



## THE DESCRIPTIVE ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING PICTURE AT THE EIGHTH GRADE OF SMP SWASTA MASYARAKAT DAMAI IN 2020/2021

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**Abstract:** Writing is one of English skills that must be learned by the students. The syllabus of 2013 Curriculum of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan expects the students to be able to write the descriptive text in accordance with the context of its use. In fact, most of the students were not able to write the descriptive text and fulfill the requirements needed for writing descriptive text. Therefore, the purpose of the research was describing the students' ability in writing descriptive text by using picture as media and the picture contribution to students in writing descriptive text. The method used in the research was descriptive qualitative. The data were collected through students worksheets and interview both students and English teacher. Furthermore, the informant of the research was class VIII-B students of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan which consisted of 18 students. The analysis of the data was conducted by following steps. Analyzing the quantitative data by using the rubric on assessing the students' writing from Brown namely content, organization, grammar, vocabulary and mechanics and analyzing the qualitative data through transcripts of structure interviews. After analyzing the data, it showed that the students' ability in writing descriptive text by using picture achieved the Good level. As the result, the research findings also indicate that the major contributions of the picture in writing descriptive text namely : the picture can be the real and exact image to help them write a descriptive text, the picture give some direction to the students to write, and using picture can make them more interested and motivated to write.

**Keywords :** Writing, Descriptive Text, Picture, Descriptive Research

### 1 INTRODUCTION

Writing is one of English skills that must be learned by the students. Writing is a way that is always used by people in communication with others in written form. Through writing activity, the students can develop their thinking knowledge, and their

ability in English such as grammar and vocabulary. As Raimes in Jayanti (2019:72) says "There are some functions of writing: to communicate with a reader, to express ideas without pressure a face to face communication, to explore a subject, to record experience and to become familiar with the conventions of written English

discourse (a text).” Therefore, it’s very useful in daily life because people can communicate, express ideas with a reader.

Dealing to explanation above, writing descriptive text has to be learned by the students in Junior High School. Descriptive text is a kind of text which is particular thing, person, or other. Basically, it provides details about characteristics of people, places, and things. The details are used to help the reader in creating a mental picture. Moreover, Abisamra in Jayanti (2019:72) has a similar opinion about descriptive text. He adds that the descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described. Therefore, by writing a descriptive text, the writers will create the sense of impression and get a clear picture of the object which is described.

Based on syllabus of 2013 Curriculum of SMP Negeri 2 Dharma Caraka, especially at the eighth grade, writing is included as one of the skills that should be taught to the students. Core competence expects the students are capable of understanding, applying, analyzing, and evaluating factual, conceptual, procedural, and metacognitive knowledge based on the students’ curiosity about the science of arts, and culture technology humanities with humanitarian, national, state, and civilization-related causes phenomenon and events, and applying the procedural knowledge to specific area of study in accordance with the students’ talents and interests to solve the problem. And also, basic competence states that the students should be able to write the descriptive text in accordance with the context of its use. Therefore, the students should reach the competence that is provided in the syllabus and pass the MCC that is 71.

However, in the field of the research, the researcher found that the teacher did not use picture as media in writing descriptive text but used the other technique to teach the students. Based on the result of the

preliminary data were gotten by the researcher from the English teacher of SMP Negeri 2 Dharma Caraka, the researcher found some problems that the students faced difficulty in writing descriptive text. Most of the students were not able to write the descriptive text and fulfill the requirements needed for writing descriptive text. One way to help students in writing descriptive text is by using picture as media to create a better writing.

Inspired by the fact, the researcher had conducted a descriptive qualitative research to describe the situation of students’ ability in writing descriptive text in SMP Negeri 2 Dharma Caraka as it naturally happens without doing control over variables. The purposes of the research were to describe the contribution of the picture in writing descriptive text written by the eighth grade students and to describe the students’ ability in writing descriptive text by using picture as media for students’ ability in writing descriptive text based on the generic structure. Nasaji (2015 : 129) states that the goal of descriptive research is to describe a phenomenon and its characteristics. Descriptive research data provides relevant information, instead presenting a range of facts only tangentially related to the topic at hand. Moreover, Palmer and Bolderstone (2006 :16 ) state that qualitative methods use descriptions and categories (words) to study human experiences and realities from the subject’s perspective. Thus, the descriptive qualitative research is a research tends to describe a phenomenon of human experiences in natural setting and uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general principle as conclusion.

