

## **The Effectiveness of Personal Photographs As Media to Enhance The Writing Ability of Descriptive Text of The Seventh Graders**

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### **Abstrak**

Menulis adalah salah satu keterampilan penting dalam mempelajari bahasa Inggris yang harus dipelajari dan dipahami oleh siswa. Dalam hal ini siswa diharuskan untuk memahami struktur teks dan fitur bahasa, sehingga apa yang sudah mereka tulis dapat dipahami oleh seluruh pembaca. Tujuan dari penelitian ini adalah untuk menemukan perbedaan yang signifikan antara siswa yang diajar menggunakan media *Personal Photographs* dengan siswa yang tidak menggunakan media tersebut sebagai media pembelajaran di SMP Negeri 2 Kota Madiun dalam menulis teks deskriptif. Penelitian ini merupakan jenis penelitian eksperimental dan instrumen yang digunakan dalam penelitian ini berupa tes, dengan menguji dua kelompok sebelum dan sesudah pemberian tritmen pada kelompok eksperimental dan kelompok kontrol yang tidak mendapatkan tritmen, yang kemudian diperbandingkan hasilnya antara dua kelompok tersebut (kelompok kontrol dan eksperimental). Hasil penelitian menunjukkan terdapat peningkatan yang signifikan terhadap siswa kelompok eksperimental setelah peneliti menerapkan *Personal Photographs* sebagai media dalam penulisan teks deskriptif dengan nilai perbedaan (.52) dimana perbedaan ini sangat besar dibandingkan siswa kelompok kontrol yang tidak menggunakan *Personal Photographs* sebagai media penulisan teks deskriptif. Hal ini juga bisa dilihat dari uji analisis Independent Sample t-test pada SPSS 16.00 yang menunjukkan bahwa kelompok kontrol memiliki nilai rata-rata sebesar 77.38, sedangkan kelompok eksperimental memiliki nilai rata-rata sebesar 84.58 dengan nilai Sig (2-tailed) .000.

**Kata Kunci:** Keterampilan Menulis, *Personal Photographs*, Teks Deskriptif.

### **Abstract**

Writing is one of the important skills in learning English which is to be learnt and understood by the students. Here, the students are required to understand the generic structures and language features of the text; however what they have written can be understood by all readers. The purpose of this study is to find out the significant differences between seventh graders who are taught by using personal photographs as a media and those who are not in SMP Negeri 2 Kota Madiun in writing descriptive text. This research was an experimental research and the instrument which was used in this research is a test, by testing two groups before and after administering treatments in the experimental group and control group who are not gotten treatments, then the results was compared between the two groups (control and experimental groups). The results of this study show that there is significant difference in the experimental group students after the researcher applied personal photographs as a media in writing descriptive text with the magnitude of difference (.52) that indicates a very large effect than the control group who are not taught by using personal photographs as a media in writing descriptive text. It can also be seen from the analysis of independent sample t-test on SPSS 16.00 which indicates that the control group had a mean score of 77.38, while the experimental group had a mean score of 84.58 with the Sig (2-tailed) .000.

**Keywords:** Writing Skill, *Personal Photographs*, Descriptive Text.

## **INTRODUCTION**

Since writing is one of communication ways in expressing idea or feelings. It has an important role in learning English. Scott and Yterberg (1990: 69) state that as a skill in English, writing is the process of transferring information, which is considered to be the most difficult to master. Some of the students feel difficult to write,

because they think that spoken way is an easy way to express their idea or feelings without thinking about grammatical features and organization. It is common to find that people, who are good at spoken English, are not able to express themselves in writing (Singh, 2002:1). Writing has a complex process, Nunan (2003:88) states that writing is not only the activity of producing words into paragraph or essay but there are many aspects

included in it. Writing requires a good ability of grammar, vocabulary, organization and other aspects in written form in order to create a communicative written text. Where the language is need to be practiced in the written context.

In writing, we have to consider about the product of writing which has a list of criteria, they are content, organization, vocabulary, language use, and mechanical consideration, such as spelling and punctuation.

