TEACHING WRITING DESCRIPTIVE TEXT BY USING PICTURES TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 2 BUDURAN SIDOARJO

(MENG AJAR MENULIS TEKS DESKRIPTIF MENGGUNAKAN GAMBAR-GAMBAR UNTUK MURID KELAS VIII SMP NEGERI 2 BUDURAN SIDOARJO)

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Abstract  
This study analyzed teaching writing descriptive text by using pictures to the eighth grade students of SMP Negeri 2 Buduran Sidoarjo. The general purpose of the research 1) To describe the implementation of teaching writing descriptive text by using pictures, 2) To find out the students’ responses of teaching writing descriptive text by using pictures. The research design used in this study was descriptive qualitative. Data were collected through field note, observation check list, and questionnaire. The result showed that pictures was implemented well in the writing descriptive text and the students’ responses in teaching writing descriptive text by using pictures are higher.  
Key Words: Picture, Descriptive Text, Writing Descriptive

Introduction  
Language is very important in our life and its function is for communication. Brown (2001:34) stated that the theory of language in communication language teaching is a system
for the expression of meaning primary function interaction and communication. English is an international language, has an important role in the improvement of technology and literature. It is acceptable around of the world. Recently, English, as the first foreign language in Indonesia, has been taught from elementary school to college. Indonesian students as a part of society absolutely need English. They need English as means of future, both spoken and written.

Language is habitual process. The learning of language can be learnt in daily activities, even in an unconscious way. People are not alert that they are using language as a means to do communication. Language also plays an important role in human life. People use it as a means to communicate with other people.

In Indonesia, English has the status of the first foreign language. Wilkins, (1992:9) says that English takes up very important position in almost any walk life such as, business, commerce, the academic field, communication, art, science, and etc. Based on the opinion, that’s why learners learn English as the first foreign language. It is included in the curriculum and considered as the first obligatory subject from the seventh grade of Junior High School up to the ninth grade of Junior High School and also in the university for some semesters. Even nowadays, it is taught in some elementary schools and some kindergartens in order to produce Indonesian people having good qualities in communicating in English. Learning a language usually has a practical aim that is to enable the students to communicate in that language.

There are four language skills of English. They are writing, reading, speaking, and listening. Writing is one of four basic skills that are important to be improved. When people write they make a special contribution to the way they thought. Writing means giving a visualization of some ideas we have to be words and sentence. According to Hornby (1995:1382) writing is an action to draw or mark symbol, word, etc.
Most of students have difficulties in writing English, especially for students of junior high school. They cannot express their ideas, they just became passive students in the classroom. Heaton states that ‘Writing skill is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of concept and judgment.’ Many students complain that writing English is too difficult and it makes them bored. That is way the appropriate strategy or teaching method is needed in teaching English to attract the students interested in learning English. Practicing new model for teaching makes the students interested in learning English in the classroom. The students will not be bored with the material given by the teacher.

By studying this case, the researcher wants to find the right strategy and method to teach descriptive text as the way to improves students writing ability. Wishon and Burks (1980:379) states “descriptive writing reproduces the way things look, smell, taste, feel, or sound: it may also evoke moods, such as happiness, loneliness, or fear.” The researcher tries to use an interesting method to teach writing especially descriptive text. This method uses picture as the way to teach. Students will write a descriptive text better by looking or even touching pictures than only imagining it. By using picture, students are expected to make easier in improving their writing skill.

This study is intended to be a descriptive qualitative design in which the data is taking from field note, observation check list, and students’ questionnaire. Subject of the research is the eighth grade students of SMP Negeri 2 Buduran Sidoarjo. The teacher recommends to VIII G class. There are 36 students in the class, 18 girls and 18 boys.

The instruments which was used in this study was the researcher herself, field note, observation check list, and questionnaire. Data collection procedure from field note, observation check list, and questionnaire. In analyzing the data used four steps. They are identification of data, classification of data, data reduction, and data display.
Findings and Discussion

In this study uses observation and questionnaire as the techniques. From the class observation, the researcher found the answer of statement of the problem which was ask about, “How is the implementation of teaching writing descriptive text by using picture to the eighth grade students of SMP Negeri 2 Buduran Sidoarjo?”.

The teacher used three phase technique in teching writing descriptive text by using picture. Three phase technique is a technique which has three main activity in its execution in the class. They are Presentation, Practice, and Production. The researcher conducted the observation in three times and duration of each observation was 2 x 40 minutes or 80 minutes.

Based on the observation, it could be concluded that there were some steps to teach writing descriptive text by using pictures, they are:

1. The teacher explained the definition of descriptive text, social function, generic structures, and language features
2. The teacher gave the example of descriptive text
3. The teacher explained about the use of picture to teach writing descriptive text
4. The teacher asked the students to bring a picture
5. The teacher asked the students to write descriptive text based on the picture that they bring
6. Giving time to finish the worksheet and prepare the presentation
7. Collected the worksheet to the teacher

The researcher would like show the students’s response based on the questionnare that the researcher have given to them through their English teacher. Which the indicators of the questionnare as below:
a) Question 1-2 dealt with students opinion about writing.

b) Question 3-5 dealt with students opinion about the use of picture to teach writing of descriptive text.

c) Question 6-8 dealt with students opinion about the topics of the descriptive text.

d) Question 10 dealt with students opinion about the teachers role.

e) Question 11-13 dealt with students opinion difficulty in writing using picture.

f) Question 14-15 dealt with students response on teaching writing descriptive text by using picture.

g) Question 16-17 dealt with students response on teaching writing descriptive text by using picture apply in the class.

The researcher would show it in a table that contains the number of students who answered the question of questionnaire from how much they choosed optional a,b,c,or d.

