

THE INFLUENCE OF PICTURES AS A MEDIA TO IMPROVE WRITING DESCRIPTION TEXT FOR STUDENTS

Marginingsih¹⁾, Evi murti wardhani²⁾, Ginarsiwi Mayangseto³⁾
^{1,2,3}Universitas Duta Bangsa Surakarta
Corresponding Author: 202020878@mhs.udb.ac.id

ABSTRACT

This study aims to determine the influence of pictures as a medium to improve writing skills of descriptive an English Study Program, Faculty of Law and Business Universitas Duta Bangsa Surakarta academic year 2021/2022. Research design is action research. Data collection in this study was conducted by individual written tests observation at the end of learning. Analytical techniques data using descriptive analysis quantity. Based on the analysis of the evaluation of results before and after using pictures from cycle I to cycle II can be concluded that the learning of Descriptive Writing by using pictures can improve student learning outcomes

Keywords: *Picture, Descriptive Writing*

INTRODUCTION

By following curriculum of the English study program, it states that graduates of the English Department, Faculty of Law and Business, Universitas Duta Bangsa Surakarta produce graduates in two different groups of fields of science (expertise). Therefore, this research expects to improve one of the students' linguistic skills. This research will examine how students can to improve their skills in writing descriptive texts using pictures used during the learning process. A descriptive text is a text that describes an object/place, character, person, or event to the reader. In the digital age such as now online media or google is easily accessible to everyone. Students also easily access learning materials, like material about descriptive texts. In writing descriptive texts, it hopes that students will not only copy from sources or online media but also write their own ideas.

In the implementation of writing learning, especially descriptive paragraphs, there are still many things that are lacking and just copy from Google. Students have not used their own opinions or experiences. Research conducted by Sri Wahyuni (2016) with the title: "Students' Ability to Write Descriptive Texts for Students in the Second Semester

of STKIP Bina Bangsa Getsempena shows that students' ability to write descriptive texts is still lacking. Researchers also found that the results of the descriptive paragraph writing of some students had the same answer and just copied/pasted from Google without being edited. Student scores in descriptive writing classes or courses have not met the Minimum Completeness Standards.

Writing

One needs to learn to write because they want to express ideas, opinions, and information in the form of writing. Writing is one of the ways for people to communicate with each other to express their thoughts and feelings. According to Spratt et al. (2005:26), writing is an activity in which a person communicates through a message in the form of a sign on a. Nunan (1996: 88) says that writing is the process of thinking to find ideas, thinking how to express in good written form and compiling ideas into sentences and paragraphs clearly.

Tarigan (1994: 4) stated that in writing activities the author must be skilled in utilizing graphology, language structure, and vocabulary. These writing skills will not come automatically, but rather have to go through a lot of practice.. Writing skills, like any other language skill, demand mastery of aspects of the language which include (a) active mastery of a large number of vocabulary, (b) active mastery of syntactic rules, (c) the ability to find the style (genre) best suited for conveying ideas, and (d) the level of reasoning or logic that a person has (Keraf, 2004:35). Writing is communication activities. The right and effective message will make it easier for the recipient of the message to understand it and a good writer is a good writer able to use writing techniques differently depending on who the target of the writing is from and for what purpose it is made (Mundziroh et al., 2013).

Descriptive Text

The definition of description based on the Dictionary of Indonesian is the exposure or depiction with words in a clear and detailed manner. Slamet (2008: 103), reveals that description a discourse that describes or describes something based on impressions from the observations, experiences, and feelings of its author. According to Finoza (in Nurudin 2010:60) description text is a form of writing that aims to expand the knowledge and experience of the reader by painting the true nature of the object. Oshima and Hogue (1997:50) also stated that:

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of

the reader.

Media

According to Sadiman (2006:8), the media is an intermediary from the sender to the recipient of the message. The existence of the media has an important role because the vagueness of the material conveyed can be helped by presenting the media as an intermediary. Daryanto (2011:5) explains that media learning is everything that can be used to channel messages so that it can stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve goals. learning activities. Media can also be defined as something that can carry information and knowledge in the interaction that takes place between educators and learners (Fathurrohman & Sutikno, 2010). Educators must be good at designing, compiling, evaluating, analyzing to revising and developing media against material presented to learners (Dick and Carey, 2006). According to Lesle J.Briggs in Sanjaya (2010) states that the media is a tool for stimulating for learners in the learning process. Next., according to Gerlach (2002), media is not only a form of tools or materials, but other things that allow learners to gain knowledge.

