

## The Use of Picture Media in Teaching Writing of Descriptive Text

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### ABSTRACT

*In learning English, writing is one of the important skills that must be learned for students in high school. One good strategy that can be used by teachers in English classrooms is the image media strategy. Image media strategy is one good strategy to express their ideas and be applied in written form. The objectives of this study are: (1) to describe the implementation of the image media strategy in writing. (2) to find out the benefits for students when the teacher applies the image media strategy in teaching writing descriptive texts. This study uses a qualitative method that uses descriptive qualitative to analyze data. This research was conducted At tenth grade student and tenth grade English teacher MA Al Amiriyyah Blokagung. The findings in this study using image media in teaching descriptive text have many advantages for students and teachers in teaching descriptive text. First, this strategy can improve writing skills. Secondly, students can easily write descriptive texts in their own words. Third, increase students' feelings and motivation.*

**Key word:** Picture Media, Teaching Writing, Descriptive Text

### A. Introduction

Writing is one of the important skills that students in high school should master. Through writing, they can express their ideas, information, thoughts, experiences and feelings in written language regularly and thoroughly. However, in reality, when expressing thoughts and feelings in the form of essays or paragraphs, students still make many mistakes. In addition, writing effectively is an absolute necessity for everyone involved in social, economic, educational, technological and other activities. This is because all communication activities cannot be separated from the use of writing facilities. So, this form of written communication is the form of communication most needed (M. Atar Semi. 1990; 3)

Based on the author's experience in teaching practice at MAA, students have many problems in writing. First, students lacked ideas and it was difficult to organize their ideas logically. Because they think writing

needs more work in terms of composition and language to make it true. Second, students are deficient in vocabulary. They cannot express their ideas into paragraphs, develop topic sentences and add supporting ideas. Then, low motivation. They are too lazy to do their writing exercises given from the teacher. They will do it hastily if the assignment will be collected by the teacher even they will cheat their friend's answer. Furthermore, the teacher cannot make students' interest in the teaching writing process, because the teacher does not use effective strategies in teaching writing. This is the same as the opinion of Henry Guntur Tarigan (1990: 187), as most teachers cannot present written material in an attractive, inspirational and creative way even though the teaching techniques chosen and practiced by teachers in the implementation of writing learning greatly affect student achievement. Strategy is one of the methods that must be used by teachers in teaching writing. Useful to help students be interested in the lesson the teacher will explain. There are several strategies for teaching writing. One of them is the image media strategy.

According to the experts' picture model learning media, it can be concluded that the learning media is a tool used by educators to convey messages conveyed through communication symbols, both verbally, non-verbally and visually. Arief S. Sadiman, et al (2011: 29-31) states that image media is very suitable because this media can concretize abstract things in the form of images or photos, image media has the following functions: (1) it is concrete; more realistic than verbal media alone, (2) images can overcome space and time boundaries, (3) image media can overcome the limitations of our observations, (4) clarify a problem, (5) are cheap and easy to obtain and use without special equipment.

Thus the image media is a tool used by educators to convey messages in learning through communication symbols in the form of images or photos. This media image model has an important meaning, namely to concretize abstract things in the form of images or photographs.

Writing descriptions through image media is considered to be the right choice to solve the problem of learning to write descriptions, based on the fact that students have the potential to progress and develop. With the potential that is owned and accompanied by experience, students will be able to build their own knowledge. It is hoped that by using image media in learning, students will find it easier to develop ideas, thoughts, and ideas that will be poured into writing descriptions. In addition, the teaching and learning process will be livelier and more enjoyable.

Teaching writing is not an easy practice. It needs good cooperation between students and teachers in the learning process. Based on the curriculum, there are several texts that must be mastered by students in high schools. Among them are descriptive, narrative, procedural, and recalculation. So, descriptive writing is one of the texts that must be studied and taught at MAA. Each text has a distinct social function, schematic structure, and language features. When the teacher applied the image media strategy in teaching writing descriptive text, most of the students at MA Al Amiriyyah Blokagung liked this strategy because this strategy really helped them to start writing and eventually produce more writing. They can develop their ideas in their own words without hesitation and fear of making mistakes. It makes them more interested in learning. In addition, students are more active in the teaching and learning process because this is an effective strategy that encourages fluency. This strategy makes it easy for students to memorize all the steps in writing activities.

