The Effectiveness of Using Personal Photograph as Media in Teaching Writing of Descriptive Text at SMK "Sore" Tulungagung

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Abstract

This research aimed to determine the effectiveness of students' writing descriptive text taught using Personal Photograph at tenth-grade students of SMK "Sore". In this research, the researcher used pre-experimental with a one- group pretest-posttest design. The instrument of this research was a test. The researcher gave a pre-test to the student, and then treatment about writing using Personal Photograph. After that, the researcher gives the student post-test. The population was all students of grade tenth SMK "Sore" Tulungagung with 800 students. The researcher used purposive sampling was taken X TITL 1 as the sample with total was 27 students. After getting enough data, the researcher calculated the data using the t-test. Based on the computation, the mean score of the pre-test is 5.70 and the mean of the post-test 8.41. The t-value is -9.782 consulted to the t-table at the -2.056 significance level to see whether the hypothesis is accepted or rejected. It means that t-value is lower than t-table. So, it can be stated that the hypothesis is accepted. Based on the result analysis, the researcher then concludes that using Personal Photograph effectively improved the students' writing descriptive text at the tenth-grade students of SMK "Sore" Tulungagung.

Keywords: personal photograph, writing skill, descriptive text.

INTRODUCTION

A language is a tool for communication with other people. We can share and communicate our thoughts, emotions, messages, and opinions to others through language. Every day, we used language, both spoken and written, in our activities. We may conclude that language is fundamental to humans in their everyday lives. English as an International language has a significant impact on all facets of our life. English is an important foreign language to learn, particularly in school. Besides, four skills must be learned in English. Listening, speaking, reading, and writing are the four skills. Furthermore, writing is one of the most challenging and crucial English language skills to learn. By writing, we can express our ideas, opinion, and feeling

through the written word. Oshima and Hogue (1991, p. 3), as cited by (Ade Dwi Jayanti, 2019), define that "Some universities also have online writing centers because writing is so important in academic life. These websites provide additional writing guidance and information." Students must learn and practice it thoroughly in their everyday activities because it is highly beneficial to their advancement, especially in education.

In Indonesia, we learn English in schools start in elementary school up to the University level, but they still have difficulty mastering English. As a result, students need to learn English as a whole. According to Novariana, Sumardi, & Tarjana (2018), the following are some students' internal and external problems that commonly occur in writing; the internal problems in writing : (grammatical problems , problem organization), the external problems in writing : (lack of learners' motivation, teachers' feedback).

In teaching writing, English teacher must know what the most crucial factor which faced student in writing. Knowing the factor will help teachers improve and find a better strategy in teaching English, especially in writing descriptive text. Descriptive text is a type of text that aims to describe or explain a person, animal, something, or a particular place. An introduction and a description are included in the descriptive text. An introduction is the part of the paragraph that introduces the object or someone to be described. A description is the part of the paragraph informing the characteristics of the object, such as characteristics of behavior, physical appearance, and others specifically.

In the teaching and the learning process, learning media play an essential role. According to Sofa (2015), personal photographs are one media that English teachers can use to help students develop their writing, especially in descriptive texts. A personal photograph is a picture owned by students by a camera. It could be a photo of a personal experience or something of interest to the student. In a photograph, of course, there are various colors. It is one of the things that will attract students' attention to learn. When students enjoy this learning process by using a personal photograph, this will help them think creatively. They will easily express their ideas in writing. Besides that, using personal photos will undoubtedly help them imagine and also be able to remember the details of the photos they have quickly.

METHOD

The method used in this research is experimental method. The researcher used a pre experimental design: one group pre-test and post-test. Researcher conducted this research in SMK "Sore" Tulungagung at Jl. Mastrip No.100, Serut, Kecamatan Tulungagung, Kabupaten Tulungagung, East Java. There are 27 students in the class X TITL 1 who become the subjects of this research. To determine the sample in this research, the researcher used purposive sampling. The researcher used this technique because some considerations such as to limit the time, energy, and condition.

