THE USE OF PICTURE IN TEACHING DESCRIPTIVE TEXT TOWARDS STUDENTS WRITING ABILITY

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Abstract
The purpose of this study is to write in descriptive text with picture media conducted by teacher in teaching writing in second grade students of SMK Al Munnawwar Kunci and student activities during the implementation of the use picture in teaching descriptive text writing ability. The problem of this research are : (1) How is the use of picture in teaching writing descriptive text? (2) To what extent the use of picture improving students in writing ability in descriptive text?This study used descriptive qualitative method. The subject of this study were second grade of SMK Al Munnawwar Kunci English teacher and eleven XI.A students. Data collection methods are test of writing comprehension and questionnaires. Data were analyzed through data reduction,data display and drawing conclusion. In addition, the researcher used triangulation to verify data.

Keyword : The use of picture in teaching descriptive text towards students writing ability.

Abstrak
Tujuan dari penelitian ini adalah media gambar untuk menulis deskriptif teks yang dilakukan oleh guru dalam pembelajaran menulis di kelas XI Al Munnawar Kunci dan kegiatan siswa selama pelaksanaan penggunaan gambar dalam mengasah kemampuan menulis deskriptif teks. Masalah dari penelitian ini adalah : (1) Bagaimana penggunaan gambar dalam pembelajaran menulis deskriptif teks? (2) Sejauh mana penggunaan gambar meningkatkan kemampuan menulis siswa dalam deskriptif teks?
Penelitian ini menggunakan metode kualitatif. Subjek penelitian ini adalah guru bahasa inggris SMK Al Munnawar Kunci dan siswa kelas XI.A. Data di analisis melalui reduksi data dan penarikan kesimpulan. Selain itu, peneliti menggunaakan triangulasi untuk memveririfikasi data.
Kata kunci : Penggunaan gambar dalam pengajaran deskriptif teks terhadap kemampuan menulis siswa.

INTRODUCTION

Writing is considered a complicated language skill. Richards & Renandya (2002:303) state that writing is the most difficult skill to master because of its difficulties in generating, organizing, and translating ideas into a readable text. A writer should consider several language aspects in composing a final writing, namely: content, organization, vocabulary, language use, and mechanics (Jacobs, 1981). Writing, although it is a complicated skill, is definitely a skill that the language teacher must teach to their students. Writing is very important because its activities can give the students the chance to express their personalities, help to consolidate learning in the other skill areas, and allow for conscious development of the language mastery. Moreover, through writing, the language learners learn to communicate with other people, to understand them, to read what they have written, and to write to them (Raimes, 1983).

The teaching of writing at Senior High School is conducted from the first to the third year. Furthermore, the first year students of Senior High School are introduced some genres in learning English. The students are expected to be ableto write based on three genres of writing text, they are: descriptive, narrative, and recount. Each genre is not only different in language features and generic structures but also in social functions. So, they have to consider some aspects before writing a paragraph such as vocabulary, spelling, grammar, and also punctuations of their writing.

Descriptive text is a type of text whose purpose is to describe an object, place, or person in a way that creates a vivid impression in the readers' mind, enabling the reader to visualize what is being described, and to feel that s/he is very much part of the writer's experience (Tompkins, 1994:111). Its purpose is to bring the object described to life for the readers. However, when students write paragraph they still get difficulties in generating and developing ideas. Harmer (1998: 50) said that such students can write simple story but they are not equipped to create a complex paragraph. When students get writing assignment, most of them are still confused of how to start it. In the interview with some students of the first grade students ofthere were some problems faced by students in writing. First, they said that sometimes they did not know how to start and express their ideas. Into a unified written form. Second, they had limited vocabulary and tend to repeat some words so their writing is monotonous

METHODS

The approach of the research was qualitative In this research the researcher got data online with WhatsApp Application and questionnaire to the students and the teacher. The data collection method stated by Arikunto (2006:118) is a method used by researcher to collect research data. In this process, the researcher performs several procedures to obtain data including data reduction, data display, and data retrieval.

The subjects of this study were students of class XI.A SMK Al Munnawar Kunci, one of East Java's junior high schools in the 2019/2020 school year which consisted of 40 students. In this study, researchers used triangulation theory and peer debrief to test the validity of the data.

FINDINGS AND DISCUSSION

This research findings and discussions conducted online with data collected during the study. Data is taken from the instrument, namely comprehension writing test and questionnaire writing comprehension factor.

The objective of this research is to find out the effectiveness the use of picture in teaching descriptive text towards students witing ability at the grade of

SMK Al Munnawar Kunci in the academic year 2019/2020. The researcher took a sample of 5 students from the class XI A. The researcher gave the test of writing comprehension and questionnaire factor writing writing comprehension.

