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## The Effectiveness Of Picture Prompt In Teaching Descriptive Text

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**Abstract:** Picture prompt is media combination pictures and clues. This study was investigated to clarify that picture prompt was as an effective media to increase learners' writing outcomes particularly in The Effectiveness Of Picture Prompt In Teaching Descriptive Text. This used an experimental method. Based on the test scores in the pre-test and post-test, there were significant developments. This can be seen in the percentage value of each test. The percentage of the post-test was 58.1% in the control class and then the post-test developed to 79.03% in the experimental class. It is implied that using pictures with instructions can develop the students' writing descriptive text ability. Therefore, students are able to express themselves creatively and cogently.

**Keywords:** picture prompt; writing; descriptive text.

**Abstrak:** Gambar prompt adalah gambar dan petunjuk kombinasi media. Penelitian ini dilakukan untuk mengetahui efektivitas picture prompt sebagai media untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif. Ini menggunakan metode eksperimental. Berdasarkan nilai tes di *pre-test* dan *post-test*, ada peningkatan yang signifikan. Ini dapat dilihat pada nilai persentase dari setiap tes. Persentase *post-test* adalah 58.1% di kelas kontrol dan kemudian *post-test* meningkat menjadi 79.03% di kelas eksperimen. Dari hasil penilitan tersirat bahwa menggunakan gambar dengan instruksi dapat meningkatkan kemampuan menulis teks deskriptif siswa. Oleh karena itu, siswa dapat mengekspresikan diri secara kreatif dan meyakinkan.

**Kata Kunci:** gambar prompt; menulis; teks deskriptif.

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## INTRODUCTION

English subject is an important subject to be taught in Senior High School or *Sekolah Menengah Atas (SMA)* based on basic course outlines (Depdiknas, 2003) cited in (Fitri, 2017). In addition, she declares and expresses

information, knowledge, feelings, technology and culture using meaningful communication language.

During the teaching and learning process, student facing some difficulties in writing descriptive text such as, limited

vocabulary, the coherence each paragraph, and expressing their ideas. According to (Richards & Renandya, 2002) asserts that in mastering writing ability is needed long duration not instantly process and need more practices to make better writer. In order to get better result written sometimes learners get stuck, having no idea to be written, feeling boredom even deny to write. This condition also felt by the English teacher while teaching in the classroom. In line with this condition, teacher tried to find the way out of this problem called is picture prompt.

Basically, English language divided into four skills, writing, reading, listening, and speaking. Indeed, writing and speaking is classified into productive skills while reading and listening into receptive skills. The writing activities different with others. As (Harmer, 2001) said that writing is an activity to create a note or information on a media using characters. Writing is usually done on paper media using tools such as pens or pencils. Similarly, writing process provides enlarge chance to the learners to build vocabularies mastery, structure, and delivers intention as a good message.

In contrast, in other situation learners having some difficultis weather they learnt due to because author should utilize a process that includes planning, organizing, and revising to

present meaning in the words form. But it will be different if there are media in writng.

In light of (Wright, 2004) argues by using pictures can help learners to stimulate them in writing. By seeing pictures all learners get catch inspiration or clue refers to pictures they have been seen. The essential of pictures, learners not only imagine but also grow up their interest, follow the steps to arrange good writing. Indeed, he argues that are some pictures can be used and familiarize used in writing process such, flash cards, motions, and pictures. Indeed, pictures prompt media is the most suitable used media for student whose having learning style visually.

Pictures prompt can be stated as new media in during writing process. It is a combination of pictures and prompt as clue. According to (Hyland, 2003) it is needing a study or strategy to stimulate students' thought to create their critical thinking and more ideas in a good writing process. In accordance with improving student's ability in writing narrative text, as (Butarbutar, Titik, Betaubun, Nasrawati, & Bawawa, 2018) also argue that teacher can be used finding difficulty words as a technique in writing procedure.

