

Developing picture media to teach descriptive text at MAN 1 Blitar

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ABSTRAK

The purpose of this study is to know if students' writing ability will increase after using picture media. In the English teaching and learning skill, the student still had a difficulty. The subject of the research was students on class X IPS 1 of MAN 1 Blitar. The participant of the research was 34 students of class X IPS 1. This research was categorized as Research and Development (R&D) by Borg and Gall. The steps of the research were research and information collecting, planning, develops preliminary of the product, preliminary field testing, main product revision, main field testing, and final product revision. The instruments used for collecting data were field note and questionnaire. The validity in this research were obtained through two judgment of expert, they were material expert and media expert. The result of this study categorized as valid with percentage of 90.27% material validation, 82.5% media validation, and 91.1% students' response.

INTRODUCTION

In the English language learning, there are four main aspect that must learnt by the student. They were writing, listening, reading, and speaking. These four aspects are correlated with each other. One of the four aspects that very important to learn is writing because it has an important role to play in the development of culture, invention, feeling, and intention. Writing is also considered as a difficult subject to learn (Saifudin, 2020). Writing it is a language ability that used indirectly, or not done in person. Writing is an activity that productive and expressive. With good and correct writing ability, a work that is easily understood by the reader can be created, because writing is a process of non-verbal communication between author and reader (Makrifah, 2019). In the step of writing, the writer must creative while using graphology, language structural, and vocabulary. The ability to write not come automatically, but must through regular practice (Tarigan, 2008).

There are few simple ways to teach writing, the one is by having the learners to write a text. Text is a unity of language used as expressions of social activity both orally and in writing. Descriptive text contains of a specific object, place or event can thus be felt, smelt, and heard by the reader (Kristina, 2021). Descriptive text has a social purpose to describe individual objects by their physical characteristics. The picture set out in the text must be specific to characterize the existence of the represented object. According to Poerwodarmito, description text is a text that specifically conveys information about the situation and condition of the environment (existence or humanity) that is objective, just as it, and detail (Poerwodarmito, 1987).

In achieving the purpose of learning, the relation between the goals, material, methods, and learning condition must be used as teacher's consideration to determine and use the media in learning process in the classroom. Thus the learning media used must be adjusted to the four aspects to achieve the purpose of learning effectively and efficiently. In an attempt to clarify understanding of the learners, the presence of images is indispensable. By using pictures, learners can pay more attention to objects or things that have never been seen related to study. The learning media can be understood as anything that can transmit messages from sources intentionally and thus create a conductive learning

environment in which the recipient can process efficiently and effectively. The reality is not all teachers can provide pictures for a learning media for a variety of reasons (Munadi, 2008).

MAN 1 Blitar is one of the senior high school in Blitar city that also take English as their main subject. During the research, researcher discovered some difficulties that faced by the students. Based on the result of interview with the teacher and the observation of the researcher, the students still find difficulties in writing text, especially in writing description text. The difficulties are the students not able to describe people, objects, and places by considering proper social function, text structure, and appropriate according to context. Furthermore, the students' learning motivation is inadequate when using the media used by the teacher.

The previous study that related to this study is done by Ersih Lesnussa. The title is "The Use of Pictures in Teaching Descriptive Text to Improve Students' Writing Skill". This study design is quantitative which employ pre experimental design. The result showed that the applied pre-test, treatment, post-test design of picture as medium of teaching improve students' writing skill and the students' motivation to joining the learning process increased (Lesnussa, 2018).

Another study that related to this study is done by Herkulanus Akim that titled "Using Pictures to Improve Writing a Descriptive Text". This study use measurement and observation technique to collect the data. The result of the study shows that the use of pictures improved students' writing of descriptive text. It showed from the students increased ability to write a descriptive text with good grammar and organization (Akim, 2017).

Based on the statement above, the researcher has done the research in MAN 1 Blitar. The title is "Developing Picture Media to Teach Descriptive Text at Man 1 Blitar". The researcher chooses this title because student in MAN 1 Blitar need to mastery their writing to increase their ability in English skill. This media is chosen because it is appropriate with the material goal of descriptive text which is written in KD 3.4 and 4.4 that state the student must arrange a descriptive text about famous people, tourist sites, and historical place, noting the proper and appropriate text structure and context. Picture media also chosen because it is really essential for the learners to be able to see and visualize objects they would describe by looking at the available picture and this media was proven as an effective and good media to help student increase their motivation to improve their writing ability.