From the elaboration of the background of the research, the researcher identified the focuses of the research as follows.

1. Analyzing the students’ ability in writing descriptive text by using picture as media at the eighth grade students of SMP Negeri 2 Dharma Caraka in 2020/2021.

2. Analyzing the contribution of the picture in writing descriptive text written by the eighth grade students of SMP Negeri 2 Dharma Caraka in 2020/2021.

Based on the focuses of the research, the researcher questions were formulated in following questions :

1. How is the students' ability in writing descriptive text by using picture as media at the eighth grade students of SMP Negeri 2 Dharma Caraka in 2020/2021?
2. What are contribution given by picture to students in writing descriptive text written by the eighth grade students of SMP Negeri 2 Dharma Carakain 2020/2021?

## **Review of Related Literature**

### **1) Writing**

#### **1) Definition of Writing**

Writing is one of the language skills which is important in daily life. Through writing, information can be shared to others, carry out transactions, persuade, infuriate, and tell what we feel. According to Wordreference cited in Harmenita (2010:83), writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. Jim A.P in Hongqin (2014:56) states that writing skill in second language, explains that writing skill is complex and difficult to learn. Based on the explanations above, the researcher concludes that practicing writing is very good for people as human being. Because on this chance, people can arrange someone point of view about the topic and someone may explore ideas, opinions based on the case someone going to write.

#### **2) Process of Writing**

The writing process is how the writers translate ideas into written text. It starts with an idea and the need to develop it, communicate it to an audience, and preserve it. Every writer at every age and at every stage of development and proficiency goes through this process. These are guidelines for a process writing activity:

#### **1. Prewriting**

Just think of prewriting as a practice for the "real thing". Prewriting is the getting ready to write stage in the writing process. This step is crucial to the writing process as a rehearsal is to a performer.

#### **2. Drafting**

Drafting is a series of stages during which the student concentrates on getting ideas on paper. Emphasis is on content rather than mechanics, especially during the first draft.

#### **3. Revising**

Revising is making changes based on feedback from the teacher or other students during conferences. Students also make revisions by rereading each draft. During the revision stage students add details, add and substitute words and phrases, and delete and rearrange material in the piece.

#### **4. Editing**

Editing is the stage of the writing process that gives a piece of writing its polish and correctness. Students correct spelling, punctuation, and grammar in preparation for publication. Editing can be done by the individual writer or with the help of peers or teacher to achieve correctness.

#### **5. Publish**

Student who takes a piece of writing through the writing process to the publishing stage think of themselves as authors. Students should always receive a positive comment whenever a piece is shared publicly.

### **3) Process of Writing**

A type of writing is one form which is an essential component of our writing result. According to Huy (2015:54), there are some classifications of writing as follows:

#### **1) Exposition**

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. Exposition is used for speech. The

purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

## 2) Argumentation

Argumentation is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. Argumentation text refers to the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting.

## 3) Description

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction writing mode for transmitting a mental image or the particulars of a story. Description text gives the explanation or more information of an object.

## 4) Narration

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

## 2) *Descriptive Text*

### 1) *Definition of Descriptive Text*

Descriptive text should concentrate on action (verbs), rather than sensation (adverbs and adjectives). Descriptive text has generic structures and language features. Writer should assume the role of readers whose idea of the described events, in entirety, constructed by text content. So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is

described. Furthermore, description activity is used to describe an object and the readers become easily to be understood, so that they can imagine the object which is described clearly like the real one.

According to Gerot and Wignell in Jayanti (2019), "Descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc". It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, we can create descriptive text. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used to help the reader in creating a mental picture. In short, the descriptive text is emphasized about text to tell something details. They add that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify phenomenon or subject that is going to be described. While, description, the learners will describe specifically parts, qualities, and characteristics of an object that is being described. Furthermore, they also explain about the grammatical features (language features (simple present tense, action verb and adjective), vocabulary, and mechanics) of descriptive text.