Researchers conducted take data conducted on June, 19th2020, the process of the use picture in teaching descriptive text towards students writing ability teachers based on the strategy procedure, data can be obtained as follows : (a) Preparation Teacher. 1) RPP

According to Permendikbud No.65 of 2013 concerning process standarts, the learning implementation plan (RPP) is a learning activity plan for one or more meetings. The lesson plan is developed from this syllabus to direct the learning activities of students in an effort to achieve basic competence. 2) Material. A set of learning tools or tools that contain learning material, methods, limitations, and ways evaluating that are designed systematically and attractively in order to achieve the expeted goals, namely achieving competence or subcompetence. In methods material the teacher use test of writing comprehension and questionnaire factor writing comprehension. 3) Media. Learning or media learning is something that becomes a medium or an intermediary to convey a message or communicate something. In this teaching the teacher give picture media to students to be write describe. (b) Preparation Students. 1) Students prepare themselves and focus on the subject that will be given by the teacher. 2) Listen and understand the picture of descriptive text material provided by the teacher. 3) Start working on assigments and write describing the picture given by the teacher. 4) Students must be able to imagine and process the word to describe the picture and write.

Table 4.1

Questionnaire	Yes	No
Whether students can translate the result of descriptive text?	-	√
Whether students understand descriptive text material?	√	-
Whether students can to describe picture in English without difficulty?	√	-
Whether students understand the structure of descriptive text?	-	√

a. The problem students of the use picture in descriptive text writing ability.
   Based on the result of the first table statement, the majority of students cannot to translate the result of descriptive text.
b. Student's opinion about using the use of picture in descriptive text writing ability.
   Based on the result of the second table statement, the majority of students can to understand descriptive text material.
c. Students explanation about using the use of picture in descriptive text writing ability.
   Based on the result of the third table statement, the majority of students can to describe picture in English without difficulty.
d. The problem students of the use picture in descriptive text writing ability.
   Based on the result of the fourth table statement, the majority of students cannot to understand the structure of descriptive text.

From the students' responses, summarizes the answers to the table question bellow stated that 5 students stated that this strategy was interesting for implementation descriptive text material and to describe picture in English without difficulty. And there are problems that are not understood

student for implementation translate the result of descriptive text and structure of descriptive text.

DISCUSSION

The result of this study also reinforce the theory by Gerlach (1971) describes picture as a record or a copy of a real object or event which maybe larger or smaller than the object or event it represent. From this study shows that students who discuss through with whatsapp online applications are quite well implemented. Students can follow well and the teacher can explain teaching materials the use of picture in descriptive text writing ability. Students not only do the task but also can ask question and respon to what their abilities. Students automatically use English correctly and students can share their thoughts with friends to further describe the picture.

From the test of writing comprehension and questionnaire factor writing comprehension, the researchers found several facts that by using this learning strategy has many advantages, can improve student performance in learning. Then students at high and low levels will work together and help each other to achieve the goals in their groups. This strategy teaches student interaction between other students in their groups.

From the finding and explanation above, the use of pictures in descriptive text writing ability as technique test of writing factor comprehension is applicable for teaching descriptive text in writing English. It indicates that there was effect in the students" writing skill in writing descriptive text, particularly in writing components let alone their interest to

use pictures in writing activity. This research is focused on the students "to describe the use of picture to improve writing ability in descriptive text", namely: to increase students writing ability in descriptive text an picture by providing motivation and a fun way of learning so that students do not get bored in this learning. Students can interact and respond to learning well because teacher provide their opportunities to discuss with friends.

The experiment has an effort to get some improvement in the teaching writing to the second grade students of SMK Al Munnawar Kunci. The discussions of the findings are as follows: The use of pictures in descriptive text writing ability in Academic Year 2019/2020. Pictures can help the teachers in the teaching learning process. Callahan (1982) suggests the teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and it can illustrate what teachers wish to teach. It is also used to add students" interest on the topic that was taught. Using pictures is one of techniques to teach writing which can motivate students to write as it gains the students" interest. The environment of teaching and learning becomes alive.

CONCLUSION

From the research that the use of picture in teaching descriptive text towards students writing ability by the SMK AL MUNAWWAR KUNCI, the researcher concludes that, the students could not fully write and describe a picture because they were still having difficulty processing English vocabulary.
1. Students have limitations interpret a writing English

vocabulary, students has difficulty concretating, students have a level of self confidence low and students difficulty in writing activities.

2. Student have understood descriptive text material, students can already describe a picture, even though they still have difficulty writing in English vocabulary and students do not understand the structure of descriptive text.

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