Based on initial experience while researcher gave question to student and then they responded in wrong answer but after give any clue they could be answered correctly. Additionally, this study wants to observe how

far the implementation of picture prompt at SMA Negeri 3 Merauke. express writing skills, namely productive language skills; that is, the ability to write is the ability to produce; in this case produces writing. Writing ability is not an ability that is obtained automatically. Therefore, a person's writing ability is not carried from birth, but is obtained through the act of learning. Related to how to acquire writing skills, someone who has learned to write does not necessarily have the competence to write reliably without much writing practice. It can be concluded that the ability to write is the ability that is active and productive in producing writing that is obtained through a continuous learning and training process

Moreover, as confirmed by (Hedge, 2003) cited in (Ridwan, 2018) the purpose of writing, among others: a) to tell something, b) to provide instructions or direction, c) to explain something, d) to convince, and e) to summarize. It is asserts that writing is more than producing sentence and phrases accurate and complete. Due to of in writing there is process to produce some elements of communication, to enumerate opinions, deliver information or messages to the reader. In other word readers get of writer's intention obviously.

## RESEARCH METHOD

This research designed as an experimental research. According (Sukardi, 2003), an experimental research is the most productive research method, because if the research is done well, it can answer hypotheses that are primarily related to causal relations. There are two reasons why experimental research is appropriate in the field of education. First, more appropriate teaching methods are naturally set and compared in an unbiased environment. Second, basic research with the aim of deriving general theoretical principles into applied science that is in line with the problems faced by school administrators.

Students of SMA N 3 Merauke were subjects of this study. Thus, they divided into two classes, the experimental and control class. The class that got treatment is experimental class, and control class got treatment without picture prompt. In this research the approach used quantitative approach, because the data was gained were numeric and was analyzed by using statistical computation. It explained the result of the test. This research was conducted in four meeting with lesson plan, curriculum in that school and theories weather in experiment and control class.

Where:

$M$  : Mean score of the average

$\sum fx$  : The sum of total score

N :The total number of student

## FINDING AND DISCUSSION

### FINDING

The score was taken from the test than the researcher calculated the score of students and counted the mean and compared the score of pre-test and post-test. Here is the result of recapitulation percentage of student pre-test scores while each score of the student are shown in the appendix.

Table 1. The Students' Pre-Test Score of Experiment Class (X3)

Interval Score	Frequency	Percentage
11-16	2	6%
17-22	7	19%
23-28	5	14%
29-34	9	25%
35-40	9	25%
41-46	4	11%
Total	36	100%

From the data above, the number of class are two classes, the table showed that students' score in experiment class in pre-test and post-test. The first table is experiment class in pre-test, the analysis data showed the students who got 11-16 were 6 %, the students who got 17-22 were 19%, the students who got 23-28 were 14 %, the students who got 29-34

were 25%, the students who got 35-40 were 25% and 41-46 were 11%.

Table 2. The Students' Post-Test Scores of Experiment Class (X3)

Interval Score	Frequency	Percentage
60-65	5	14%
66-71	4	11%
72-77	2	6%
78-83	11	31%
84-89	11	31%
90-95	3	8%
Total	36	100%

The second table it experiment class in post-test showed that, there are spesific different score both of them but the highest score was in post-test were 60-95. Than the percent of the datas more are 14% for five students were get the scores 60-65, 11% for four students were 66-71, 6% for two students were 72-77, 78-89 for twenty-two students were 61%, and three students were 90-95 got 8.

Table 3. The Students' Pre-Test Scores of Control Class (X4)

Interval Score	Frequency	Percentage
11-15	2	6%
16-20	6	17%
21 -25	9	25%
26 -30	5	14%

31 -35	6	17%
36-40	8	22%

The researcher obtained data pre-test and from control class. It is consist 36 students of the tenth grade in the class. Base on the tables above, showed 25% students were got highest score were 21-25 and the lowest score 11-15 got two students 6%, there are more students got the lowest score in English subject.