## 2) *Generic Structure of Descriptive Text*

Gerot and Wignell (1994: 208) and Yusak (2004: 49) in Jayanti (2019), add their opinion about generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

### 1) Identification

Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going

to be described. The subject can be a person, thing or place. Masruri (2010: 1) adds that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

## 2) Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described. Masruri (2010: 1) adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic. Then, the ideas should be good organized. In this case, each of idea has relationship and organized. So, the reader can comprehend well what the English descriptive text is about. It means that the reader will get a clear picture of the phenomenon or subject which is described in English descriptive text if the writer expresses the message clearly although the readers are not faced with the writer directly.

## 3) *The Language Features of English Descriptive Text*

According to Peronity (2011: 1), “The language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun”, for example: a beautiful girl, a handsome man, the famous place in Bengkulu, and use of action verb to show an activity (activity can be seen) for example: use, write, bring, etc. Simple present tense is the most popular tense in using. This is due to the factual nature of a descriptive text. In this case, it is one of tenses which is students should master in writing English descriptive text. If the students master it, they are easier to express ideas into good writing. Azar (2005:54) states

“Simple present tense has patterns, they are; 1)verbal sentence, and 2) nominal sentence.”

Furthermore, using adjective in writing English descriptive text is up the writer to create excitement, interest, and beauty with their words. It means that adjectives are words that modify a noun or pronoun. It is to give more information so that the writer’s meaning is clear to the reader. According to Parrot (2004: 18), adjectives are class of words often called as describing words because they provide information about the qualities of something described in nouns, noun phrases or clauses.

## 4) *Types of Descriptive Text*

According to Husein and Pulungan (2017:3), there are five types of descriptive text namely, describing process, describing an event, describing personality, describing object and describing place.

### 1) Describing Process

Describing a process is not only to explain how something is accomplished, but also to explain on why it is done and what is needed to complete the process.

### 2) Describing an Event

To describe an event, a writer should be able to memorize and remember what happened in that event. As the example, people is going to write about inspection of Virus at vegetable., she/he has to explain all details related to the event, so that the readers can imagine the real situation and condition perfectly.

### 3) Describing Personality

The first thing that we must do in describing a person is recognizing the individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes, skin), emotional (warm, nervous,), attributes (greedy, honest, humble, trust) and intellectual.

### 4) Describing Object

To describe an object accurately is done through providing the physical objects’ characteristics such as color, form, shape, and so on.

### 5) Describing Place

Presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market.

### 3) *Picture*

#### 1. *Definition of Picture*

According to Glenberg and Langston (1992:129) in Meity (2018), picture helps people to comprehend and remember the text. When the text represented alone or with the pictures the order in which the text is describe on text, subject tended to mentally to present the text. The results are consistent with a version of the mental models of what the text is about.

Celce and Hills (1998:73) in Meity (2018), says that pictures are kind of visuals instruction materials that more effective to develop and sustain the English teaching and learning. Pictures can also be used in various configurations to increase learning and practice.

Picture can be used to give the students opportunity to practice the real context of topic discussing. Callahan, et al. (1992:479) in Meity (2018), suggest to the teachers to use picture media effectively, because media are very useful to apply in teaching and learning process. Many interpretations are made by a picture. It can be an excellent tool and illustrate what teachers will teach. Besides, picture makes lesson more interesting and enjoyable. One of the best tools for providing purpose and content for writing is using pictures. It also stimulated students in purely verbal that made them more powerful and imagined. Picture is something painted or drawn which is needed to make a shape and line that can represent the object.

#### 2. *Function of Using Picture*

Using picture in learning and teaching process seems significant for learners, because picture increase student

motivation. It also make students easily in accepting and applying the materials. For example, they got difficulty in writing to organize what to write, but when they offered with picture, so they feel able to make sentences in organizing which it makes them more confident and improve their writing skill. Some students need picture to interpret what command when teachers ask them to finish off the workbook.