The instrument that used in this research is a written test (essay test). This test aimed to collect data about the students' skills in writing descriptive text. The test was done in two sections, namely pretest and posttest. The pretest is given before treatment. The purpose of this pretest is to determine the extent of the student's ability to write descriptive texts before applying the personal photograph. At the same time, the posttest is given after treatment. The purpose of posttest is to know the improving students' writing ability after the treatment. The test results are then analyzed to see whether there is a significant influence in writing descriptive text using Personal photographs or without Personal photographs

Students must write the title and describe a place based on their interest in the pretest. While in the posttest, students have to write the title and describe a place based on their own photograph. The researcher will use scoring rubric writing to examine the students' writing descriptive text. To calculate the data researcher used SPSS 16 for normality test, homogeneity test, linearity test, and find the hypothesis

FINDING AND DISCUSSION

Finding

This finding is related to students' pretest scores, treatment and posttest gave effect, and significant differences between students' pretest and posttest scores. There are two data types based on the research findings: pre-test and post-test.

The total score on the pre-test for all students is 154. The students' average pre-test score is 5. That is, student writing is classified as "fair." The students

received a total score of 227 on their post-test. The post-test mean score for the students is 9, which is in the very good category

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pretest - Post-test	-2.704	1.436	.276	-3.272	-2.136	-9.782	26	.000

The t-test result is -9.782. The t-value is consulted to t-table at a significance level of 0.05 to determine whether the hypothesis is accepted or rejected. This research includes 27 students as participants, with 26 degrees of freedom (df). The degree of freedom can be calculated using the formula n-1. The critical value on the at-table for a 5% significant level and a degree of freedom of 27 is 2.056.

Based on the explanation above, the t-table is - 2.056. The obtained t-value is -9.782. As a result, the t-value is less than the critical value in the table, which is -9.782 < -2.056.

We can conclude that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. It means that the use of Personal Photograph as a learning media in writing descriptive text is effective and impacts the learning result for class X TITL 1 at SMK "Sore" Tulungagung in the 2020/2021 academic year.

Discussion

Their writing was poor in the beginning. The students still had not mastered writing skills yet. It could be seen that students did not arrange their writing well. Students' writing was not well organized, as could be seen. Their concepts were illogical. So, they could not continue their writing. As a result, they struggled to write, and the results of their writing were still unexpected. According to the research findings in the pretest, students' knowledge in writing was 5.70 (fair). Because of the students' limited knowledge, inadequate topic development, the search for students' ideas was still confusing or disturbing, and writing sentences had no logical sequence and development, inaccuracy in the use of punctuation.

The results of students' writing on the posttest were better than the pretest; the posttest only provides exercises (writing test) about describing a place. A preliminary test was given to the students to determine their writing abilities. Following treatment, there were some improvements in students' writing descriptive text. Based on the results of posttest research, the results of students' knowledge in writing increased to 8.41 (good). Students began to understand the structure of descriptive texts, knew how to compose a paragraph well, express their ideas in written form, mostly relevant to the topic, use vocabulary and punctuation well, and write sentences in English.

In terms of the use of personal photographs, they prove that personal photographs are valuable in writing because they can use the images they take to develop sentences and arrange them chronologically. Photos can assist them in remembering place details. Furthermore, students can express themselves creatively, and they can remember and describe their photos clearly and write about their personal experiences using their personal experiences**.** This technique has many advantages as stated by Soekarwati (1996) in Nursiyani thesis. They are: 1).To motivates students 2). Avoid bored 3). To clarify what the teacher explained, 4). To make it easy to understand the context. In addition, the other advantage is to make the students able to write descriptive text more easily.

Based on the previous discussion, the researcher concluded that teaching-learning writing descriptive text for tenth-grade students at SMK Sore Tulungagung was significantly improved. As a result, the hypothesis proposed in this research, "the use of personal photographs effectively teaches writing descriptive text," is accepted.

CONCLUSION

Based on the findings of the previous chapter's research and discussion, it is possible to conclude that personal photographs effectively teach descriptive text writing. The students' writing ability was fair before being treated with a personal photograph. After using Personal Photograph, the students' writing abilities changed with very good classification. The posttest mean is (8.41), while the pretest mean is (5.70). This means there is a significant difference between before and after giving treatment.

The t-table is -2.056, according to the t-test formula. The calculated t-value is -9.782. Asa result, the t-value is higher than the critical value. The obtained t-value is -9.782 < -2.056, which is less than the critical value on the t-table. Based on the data analysis, it is possible to conclude that the use of Personal Photograph as media is effective in teaching writing of descriptive text at the tenth grade students of SMK Sore Tulungagung in the academic year of 2020/2021.

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