Table 4. The Students' Post-Test Scores of Control Class (X4)

Interval class	Frequency	Percentage
24-33	2	6%
34-43	13	36%
44-53	21	58%
54-63	5	14%
64-73	6	17%
74-83	10	28%

Second table showed 58,16, from control class in a post-test showed the the data is highest score as 74-83 just ten students. With the result it can be said successfully of learning process. Throughout the score has a different significant by pre-test but it still a lowest percentages. In addition with support learning process in a post-test with used picture prompt as a media is effective for teaching writing descriptive text.

If it is compared the two means it was cleared that the mean of experimental class was higher than the control class. So The prompts can help students to stimulate their thinking and idea. The combination of picture and prompts will help students in understanding the material especially in descriptive texts. Students are motivated in teaching learning proceses with accompanied the interesting picture prompt that the expected.

## DISCUSSION

In administering the pre-test, the researcher given a topic for the students, then they try to describe the topic with their own word, there are 2 aspects that were put in the descriptive text, there are identification and description, in the pre-test, students has a problem when they tried to built their idea, especially when they never heard about that topic to discribe. Besides, the vocabulary and gramatical are one of the detention of writing. In the process of pre-test, students got a lowest score in general base on the criterion of assessment writing. This result of pre-test are same with previous study by (Fitri, 2017). Therefor the researcher given a steps learnig for students as a treatment to help their writing.

In this research there were twice for treatment, in X3 and X4. In treatment process the researcher given the stucture of writing as

a Parin and Graham said there are three steps of writing, they are pre-writing, planning, and writing. After that, when the students knew how to build their writing, the researcher used picture prompt as a media, First the researcher started the learning by gave the topic than they were imagine the topic and build their knowledge about it.

It is supported by (Djuharie, 2001) descriptive text is purposed to imagine somebody, something, a place, and an animals. After that when they have to thought, the researcher gave them a picture similar with the topic and beside the picture has a clue (prompt). The researcher asked them the question and they answer the it with describe the answer, so they can built and remembered the topic of the task and it helped them to opened their mind. The researcher used same material during the treatment.

To get the effectiveness of picture prompt in teaching writing descriptive text, before the researcher coming to real activity in the classroom and after during pre-test the researcher plan lesson and prepared teaching media, picture prompt. Initially, the researcher started the learning by opening the class and checking the student's attendance. Thus researcher had learners to define descriptive text, its structure design, and language features. In other words, learners guessed of descriptive text looks like. It means to stimuli

prior student's knowledge. Consequently, almost they directly answered made clear descriptive definition truly; describing an object or topic such as, person, thing, animal, and place.

## CONCLUSION

In the final analysis, study noted that picture prompt is effective used as a medium in teaching writing descriptive text. It was proven by students' score both control class as 59.16 meanwhile and class got scores as 79.16. In light of (Penny, 1996) states that picture prompt is effective used as a medium to improve writing ability due to can help learners' imagination, critical thinking, provides more practices, and build inspiration by using pictures.

Thus, the image media is the media used to visualize or channel messages from the source to the recipient (students). The message to be conveyed is poured into visual communication, in addition to the picture media also serves to attract attention, clarify the presentation of ideas, illustrate or decorate facts that might be quickly forgotten or ignored if not graphed.

The use of image media that is easily obtained turns out to facilitate students in writing descriptive text. Because students will find ideas that will be contained in writing

through visual communication. Besides that, image media is also more interesting for writers.

## SUGGESTION

Based on the results of the study above, the researcher suggests two important things; first, teachers or educators or anyone who is interested in improving their ability to write descriptive text can be used the picture prompt as an effective medium. Second, teacher can provide or have the students to create picture prompt based on their own ideas most likely. By implementing this, students get more opportunities to express their opinion and inspiration to create picture spontaneously build vocabulary.

In light of providing enlarge chances for learners to build own pictures prompt, they can use and create it by using local culture pictures. It purposes help them be easier expand ideas which relate to their local cultures (Butarbutar, Uspayanti, Manuhutu, & Palangngan, 2019)

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