Picture is one of best media around the teaching learning process which is easy to procure and easy to apply in learning process. Good and clear picture also can help students more understand them easily then unclear pictures. Another fact above, according Zahara (2014:22) the functions of picture are as follows:

- 1) Pictures are very useful for new grammatical and vocabulary items. They provide meaning or utterances clearly.
- 2) Picture can be used in basis of written work, for instance, question writing.

Picture increases students' motivation and provide useful practice material as well as test material.

## 2. METHOD

In conducting this study, the researcher used the Descriptive Qualitative Method. Descriptive analysis attempts to examine the situations in order to describe the norm (Waliman, 2011:10). Gay and Airasian (2000:11) say:

“Descriptive research used to describe, investigate and study cause effect. Descriptive research is the research involves collecting data in order to answer questions about the current status of the subject or topic of study and it can also measure what already exists.”

Moreover, Shank (2002:5) defines qualitative research as “A form of systematic empirical inquiry into meaning”. By *systematic* he means “planned, ordered,

and public”, following rules agreed upon by members of the qualitative research community. By *empirical* he means that this type of inquiry is grounded in the world of experience. *Inquiring into meaning* says researchers try to understand how others make sense of their experience.

Furthermore, Moleong (2003:3) says:

“A qualitative research deals with a kind of research which does not use statistic procedures in analyzing the data. In a qualitative research, the researcher will collect and present the data with using description and accurate explanation. The procedures of descriptive qualitative are collecting data, arranging data and interpreting the data.”

#### **a. Procedures of Collecting the Data**

In collecting the data, the researcher used test of students result of writing descriptive text and interview. Creswell (2014:239) states:

“The data collection of qualitative research consists of some procedures as follows: identify the purposefully selected sites or individuals for the proposed study, a related topic would be the number of sites and participants to be involved in your study, indicate the types of data to be collected, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.”

Regarding to the theory beside, the researcher used this procedure. The researcher identified the informants of the research namely Class VIII-B of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan, decided the number of participants that consisted of 18 students, the types of data were test of descriptive writing and transcripts of interview

#### **b. Technique of Analyzing the Data**

After the data collected, the researcher analysed them. The data were sourced from the test and the transcripts of

interviews. To analyze the data, the researcher did it in two steps, as follows:

### **1) Analyzing the Quantitative Data**

#### **a) The Students’ Ability in Reading Comprehension**

The quantitative data must be analyzed to know the students’ ability in writing descriptive text. The data was sourced from the students’ test.

The following was the rubric on assessing the students’ writing. It focused on the students’ ability in writing descriptive text.

Table 1 The Scoring Rubric Adopted From Brown (2007)

| Aspect                                                | Score | Performance Descriptive                                                                        |
|-------------------------------------------------------|-------|------------------------------------------------------------------------------------------------|
| Content (C)<br>- topic<br>- detail                    | 4     | The topic is complete and clear and the details are relating to the topic                      |
|                                                       | 3     | the topic is complete and clear but the details are almost relating to the topic               |
|                                                       | 2     | the topic is complete and clear but the details are not relating to                            |
|                                                       | 1     | the topic is not clear and the details are not relating to the topic                           |
| Organization (O)<br>- identification<br>- description | 4     | Identification is complete and descriptions are arranged with proper connectives               |
|                                                       | 3     | Identification is almost complete and descriptions are arranged with almost proper connectives |
|                                                       | 2     | Identification is not complete and descriptions are arranged with few misuse of connective     |
|                                                       | 1     | Identification is not complete and descriptions are arranged with misuse of connectives        |
| Grammar (G)                                           | 4     | Very few grammatical or agreement inaccuracies                                                 |
|                                                       | 3     | Few grammatical or agreement inaccuracies but not effect on meaning                            |
|                                                       | 2     | Numerous grammatical or agreement inaccuracies                                                 |
|                                                       | 1     | Frequent grammatical or agreement inaccuracies                                                 |
| Vocabulary (V)                                        | 4     | Effective choice of words and word forms                                                       |
|                                                       | 3     | Few grammatical or agreement inaccuracies but not effect on meaning                            |
|                                                       | 2     | Limited range confusing words                                                                  |