## **B. Review of Related literature**

Researcher will explain some of the previous studies that are related to this research. The purpose of this previous research is to explain the difference and is very useful for comparison. The previous studies referred to are:

The first study was conducted by Sister Riana Oktavianingrum, Department of English Education, Tarbiyah and Teacher Training Faculty Uin

Sunan Ampel with the title "The Implementation Of Rapid Writing Strategy In Teaching Writing Descriptive Text At Smp Kyai Hasyim Surabaya". The lack of success in learning to write descriptions is because there are several obstacles faced by teachers and students in the learning process. Students think that writing lessons are difficult and boring lessons. The problems faced by students when writing descriptions are as follows: (1) students feel confused about developing ideas or ideas that are in their mind into a written description, (2) students are less able to use word choices, are interesting, and varied, (3) students are less able to write descriptions according to predefined themes.

The second study was carried out by sister Maylia Suryani, English Education Department Teacher Training And Education Faculty State Institute for Islamic Studies (Iain) Salatiga 2016 with the title "The Implementation Of Using Picture Media To Improve Students 'Writing Performance In Descriptive Text". This study focuses on students having difficulties in writing descriptive texts such as developing their ideas, organizing their ideas, grammar, mechanics and using inaccurate vocabulary. There were several difficulties students faced during writing descriptive texts. First, the problem in developing ideas. Some students write many main ideas in one paragraph, the paragraph ideas are still ambiguous. Sometimes, it is also found that several paragraphs are written in only one sentence. The idea of that sentence is still unclear. Second, the problem in organizing ideas for writing descriptive text. A paragraph needs more than one dots. Students have to organize their ideas in good paragraphs. To write descriptive paragraphs, students can organize their ideas by identifying topics and providing descriptions about the topics. Third, students found difficulties in grammar. Grammatical difficulties will affect how words are placed to form correct sentences.

The Third study was carried out by sister Erika Yulia Puspitasari, English Education Department Faculty Of Languages And Arts Yogyakarta State University 2014 with the title "The Use Of Picture Series To Improve

The Writing Skills Of Tenth Grade Students Of Sman 1 Srandakan In Writing Narrative Texts In The Academic Year Of 2013/2014 ". Based on observations on student writing, there are several Error in it. Their writings show that the students also have some difficulties in some aspects of writing. The difficulties were related to content, organization, mechanics, grammar, and vocabulary. The students found it difficult to express their ideas when they were asked to write a text especially thinking about what they should write as the first sentence in their paragraph. As a result, the students' writing was very short. Unfortunately, some of them also prefer to copy their friends' work and hand it over to their teacher. In other words, students have difficulty generating ideas in writing. Students still make the mistake of sorting their ideas into coherent paragraphs. So, some students' writings were not well sorted. Some of their writings also confuse readers.

### **C. Method**

Researchers in this study used a qualitative approach, because human-related problems fundamentally depend on observation. According to Moleong (2011: 6) that: Qualitative Research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action and others holistically and by means of descriptions in the form of words and language. , in a specific context which is natural and makes use of various scientific methods.

Anton M. Moeliono (1993: 862) describes the research subject as the person being observed as the research target. While Moleong (2010: 132) describes research subjects as informants, which means that people in the research background are used to provide information about the situation and conditions of the research background.

This research was conducted at MA Al Amiriyyah Blokagung. The research subjects were all class members involved in the research on teaching and learning English in the tenth grade. They are English teachers from grade ten and students from grade ten at MA Al Amiriyyah Blokagung.

There are 20 students were there in class X IPS 2 as a subject of study for teachers in this class using a strategy of image media in the learning process. based on observations and several interviews with English teachers and students, there are more problems in the teaching and learning process in this class, for example many students make noise in all activities and do not want to focus on the lesson. They get bored easily during lessons then disturb other students. Therefore, the researcher decided to use attractive and educational images to improve students' writing skills.

The methods used to collect data are observation, interviews and documentation.

a. Observation

This observation activity is carried out to record / record all events that are competitively related to one another, as emphasized by Nasution (1996; 58) that in observation we do not only record events or events, but also everything / as many things as possible that are suspected to exist. the relation. Therefore, by making direct observations, the objective of the case study method in this research is expected to be able to reveal the facts more deeply and freely.

According to Nasution (in Sugiono, 2016, p. 310) states the following observations : Observation is the basis of all knowledge. Scientists can only work on data, namely facts about the real world that are obtained through observation. it is collected and often with the help of very sophisticated instruments, so that objects that are both small (protons and electrons) and very distant can be clearly observed. Further reinforced by Marshall in the book (Sugiono, 2016, p. 310) that through observation, researchers learn about behavior and the meaning of these behaviors. In the observation process, the researcher will directly observe the behavior / attitude of the

research object and get a clearer picture to achieve a research goal.