Writing is one of the language ability aspects that programmed in the specific purpose in the use of the language (Pramono, 2006). According to Tarigan, writing is the process that describes language so that the writer conveys can be understood by the reader (Tarigan, 2008). Meanwhile, in Oxford Dictionary, "writing is produce something in written form so that people can read, perform or use it." Which is suggest that writing is a visual portrayal of thoughts, feelings or ideas, using language system symbols for communication or writing.

Picture is a combination of dots, lines, fields and colors that are useful for telling a story. Picture can also be interpreted as an image of an object into the picture's media (Budi, 2020). According to James B. Pawley, picture is something that can be seen and is made up of some space meeting between some features (Pawley, 2002). Picture can also be an expression of the feeling of the maker. Hence pictures are works of art that require special skill to create a high value of work. Besides being work of art, pictures also have the function of being the medium of information communicating. Picture media is one of the good tools used to write the description text because using the medium the learner's picture will be easier to understand and put ideas from the picture into a sentence. Pictures are used as learning media that can trigger or stimulate students' ideas to be expressed in written or sentence. By using picture media in writing description text, learners can increase understanding in learning, increase learning outcomes, attract students' attention, and students' involvement in learning can resolve difficulties in learning (Marjini, 2021).

One of the essential learning resources to increase student motivation and learning result is the student learning handbook and has many benefits include; provide students with direct and concrete learning experiences, provide up-to-date and accurate information, and provide positive motivation if it is arranged and planned properly to use (Rena, 2014). A handbook is a book that is used as supplementary materials and enrichment materials for students or learners. According to Permendiknas No. 11 of 2005 Article 2 reference, states that in accomplishing the purpose of national education, in addition to using the textbook as a compulsory reference, teachers may also use the enrichment book in the learning process and encourage students to read it to add knowledge and insights (Fathan, 2015).

METHOD

To achieve the objectives of this research, researcher approach Research and Development (R&D). The research procedure in this study was adapted from research measures developed by Borg and Gall; with Borg and Gall restrictions (2003) showing that research can be done on a small scale, including a simplified research step. Actually there are ten step that must done by the researcher, there are; research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, operational field testing, final product revision, and the last is dissemination and implementation. In this research, the researcher takes only seven steps because of the limitation of the time, those steps are; research and information collecting, planning, develop preliminary of the product, preliminary field testing, main product revision, main field testing, and final product revision.

1. Research and information collecting: Researcher conducted school observations and conducted interviews with the English teacher and the student to gather the data. Researcher then assesses and analyzes the data to see what problems students are having in learning English.
2. Planning: In this step, the researcher has started to plan what product to develop in this research based on the result of the observation.
3. Develop preliminary of the product: Researcher have begun to develop picture media as an illustration medium to write based of the well-known local tourist location and local historical place.
4. Preliminary field testing: The product that developed need to be tested in small scale.
5. Main product revision: The product that developed need to revised such as adding shadows and gradation to make it more realistic.
6. Main field testing: The researcher has evaluated the product to expert, and then it is implemented to students in class learning process.
7. Final product revision: After the result of the product test, researcher does not have to revise the products so that the picture media are ready to use.

This research has take place in MAN 1 Blitar. The researcher does the research in X IPS 1 that consists of 34 students. The researcher uses field note and questionnaires as instruments while observing and interviewing as techniques for collecting data. Field notes are qualitative notes taken by researcher while engaging in field research, either during or other observing a phenomenon that is being studied. Questionnaires are form of a list of questions provided by the researcher, and then given to students and teacher to gain information on relevant information. In the early phases of product development the researcher used questionnaires to analyze the needs of students relating to the English media learning, so that researcher used a questionnaire in the form of a validation questionnaire, which was completed by media expert and material expert. Media expert have the role of validating the media, while material expert have the role of validating the material. Expert test instruments are used to analyze and collect data on the continued media and the resulting content or materials as additional media.

In this study, the researcher uses field note to write out observations and interviews about the English learning process at MAN 1 Blitar and the students had difficulty learning from the point of view of the teacher. Observation serves as a systematic data collection tool used to gather information about the remaining basic needs for investigation. Observation is conducted in this study to learn the English learning process and the availability of the learning media, especially to support the students' writing mastery. The interviews not structured or open and they are done with the English teacher at MAN 1 Blitar. During preliminary research, interviews are used to obtain more information, which is then used to examine students' needs based on information obtained from interviews.

To analyze the data, the researcher using the percentage of results that can be calculated using the following formula: Table 1.1 Evaluation Score to Response Options (Sugiyono, 2017).

Table 1. Evaluation Score

Category	Score
Very Good	4
Good	3
Enough	2
Poor	1

In addition, the percentage that is acquired is then interpreted into the following categories of qualifications that explain the qualification criteria for the percentage analysis for expert validation, teacher and student responses (Sugiyono, 2017).