|                |   |                                                                      |
|----------------|---|----------------------------------------------------------------------|
|                |   | and word forms                                                       |
|                | 1 | Very poor knowledge or words, word forms, and not understandable     |
| Mechanics (M)  | 4 | It uses correct spelling, punctuation and capitalization             |
| Spelling       | 3 | It has occasional errors of spelling, punctuation and capitalization |
| Punctuation    | 2 | It has frequent errors of spelling, punctuation and capitalization   |
| Capitalization | 1 | It is dominated by errors spelling, punctuation and capitalization   |

$$\text{Score} = \frac{C + O + G + V + M}{20} \times 100$$

The researcher used the rubric to score the result of the test to get the final score after summing up each score for each criterion. Then it was counted by using the formula:

$$\text{Score} = \frac{\text{obtained score}}{\text{max score}} \times 100.$$

For example, Rizky gets C=3, O=2, G=2, V=1, and M=3. Then it's times with 100 to get a final mark.

$$\begin{aligned} \text{Completion : Mark} &= \frac{3+2+2+1+3}{20} \times 100 \\ &= \frac{11}{20} \times 100 = 55. \end{aligned}$$

Finally, the mark was consulted to the following scoring level as seen in Table 4 that is adopted from Kurotun (2015:38) so that the students' ability was categorized.

Table 2 The Scoring Level In Test From Kurotun (2015)

| Grade | Score  | Note      |
|-------|--------|-----------|
| A     | 80-100 | Excellent |
| B     | 69-79  | Good      |
| C     | 56-65  | Fair      |
| D     | 40-55  | Less      |
| E     | 30-39  | Poor      |

## 2) Analyzing the Qualitative Data

### a) The contribution of the picture in writing descriptive text

After the quantitative data analyzed, the researcher continued to analyze the qualitative data sourced from the transcripts of interviews. Gay *et al* (2012:467) say that one way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data.

#### 1) Reading and Memoing

This step focuses on becoming familiar with the data and identifying potential themes. The researcher will read and write memos about observation sheets and the transcripts of interviews to get an initial sense of the data and identifying the themes.

#### 2) Describing

This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher will analyze comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The aim of this step is to provide a narrative picture of the setting and events that take place in it.

#### 3) Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher will categorize all of the collected data into some classifications or categories. The researcher will examine and compare all data, one to another to categorize them.

In combining the data from both instruments test and interview, for the first, the researcher explained the students' ability in writing descriptive text by using picture as media. Then, the researcher explained the contribution of the picture for students in writing

descriptive text. Thus, by comparing and integrating each other, the researcher drew the conclusion through interpretation.

### ***c. Checking the Validity of Data and Research Findings***

As the definition of validity is to determine the accuracy of result and intended data. Validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (Creswell, 2014:225).

In checking the validity and research findings, the researcher used four criteria as follows :

#### ***1) Credibility***

Lincoln and Guba (1985:17) state, “Credibility refers to the believability or truth in research findings. Credibility can also be achieved by persistent observation and triangulation of data. Credibility helps in ensuring internal validity of the research findings”.

#### ***2) Transferability***

Bitsch in Anney (2014:276), saying that in transferability, the researcher facilitates the transferability judgment by a potential user through thick description and purposeful sampling. In the research, the researcher provided a detailed description of the settings and the context in which research is conducted to give the readers enough information to judge the applicability of the findings to other setting.

#### ***2) Dependability***

Lincoln and Guba in Korstjens and Moser (2018:121) state, “Dependability refers to stability of finding over time. Dependability involves participants’ evaluation of findings, interpretation and recommendations of

study such that all are supported by the data as received from participants of the study”.

### ***3) Confirmability***

Confirmability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers, (Baxter and Eyles) in Anney (2014:279). Confirmability is concerned with establishing that the data and interpretations of the findings are not figments of the inquirer’s imagination, but are clearly derived from the data. The result is obtained from the process.

## **3. FINDING AND DISCUSSION**

### **a) The Description of Students Ability in Writing Descriptive Text**

Based on the data presented in the previous table ( table 11 and 10) as well as the explanation of research findings, 8 students (44.5%) achieving the excellent level and 10 students (55.5%) achieving the good level in content aspect. It showed that the students can write the topic completely and clear although the details were almost relating to the topic in writing the descriptive text by using picture based on content aspect. The result of another category showed that 5 students (27.8%) achieving the excellent level, 12 students (66.7%) achieving the good level and 1 student (5.5%) achieving fair level for organization aspect. It showed most of the students can write the identification almostly complete and descriptions were arranged with almost proper connectives in writing descriptive text by using picture as media.

