	60
TOTAL	2020

From the above scores the writer can calculate of the mean score (M) of the students' mastery in writing descriptive text (Y) to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year as follows:

$$M = \frac{\sum Y}{N}$$

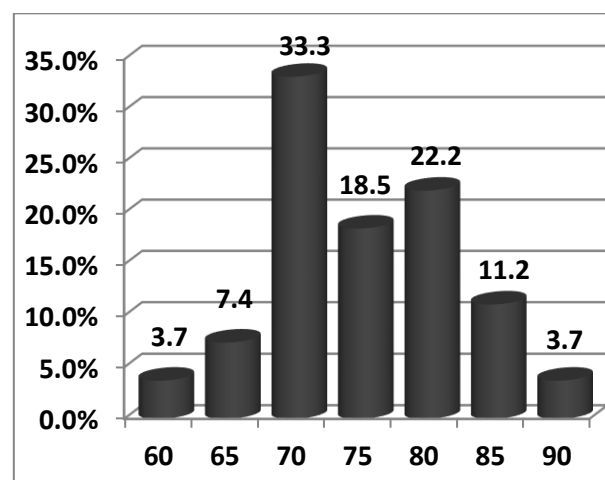
$$M = \frac{2020}{27}$$

$$M = 74.82$$

Table 4. The frequency and percentage distribution of the students' scores in writing descriptive text

NO	SCORES	FREQUENCY	PERCENTAGES
1	60	1	3.7 %
2	65	2	7.4 %
3	70	9	33.3 %
4	75	5	18.5 %
5	80	6	22.2 %
6	85	3	11.2 %
7	90	1	3.7 %
TOTAL		27	100 %

Based on the table above the writer can make the histogram graphic as follows:



From the above table and histogram the writer can conclude of the students' mastery in writing descriptive text can be categorized into the capable it means the students who have achieved the minimal completeness criteria (KKM) is 88.9 %, whereas the percentage of the students who are categorized into the low category or who haven't achieved the minimal completeness criteria (KKM) is 11.1 %

From the analysis of the data it has been known that the influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year is high. It can be seen from the value of correlation (r_{xy}), that is 0.71. It means that the hypothesis of this research that states: "There is a significant influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year" is accepted.

It means that in order to improve the students' mastery in writing descriptive text should apply good method in learning.

V. THE CONCLUSIONS AND SUGGESTIONS

The Conclusions

1. There is a significant influence of using picture to the students' mastery

in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year. It can be seen from the value of correlation (r_{xy}), that is 0.71, in which after consulting it to the table of interpretation of r_{xy} it can be categorized into high correlation category.

2. The students regarding to the using picture of the SMP Negeri 3 Gunungtua in 2015-2016 academic year can be categorized into good category. It can be seen from the value of mean score (Mx) that is 76.85.
3. The students' mastery in writing descriptive text of the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year can be categorized into the capable category. It can be seen from the value of mean score (My) that is 74.82.
4. The percentage of the students' mastery in writing descriptive text that can be categorized into the capable category or they have achieved the minimal completeness criteria (KKM) is 88.9 %, whereas the percentage of the students who are categorized into the low category or they haven't achieved the minimal completeness criteria (KKM) is 11.1 %
5. The hypothesis of this research is accepted

The Suggestions

1. It is suggested to the English teachers to use picture as a good method in teaching writing descriptive text.
2. It is suggested to the students to learn vocabulary well because it can influence the students' mastery in writing descriptive text and other language skills.
3. In order to improve their mastery in writing descriptive text, it is suggested

to the students to improve their interest, learn, motivation, aptitude, etc.

4. This research is still far from being perfect based on the limitation of the writer in knowledge, time, energy and financial, so that it is expected to other researchers to carry out the deeper research concerning to the topic of this research.

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