Table 2. Qualification Score Criteria

Average Score %	Category
0.00 – 49.99	Poor / Not Valid
50.00 – 59.99	Enough / Less Valid
60.00 – 79.99	Good / Valid
80.00 – 100	Very Good / Very Valid

RESULT AND DISCUSSION

Result

Based on the questionnaires result, students of MAN 1 Blitar have a problem in learning English especially in writing. They thought that English was a difficult subject and they did not mastery English subject. The students' questionnaires results are there was a study media to study but the media that used by the teacher could not increase the students' motivation to study. It showed that the main problem in MAN 1 Blitar is the student inability to describe people, objects, and places by considering proper social function, text structure, and appropriate according to context and need a support media to increase their ability in writing descriptive text and increase their motivation to practice writing. The researcher developed an interesting and simple picture media as a supportive to help students increase their writing skill. This is shown the following:

Table 3. Students' Questionnaire Result

No	Criteria	Amount		Percentage	
		Yes	No	Yes	No
1.	Do you study English frequently?	22	12	64.7%	35.29%
2.	Do you have difficulty to study English?	28	6	82.35%	17.64%
3.	Do your teacher helping you to study?	34	0	100%	0%
4.	Do your teacher using media for teaching?	32	2	94.11%	5.88%
5.	Do you like to use your teacher's media to study English?	31	3	91.17%	8.82%
6.	Do you want to use other media for learning?	26	8	76.47%	23.52%
7.	Do you want to improve your English skill?	33	1	97%	2.94%
8.	Do you have difficulty identify an object?	23	11	67.64%	32.35%
9.	Do you have difficulty to practice writing?	22	12	64.7%	35.29%
10.	Do you have difficulty to represent your thought?	27	7	79.41%	20.58%

In the following of the selection of the appropriate media to help student in mastering writing, the next stage is to execute the process of developing picture media so that they served as a proper supplementation media for student learning. Starting from observing well-known tourist sites and historical place, then observe the best point of view to draw, then the stages of draw the picture that is similar to the real location in the field.

The researcher has taken the poor coloring and the resemblance to the real object is not very similar as the limitation of the product, which is because of limitation of time and cost to improve it. So researcher decides to coloring the product with limited tools and materials. After that, the researcher determined the design that appropriate to describe.

After the media has been completed, the next stage is to decide how to implement it. Researcher refers to do a test students ability to recognize the sites in the picture. The instruction as follows:

1. The students must read the guideline book for picture media in descriptive text.
2. After understanding about the structure of descriptive text, the students must choose one of the three different pictures.
3. After choosing the picture, the students must write a descriptive text about the sites in the picture.
4. After everything done, the researcher analyze the result of the students writing to see if it was related to the picture with the right structure.
5. The picture media is effective if the student can write description text that is related to the picture.

Media that has been finished and approved by the supervisor then brought to the expert for assessment. The media is validated by two experts; they are media experts and material experts.

1. Material Expert: Material expert had to assess four kind of criteria; material. Learning, practical, and display. The following are the findings of material expert’s evaluation:

Table 4. the result of Material Expert Judgements’ Questionnaire

Validation Aspect	Criteria	Expert’s Score	Amount	Percentage	Eligibility
Material	Relevant to the content	4	16	100%	Very Valid
	Relevant to the and material theme	4			
	Picture correlation to content	4			
	Picture correlation to the material and theme	4			
Learning	Increasing student interest in study	4	17	85%	Very Valid
	Easier student to study	4			
	Motivated the student to study	3			
	Centered on students	3			
Practically	Student involvement	3	14	87.5%	Very Valid
	Easy to use	3			
	Instruction easy to understand	4			
	Can be used by the student	4			
Display	The superiority of the learning media	3	18	90%	Very Valid
	Interesting design	3			
	Picture easy to identify	4			
	Picture clear and easy to understand	4			
	Selected picture appropriate	4			
	Picture Quality	3			

Table above shows that the result for each criterion is; and the final calculation is; material 100%, learning 85%, practical 87.5%, display 90%. And the final calculation is:

$$Ps = \frac{65}{72} \times 100\% = 90,27\%$$

Depend on the final calculation from material expert scores; picture media is very good / very valid with 90.27% percentage.