Descriptive text is one of texts which are taught in every level of Junior High School. Anderson and Anderson (1998:26) state that descriptive text as a description of a particular person, place, or thing. It is used to tell the subject by describing its features without including personal opinion. However, it is important to be learnt and understood by the students of seventh grade of Junior High School.

Actually, in teaching descriptive text, the teacher always asks the students to describe about person, animal or thing without considering about the technique, strategy or media which can help the students to organize and construct their idea in their writing. Most all of students in seventh grade of Junior High School understand well about the organization and language features of descriptive text, but they still feel difficult to express their idea in written context. However, it happens because the teacher always asks them to write without giving a solution to develop their idea in written context.

Here, the researcher chooses personal photographs to be her media. Personal photographs are a kind of photograph that is taken by the teacher or the students themselves which are taken by a camera and printed on a photo paper. Gerngross and Puchta (1992) state that Photographs are a kind of picture categories that is taken by the teacher or the students and print on a photo paper. The researcher expects that by applying personal photographs in teaching and learning process, it can enhance the students' ability in learning English, especially in writing descriptive text.

Based on the background of the study above, the researcher formulates the research question, as follow:

- a) Is there any significant difference between seventh graders who are taught by using personal photographs as a media and those who are not in SMP Negeri2 Kota Madiun in writing descriptive text?

## RESEARCH METHOD

Based on the research question which has been told before, this study was conducted as an experimental research design. Since, this study investigated the effectiveness of personal photographs in teaching descriptive text to enhance the seventh graders ability in

writing descriptive text. Ary et al (2010: 265) point out that experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of manipulations on the dependent variables.

In this study, the researcher aims to find out the effectiveness of personal photographs as a media to enhance the writing ability of descriptive text of the seventh graders by comparing two groups who are taught by using personal photographs and who are not.

**Table 3.1 Design of Experimental Research**

Group	Pretest	Treatment	Posttest
(R) E	Y1	X	Y2
(R) C	Y1	-	Y2

C : Control Group  
 E : Experimental Group  
 X : Experimental Treatment 'Personal Photographs  
 R : Randomized Subject  
 Y1 : Pretest before Experimental Treatment  
 Y2 : Posttest after Experimental Treatment

In this study, the population will be all of seventh graders of SMP Negeri2 Kota Madiun, which is divided into 9 classes, such as: VII A, VII B, VII C, VII D, VII E, VII F, VII G, VII H, and VII I.

In this study, the researcher uses probability sampling, cluster random sampling technique to determine which two classes are observed by dividing into several cluster or groups, then a sample is drawn from each group. She chooses this kind of method to keep the validity of the data that was conducted.

The data of this study collected through of test, tryout, pre-test, and post-test, to find out the students' significance different between control and experimental group in writing descriptive text by using personal photographs.

The first step that was done by the researcher is tryout which was conducted in the other class except control and experimental class. Then, the researcher conducted a pre-test in both of control and experimental class. After that, the researcher gave some treatments to an experimental group by using personal photographs as a media, but not to a control group. However, the control group was taught the same material with an experimental group without using personal photographs as a media in

teaching and learning activity. The last step is post-test, post-test was done after giving treatments in experimental group and the test was same as in pre-test. It was done in both of experimental and control group. The purpose of post-test is to find out if there will be a significance differences both of experimental and control group. The test which was used here is same with the test which was used in pre-test, that the students were asked to make a simple descriptive text about person.

All of the data that have been gotten in this study will be analyzed by using Jacob's idea. In this study, the researcher will use *independent-samples t-test* on SPSS 16.0 to compare the mean score of both experimental and control groups in pre-test and post-test to know whether there is a significant difference or not between the seventh graders students who are taught by using personal photographs and who are not. *Independent-samples t-test*, used when you want to compare the mean scores of two different groups of people or condition (Pallant: 239: 2010). It can be proven if the Sig (2-tailed) is lower than 0.05, it means that there is a significance different between students who are taught by using personal photographs or not. The procedures of *independent-samples t-test* have been explained by Pallant (240: 2010).