Picture

Marianne and Sharon (1998:93) explain that picture is a type of visual instruction material that can be used effectively to develop motivation in generating a positive attitude towards The English language and to strengthen language skills. Picture can also be used in a variety of configurations to enhance learning. Wright (1997) states that sequential images can highlight specific language features and can depict a story or process. While Smaldino (2005) argues that picture is one of the visual media that can make students interested in learning English

RESEARCH METHODS

Research Design

This Research Design uses a Classroom Action Research design. According to Subyantoro (2012: 12) class action research is a study that is carried out systematically on various actions carried out by researchers, since the preparation of a plan to an assessment of concrete actions in the classroom that have teaching and learning activities, to improve the conditions of learning carried out. Researchers used two cycles in the study. Each cycle consists of four stages, 1) planning; 2) action 3) observation and 4)

reflection. **Place and Time of research**

This research place is in the English Study Program, Faculty of Law and Business, academic year 2021/2022. Class Action Research is planned for November 1, 2021 to May 31,

Research Subjects

The students in the first semester of the English Language Study Program in Descriptive Writing courses at the Faculty of Law and Business, Duta Bangsa University Surakarta who are the subjects of this study are 14 students, consisting of 5 men and 9 women.

Data Collection Methods

Data was obtained directly from the research site, especially in the process of implementing class actions, while to obtain data researchers use several methods to get information. The methods used by researchers to obtain this information include observations and tests.

RESULTS AND DISCUSSION.

Meeting 1

Tabel 1. Student Activity in Cycle I Meeting 1

Aspects	F	%
1. Activeness in asking question	4	28.57
2. Answering questions	6	40.85
3. Working on a task	10	71.42
4. Expressing an opinion	4	28.57
Average percentage of student activity	42.35 %	

Tabel 2. Conversion of Student Learning Outcomes Cycle I Meeting 1

No	Range of Values	Value Classification	Number of Students
1	80 - 100	A	3
2	68 - 79	B	5
3	56 - 67	C	4

4	< 56	D	2
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Meeting 2

Tabel 3. Student Activity in Cycle I Meeting 2

Aspects	F	%
1. Activeness in asking question	5	35.71
2. Answering questions	8	57.14
3. Working on a task	11	78.57
4. Expressing an opinion	5	35.71
Average percentage of student activity	51.78 %	

Tabel 4. Conversion of Student Learning Outcomes Cycle I Meeting 2

No	Range of Values	Value Classification	Number of Students
1	80 - 100	A	3
2	68 - 79	B	6
3	56 - 67	C	4
4	< 56	D	1

Tabel 5. Student Activity in Cycle 2 Meeting 1

Aspects	F	%
1. Activeness in asking question	9	64.28
2. Answering questions	8	57.14
3. Working on a task	11	78.57
4. Expressing an opinion	5	35.71
Average percentage of student activity	58,92 %	

Tabel 6. Conversion of Student Learning Outcomes Cycle 2 Meeting 1

No	Range of values	Value classification	Number of Students
1	80 - 100	A	4
2	68 - 79	B	7
3	56 - 67	C	2
4	< 56	D	1

Tabel 7. Student Activity in Cycle 2 Meeting 2

Aspects	F	%
1. Activeness in asking question	10	71.42
2. Answering questions	12	85.71
3. Working on a task	4	100
4. Expressing an opinion	10	71.42
Average percentage of student activity	85.71 %	

Table 8. Conversion of Student Learning Outcomes Cycle 2 Meeting 2

No	Range of values	Value classification	Number of Students
1	80 - 100	A	6
2	68 - 79	B	6
3	56 - 67	C	2
4	< 56	D	

Table 9. Recapitulation of Conversion Student Learning Outcomes Before and

After Using Picture

Score	Before	Cycle 1 Meeting 1	Cycle 1 Meeting 2	Cycle 2 Meeting 1	Cycle 2 Meeting 2	Explanation
80 - 100	2	3	3	4	6	Complete
68 - 79	5	5	6	7	6	Complete
56 - 67	5	4	4	2	2	Incomplete
< 56	2	2	1	1		Incomplete

Based on the table above, from the results of the evaluation before and after using picture from cycle I to cycle II, it can be concluded that learning Descriptive Writing courses using picture can improve student learning outcomes.

CONCLUSION

Based on the results of research and discussion in the implementation of Descriptive Writing using picture as media for the 1st semester students in the English Study Program, Faculty of Law and Business, Duta Bangsa University for academic year 2021/2022 can be concluded that it affects learning activity in the Descriptive Writing course and the results of student value conversion from cycles 1 and 2 have increased significantly.

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