The purpose of observation is to describe the setting, the activities that occur, the people involved in the activity, the time of the activity and the meaning given by the actors being observed about the event in question.

b. Interview

According to Moleong (2016: 186), interviews are about conversing with a specific purpose in the presence of things that are written. The conversation was carried out by two parties, the interviewer (interviewer) who asked the questions and the interviewee (interviewee) who gave answers to the questions. The interviewer who will prepare for an interview, needs to make some questions to be asked, the order of the questions, how important the question is, the timing of the interview, and how to formulate the questions (Moleong, 2016: 192). This is often a verbal communication between researchers and teachers and students in the tenth grade of MA Al Amiriyyah Blokagung in 2019/2020 to get more information.

c. Documentation

Documents are records of past events (Sugiyono, 2017: 329). Documents can be in the form of writings, pictures, or monumental works of a person. Documents in the form of writing, for example, diaries, life stories, stories, biographies, regulations, policies. Old documents can be used in research as a source of data because they can be used to test, interpret, and even predict (Moleong, 2016: 217). In this study, researchers took documents such as pictures, field notes, teacher material (reading assignments), lesson plans and syllabus.

## D. Result and Discussion

According to Ahmad Rohani, Media is anything that can be sensed which functions as an intermediary / means / tool for the communication process of the teaching and learning process. According to Santoso S. Hamijaya, media are all forms of intermediary used by people who spread ideas, so that the idea reaches the recipient. Meanwhile, according to Oemar Hamalik's (1986: 43) understanding of images, images are anything that is manifested visually in two-dimensional form as an outpouring of feelings or thoughts. According to KBBI, pictures are imitations of goods, animals, plants and so on.

So the notion of image media is a visual form that can only be seen, but does not have sound or audio elements. Another definition of image media, Image media is anything that can be manifested visually in 2 dimensions as various thoughts or outposts.

Image media plays an important role in the learning process. Images can foster student interest and provide a relationship between the content of subject matter and the real world (Arsyad, 2005: 91). The use of image media must be adjusted to the topics to be discussed in learning, so that its use will be more effective and can help students digest the lesson easily. Through the use of instructional media, it is expected to enhance the quality of the teaching-learning process which in turn can affect the quality of student learning outcomes.

Based on observation, the methods which are used in the teaching of writing is the teaching language communicative. Class is adopted the method is that the class could write it effectively. Such images are like games in Education and learning, and personal planning. Teachers provide real world simulations with shows a picture and asks students to state their respective arguments, as well as giving assignments to build cases about the theme and draw conclusions with their opinions. Rules how classes are divided into the Preamble, Explanations Short, discussions, presentations, and Closure (Evaluation).



Based on the analysis, a technique which is used to class writing is discussion. Class procedures are divided into opening, brief explanation, discussion, presentation, and closing (evaluation). Supports observation, the goal is to establish the student is able to write about anything that they see. Support interviews; the goals are described in the writing competencies that students must master. This includes the competence to write, finesse writing, the rules of grammar language, selection of words that are relevant to the level of ability to write.

The discussion is one of the techniques that are used in teaching writing. Based on the supported interview results, this discussion is widely used in the writing class. Discussions make students think creatively about what is given. They are eager to debate the matter is to partner them. They will add new vocabulary at each meeting because the theme immediately makes students always look for replacement vocabulary to make sentences. From the results of interviews with tenth grade students of MA Al Amiriyyah Blokagung, all of them have experienced how to be taught using a media image strategy. They all feel that it is fun to learn, because they become easy to understand the lesson, their enthusiasm also increases. So here is a strategy that motivates students to want to keep trying and trying. The advantages of this strategy according to them are fun, not bored and bored, learning becomes more effective and interesting and it is easy to understand lessons that at first they think are difficult.

In a model of learning English by using media images , the students getting excited and interested when the Mr. ipung began distributing pictures to them . Besides that, majority of large students are very interested. This proved of value for students who better increased. Students carry out the activities to learn writing with using the media is too easily and happily. Based on the description above, the researcher concluded that the use of image media was successful in improving students' writing skills.

## **E. Conclusion**

In implementing the image media strategy, the teacher also uses descriptive teaching stages. First, the teacher shows a picture to them and they describe what that exist in the image such. Second, teachers have a lot of pictures are different to be distributed to the students, distributed by way randomize images such that they have an image one by one. After that, they describe the images that through writing. If among them there are confused can ask or when not know vocab's they could open dictionary.

With an image media strategy, students are increasingly motivated to always and continue to learn. Due to the strategy of the students do not feel bored and saturated. The success of the students, apart from themselves their own depending on the teacher teaching, if the teacher can make the self-motivated the students will always be the spirit and continue the spirit.

It can be concluded that implementing an image media strategy in teaching descriptive text makes students interested in making descriptive text. In addition to that, can motivate students to be active process of learning to teach because it is a strategy effective that encourages the spirit of them to continue to learn and to convince them that learning English was not as difficult as what they imagine.

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