**RESULT AND DISCUSSION**

The result of the first step in this research which is called pretest, it can be seen from the table below:

ienis group		N	Mean	Std. Deviation	Std. Error Mean
nilai pretest	experimental	26	78.23	3.570	.700
	control	26	76.15	3.854	.756

From this table, it shows that the mean score of control group in pre-test was 76.15 ( $SD = 3.854$ ) and experimental group was 78.23 ( $SD = 3.570$ ). Based on the table above, the researcher found out that experimental group scored was higher than control group in pre-test.

Even though, experimental group had a higher score than control group in pre-test, but their writing ability were equal. In order to make sure, the researcher shows Independent-samples T-test analysis that has been used to analyze of pre-test scores both of experimental and control groups in this table below.

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
nilai pretest	7.02	.006	2.016	50	.049	2.077	1.020	.037	4.45
			2.016	48.789	.049	2.077	1.020	.037	4.47

It can be seen from the table above if the significance level of Levene's test is .406 or larger than

0,5. Then, we should use the information in the first line of the t-test, which refers to **Equal variances assumed**. If your Sig.value for Lavene's test is larger than .05 (e.g. .07, .10) you should use the first line in the table, which refers to Equal Variances Assumed (Pallant: 241: 2010).

From all of explanation above, it can be concluded that the writing skill ability between two groups here (control and experimental group) were same or equal at the beginning of the study.

After applying some treatments in experimental group, the researcher conducted post-test in both of group (control and experimental group) on 31<sup>th</sup> of May 2014, in order to find out the significant difference of the students' writing ability of descriptive text in experimental group after giving some treatments. Here is the *Independent Sample T-test* analysis that has been used to analyze of post-test scores both of experimental and control groups:

ienis group		N	Mean	Std. Deviation	Std. Error Mean
nilai post test	experimental	26	84.58	4.187	.821
	control	26	77.38	2.699	.529

From this table, it can be known that the mean score of control group in post-test is 77.38 ( $SD = 2.699$ ) and experimental group is 84.58 ( $SD = 4.187$ ). Based on the table above, the researcher concludes that experimental group has a higher of mean score than control group in post-test. In order to make sure that the effect was significant, the researcher shows the *Independent-samples T-test* on SPSS 16.0 result in this table below:

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
nilai post test	7.343	.010	7.361	50	.000	7.192	.977	5.230	9.155
			7.361	42.718	.000	7.192	.977	5.222	9.132

Based on the table above, it can be seen that the **Sig. (2-tailed)** is .000 or less from .05, it means that that the mean scores of post-test of control and experimental groups are significantly different with 95% confidence interval of difference from the lower 7.519 to the upper 3.712 ( $df = 50$ , mean difference = 5.615). If the value in the **Sig. (2-tailed)** column is equal or less than .05 (e.g. .03, .01, .001), there is significant difference in the mean scores on your dependent variable for each of the two groups (Pallant: 2010: 242). Based on the result above, it can be concluded that there was a significant difference of the mean scores in both of control and experimental groups on the students' writing ability in descriptive text after applying personal photographs as media in some treatments.

In order to make sure about the effect size of some treatments that were given by the researcher, we

have to calculate it by using calculation of *Eta Squared* which has three scales based on Pallant. Pallant (2010:243) states that .01 is small effect; .06 is moderate effect; and .14 or above is large effect. Calculation of *Eta Squared* was analyzed by the researcher and it is presented below:

$$\begin{aligned}
 \text{Eta Squared} &= \frac{r^2}{r^2 + (N1+N2)} \\
 &= \frac{7.261^2}{7.261^2 + (26 + 26)} \\
 &= \frac{54.18}{54.184} \\
 &= \frac{54}{104} \\
 &= 0.52 \text{ (Very Large Effect)}
 \end{aligned}$$

From this calculation, it can be found out that the eta squared value is 0.52 and it is higher than .14, it can be concluded that the magnitude of the difference mean scores both of control and experimental group is very large. In another word, it has been answered the alternative hypothesis in the first chapter that there is a significant difference of students' writing ability of descriptive text after the researcher applied personal photographs as media and the null hypothesis which states that there is no significance difference of students' writing ability of descriptive text after the researcher applied personal photographs as a media is absolutely rejected.