2. Media Experts: After assessing stage in material expert is done, the next is media expert media. Media expert had to assessing two kinds of criteria; practical and display. And the result is:

Table 5. The Result of Media Expert Judgments’ Questionnaire

Validation Aspect	Criteria	Expert’s Score	Amount	Percentage	Eligibility
Practically	Easy to use	3	15	75%	Valid
	Media according to the material	3			
	Instruction easy to understand	3			
	Can be used by the student	3			
	The superiority of the learning media	3			
Display	Interesting design	3	18	90%	Very Valid
	Picture easy to identify	4			
	Picture clear and easy to understand	4			
	Selected picture appropriate	4			
	Picture Quality	3			

Based on the table above, score for each criterion are: practical is 75% and Display is 95%. And the final calculation is:

$$Ps = \frac{33}{40} \times 100\% = 82.5\%$$

Based on the final calculation of media expert’s score, picture media is very good/very valid with 82.5% percentage.

1. Revision

In validation process, the experts also give some suggestion to make the media better. The material expert gives suggestion to make more pictures so the student may choose which one to

describe. According to media expert, the picture do not have to draw too detail as long as they has neat lines.

2. Product Tryout

The product trial was conducted on October 4th, 2021 in MAN 1 Blitar. Actually there are thirty six (36) students in X IPS 1, but two of them could not attend the lesson because of some reason. Therefore, the researcher only had thirty four (34) participants. Before did the trial, the researcher showed the final product to the English teacher and explained how to use it. The English teacher gives positive feedbacks about the media. The English teacher stated that the picture media gas a good design, attractive, and easy to use.

After the trial was done, the researcher asked the student to give feedback as the participant. Those feedbacks are needed as an evaluation for the researcher as a reference to developing better media. The outcomes of student evaluations are listed below:

Table 6.The Result of Students' Satisfaction

No	Respondents	Amount	Percentage
1	AWM	31	77.5%
2	ASEP	39	97.5%
3	AND	40	100%
4	AZAH	36	90%
5	AR	40	100%
6	CS	33	82.5%
7	DAP	39	97.5%
8	DAR	35	87.5%
9	DRF	38	95%
10	ERS	37	92.5%
11	EDM	38	95%
12	EN	37	92.5%
13	FFL	37	92.5%
14	HAFTS	36	90%
15	HR	37	92.5%
16	KI	34	85%
17	LAF	39	97.5%
18	LSR	37	92.5%
19	MIYB	37	92.5%
20	MAM	39	97.5%
21	MRH	36	90%
22	MUMS	39	97.5%
23	NM	29	72.5%
24	PLN	36	90%
25	SMK	36	90%
26	SAN	39	97.5%
27	SUDR	32	80%
28	SC	37	92.5%
29	TWJ	35	87.5%
30	YAR	34	85%
31	ZA	37	92.5%
32	ZDP	36	90%
33	ZANS	37	92.5%
34	ZIA	37	92.5%
Amount		1239	91.1%
Categorize		Very Good / Very valid	

$$Ps = \frac{\sum s}{\sum n \times Y} \times 100\%$$

$$= \frac{1239}{40 \times 34} \times 100\% = \frac{1239}{1360} \times 100\% = 91.1\%$$

Based on the calculation of students' satisfaction questionnaire, picture media is very valid supplementary media to increase students' motivation to study and help them mastery writing skill with the total percentage is 91.1%

Discussion

Penelitian The result of need analysis showed that tenth grade students of MAN 1 Blitar had difficulties in writing descriptive text. To overcome the students' difficulties in practice writing, researcher developed picture media. During the development of the picture media, the researcher acquired several ideas from English student and supervisors. This is required to improve learning media to make it more relevant to the requirements of the study. After media is done, the researcher brought the picture media to the experts to check the feasibility of the product. There were two experts that assessed the material and the media. The English teacher of MAN 1 Blitar, Mrs. Siti Fatimah, S.Pd was the material expert. The material assessed four aspect, such as; material, learning, practically, and display. From the material expert, picture media's final score is 65 and the percentage is 90.27%. It means that picture media is suitable with the material and very valid as supplementary media. While Mr. Muhammad Denny Hermawan, a drawing Instructor was the media expert. Media expert have assessed two kind aspect; display and practical. From the media expert result, picture media's final score is 33 and the percentage is 82.5%. It means that picture media is very valid as supplementary media.

CONCLUSION

The media's viability is determined by the proportion of expert validation, which is 90.27% for material expert and 82.5% for material experts. Furthermore, the product category listed in "Very Valid" as supplemental media yielded 91.1% of student responses. This indicates that picture media are a viable supplemental tool for writing practice.

SUGGESTIONS

For English Teacher, Teachers may optimize the consumption and adapt it with the students' need, and provide new ideas to create more interesting media. For Students, Students have to exercise writing more to increase their writing skill with picture media. It will help them learning English easily. For Another Researcher, Future researcher may use this study as a guide to create better and more interesting learning materials based on students' needs. Sorting out appropriate results and then developing them again, while improving what was left undone.

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