Table 1. Students’s responses

<table>
<thead>
<tr>
<th>Question’s Number</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>10</td>
<td>20</td>
<td>6</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>2.</td>
<td>7</td>
<td>24</td>
<td>5</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>3.</td>
<td>8</td>
<td>25</td>
<td>3</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td>24</td>
<td>5</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>5.</td>
<td>5</td>
<td>23</td>
<td>5</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>6.</td>
<td>11</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>7.</td>
<td>2</td>
<td>34</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>8.</td>
<td>15</td>
<td>18</td>
<td>3</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>9.</td>
<td>7</td>
<td>19</td>
<td>6</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>10.</td>
<td>8</td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>11.</td>
<td>10</td>
<td>23</td>
<td>3</td>
<td>0</td>
<td>36</td>
</tr>
</tbody>
</table>
After grouping the criteria of the students answered, the researcher analyzed the result of the questionnaire by using percentage. The formula of counting the percentage is:

\[
P = \frac{F}{N} \times 100\%
\]

Where:

- \( P \): Percentage
- \( F \): Frequency
- \( N \): The number of frequency

Table 2. The percentage of students’s response

<table>
<thead>
<tr>
<th>Question’s Number</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>28.8%</td>
<td>55.6%</td>
<td>16.6%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2.</td>
<td>19.4%</td>
<td>66.7%</td>
<td>13.9%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>3.</td>
<td>22.2%</td>
<td>69.4%</td>
<td>8.3%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>4.</td>
<td>11.1%</td>
<td>77.7%</td>
<td>22.2%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
The students responses to the questionnaire no.1, 55,6% said that they like English lesson. 27,8% said that they really like English lesson. But there were 16,6% students said that they didn’t like English lesson.

Then for questionnaire no. 2, at about 66,7% students said that they liked writing skill. And at about 19,4% students said they were really love writing skill. But there were 13,9% students said that they didn’t like speaking skill.

Next for questionnaire no.3, at about 69,4% students said that learning writing by using picture was interesting. 22,2% students said that learning writing by using picture was
very interesting. Although 8,3% students said that learning writing by using picture was not interesting yet.

For questionnaire no. 4, 66,7% students said that the teaching technique for writing skill by using picture was easy. 11,1% students said the teaching technique for writing skill by using picture was really easy. Even 13,9% students said that it was rather difficult and the others, at about 8,3% said it was very difficult.

Questionnaire no. 5, 63,9% students said that they were agree if they learned writing skill by using picture. 13,9% students were very agree if they learned writing skill using picture. And at about 13,9% students did not agree yet if they learned writing skill using picture. But there were 8,3% students, who did not agree at all if they learned writing skill using picture.

Questionnaire no. 6, at about 69,4% students like the theme of the story which is apply in writing descriptive text using picture. “Even it was rather difficult”, said one of the students. And at about 30,6% students really enjoy the theme of the picture.

Questionnaire no. 7, 94,4% students agree that the theme of picture was related to their material. And 5,6% students very agree that the theme of picture was related to the material.

Questionnaire no. 8, 50% students said that the theme which applied in picture made them motivated to write more active. And 41,7% students really felt that they more motivated to write more active. But just 8,3% students did not motivate yet to write more active.

Questionnaire no. 9, 19,4% students said that their teacher often taught writing skill using picture. 52,8% students said their teacher ever taught writing skill using picture. There were 16,7% students said that their teacher taught writing skill using picture rarely. And at about 11,1% students said that their english teacher never taught writing skill using picture.
Questionnaire no. 10, 77.8% students said that the teacher pushed them to be active participate in teaching learning activity using picture. And 22.2% students said that the teacher really pushed them to be active participate in teaching learning activity using picture.

Questionnaire no. 11, 63.9% students said that using picture helped them in learning writing skill. 27.8% students felt that they were helped to write more when used picture. But, there were 8.3% students felt that using picture didn’t help them in learning writing process.

Next questionnaire no. 12, this question asks about the difficulty which students have in learning writing skill. At about 58.3% students said the difficulty was in vocabulary. There were so many new vocabulary which they didn’t know before. 25% students said that the difficulty was in grammar. There were 11.1% students said that the difficulty was in organization in writing. And at about 5.6% students said that the difficulties were in content of writing.

Questionnaire no. 13, 77.8% students said that using picture helped them to solve their problem in writing skill. 16.7% students said using picture was very helped them to solve their problem in writing skill. And 5.5% students did not feel that using picture in writing descriptive text helped him yet.

Questionnaire no. 14, at about 55.5% students liked writing descriptive text using picture. 41.7% students very liked writing descriptive text using picture. But, there were 2.8% students didn’t like writing descriptive text using picture.

Questionnaire no. 15, it was about the improvement of writing skill using picture. 72.2% students said that there were improvement in their writing skill. And 16.7% said that they improved more in their writing skill. 11.1% students did not feel yet that their writing skill improved.

Questionnaire no. 16, at about 33.3% students said that writing using picture made them increased to write more active. 55.6% students said that writing using picture made
them increased to write. And 11,1% students said that writing using picture didn’t make them increased to write more active.

Questionnaire no. 17, there were 41,1% students really agree if technique for writing descriptive using picture applied in the classroom. 55,6% students agree if technique for writing descriptive using picture applied in the classroom. And 2,8% students don’t agree if technique for writing descriptive using picture applied in the classroom.

**Discussion**

Based on the description that has been explained above, the writer gives result of discussion as follows:

1. The picture was implemented well in the writing descriptive text activity according to its related theories.
2. The students’ responses in teaching writing descriptive text by using picture to the eighth grade students of SMP Negeri 2 Buduran Sidoarjo are higher.

**References**