Based on all of explanations above, it can be concluded that the use of personal photographs as media gave a significant effect on students' writing ability of descriptive text of the seventh graders. It is proven that the students of experimental group got a significant difference result after personal photographs had been applied.

Photograph has an important role in teaching and learning activity. Kinder (1950: 100) states that photograph has their value, in the fact that the learner gets more and clearer ideas than he does from narrative alone. Thus, Kinder (1950: 101) mention other advantages of photograph. They are: (1) motivating interest and learning, (2) providing source material for study and investigation, (3) providing artistic and esthetic development, (4) providing cues which lead to creative effort. Furthermore, personal photographs is one of an effective media which can be used to be applied in a classroom especially for seventh graders' students that can motivate, stimulate, and explore their ideas to be a descriptive text.

In the previous study which had been conducted by Kellner (2008), it shows that applying personal photographs is useful for the students since it can break their boredom in the classroom. It is supported by Kinder

(1950: 326) that photography is worthwhile and fascinating recreational pursuit as well as an instructional medium. When they have been motivated by applying personal photographs which are taken by themselves, they will be stimulated to find out what they want to write exactly, because as we know that personal photographs present all of the details of object, so that they will be easier to find out everything about them and they will be easier to explore their ideas in the form of words to be a good descriptive text which is understandable for all of the readers. Kellner (2008) also argues that photographs are different with other types of picture, he states that by using photographs, it can help the students to write, because photographs have a powerful teaching aids which can stimulate and inspire all of students at all levels to make a creative compositions in their writing. Photographs provide detailed information that subjects can use to generate images, thoughts, and feelings that are consistent with having experienced the suggested event. Because photographs are a rich source of perceptual information, they may act as a springboard or bootstrapping device and make it easier for subjects to generate image of the false experience (Hyman and Kleinknecht, 1999; Hyman and Loftus, 1998).

In short, after comparing the students' compositions in pre-test and post test between control and experimental group. It can be seen that experimental group who are taught by personal photographs has a significant difference than control group who are not. It can be concluded that the use of personal photographs as media is effective to help the students' in writing ability, especially in writing descriptive text for seventh graders students.

## Conclusion

This study was conducted by the researcher is to find out the answer of the research question above that whether there is significant difference between students who are taught by using personal photographs as media and who are not. The way to find out the answer of this research question is by administering pre-test and post-test both of control and experimental group. Before administering pre-test, the researcher was conducted a tryout to find out the validity and reliability of the test that would be used, and it was conducted in the other class except control and experimental group, when the test is valid and reliable the researcher was administered a pre-test in both of control and experimental group. Then, it was analyzed by using *Independent Sample T-test* on SPSS 16.0 to find out the basic ability of the control and experimental group, after finding out that their ability is equal or same, it was continued to the

treatments which were done in experimental group only. When the treatments were done, the researcher conducted post-test in both of control and experimental group and it was analyzed by using *Independent Sample T-test* on SPSS 16.0.

After analyzing the results of the research that was obtained, it can be concluded that the students' writing ability of seventh graders of SMPN 2 Madiun both of control and experimental group is significantly different. It can be seen from the post test result that experimental group who was given some treatments by the researcher by applying personal photographs as a media to enhance the writing ability of descriptive text of the seventh graders got a higher score than a control group. It is proven with the Sig. (2-tailed) value is .000 and the magnitude of difference is .52. It means that applying personal photographs as a media has a large effect size to enhance students' writing ability especially for descriptive text. Furthermore, it can be concluded that applying personal photographs as a media is effective to be applied in teaching and learning process in order to enhance the students' writing ability of seventh graders.

### **Suggestion**

Here, the researcher suggests some advice which can be useful for the readers which is related to this study.

For the teacher, the researcher suggests that the teachers apply personal photographs as a media to help the students' writing ability in descriptive text. Since, it was proven that personal photographs are effective to improve the students writing ability.

For the next researcher, the researcher suggests that personal photographs can be developed in another skill or students' level or it can be applied for another genre of text, such as recount, news item, procedure etc.

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