In another hand, the result of their score in grammar aspect showed that 17 students (94.5%) achieved the good level and only 1 students (5.5%) achieved the fair level. It shows that most of the students know how to write descriptive text grammatically although there were few grammatical or agreement

inaccuracies but not effect on meaning of their writing. SR Amanah (2016:82) state that “Pictures give an opportunity to review words or sentences that we have learned from textbook. It means that picture can help the student to give an idea, explore knowledge to describe something such as people, place, things, etc..” Meanwhile, the result of the students score in vocabulary aspect in this research showed that 3 students (16.7%) achieved the excellent level, 14 students (77.8%) achieved the good level and only 1 students (5.5%) achieved the fair level. It shows that most of the students know how to choose the correct vocabulary although there were few grammatical or agreement inaccuracies but not effect on meaning, they are in good level. The last, the result of their score in mechanics aspect showed that 17 students (94.5%) achieved the good level and 1 student (5.5%) achieved the fair. This score showed that it has occasional errors of their spelling, punctuation and capitalization but their writing is in a good level. However the average (Table 9) of their total score is 78.33. This score showed that the ability of students’ writing descriptive text by using picture as media were able to achieved the MCC. As well as in the total students’ score in each level (Table 10) showed that most of the students get excellent level in their real score.

Based on the analysis above, it is stated that most of the students were in the good level to write descriptive text by using picture as media. Overall, they understood and able how to write a good descriptive text.

## **b) The Description of the Contribution of The Picture in Writing Descriptive Text**

### **1) The Contribution of the Picture in Writing Identification**

Based on the students’ responses presented in Table 13, there were some

responses from students in the interview about how they can write the identification in their descriptive text by using picture. Some students said that they can write the identification by observing the object in the picture first, or in other words the picture contribution were to show for the students what will they write about identification after looking at the picture and open their insight about the picture then write down the identification.

As Hornby in SR Amanah (2016:81) states that picture is a representation of an individual painting or drawing and visual impressions. Other students said that they was write identification by referring to objects in the picture that can represent what they will write. Another responses said that they write identification by following the example given by the researcher before giving the test to the students in using picture to write the descriptive text. Then, some of the students said that they can write the identification by focus to the picture and think that the pet in the picture was theirs. Based on the result of the test, most of them can write the identification as well by using the picture.

### **2) The Contribution of Picture in Writing Description**

Based on the students’ responses presented in Table 14, there were some responses from students in the interview about how they can write the description in their descriptive text by using picture. Some students said that they write the description by describing the parts in the picture that could describe through writing, or in other words the picture contribution were showing for the students what could described from the object in the picture so that they write the description fluently and accurately. Another students said that they write the description by paying attention to what animals have in the picture such as shapes, characteristics, colors and others. According to Gerlach in SR Amanah (2016:81) describes picture as a record or a

copy of a real object or event which maybe larger or smaller than the object or event it represents. It means that picture can help the student to give an idea, explore knowledge to describe something.

Other responses said that they write description based on what they see in the picture and also from what they know before. In other words, picture helps them to recalling again what they ever know about the object of the picture.

Based on the whole description above, it shows that the picture had some contribution in descriptive text especially in write the identification and description of their writing. The contribution of the picture in their writing descriptive text was the picture as media was the real example to make them focus on writing the descriptive text based on what they saw the picture and it could make them easy to write in their own words. The other contribution of the picture in writing descriptive text was the picture represent what they will write after looking and be a guide for them to make a great descriptive text.

Based on the result of students' and teacher's interview, it is concluded there were three contributions of the picture in writing descriptive text. The first was the picture gave the students real and exact image of the things they were writing about, like shapes, colors, size, etc. Through picture the students could express their ideas in their writing easily. They did not only imagine the things but actually saw it. The second was the picture give some direction to the students to write. And last was giving picture for the students will attract and motivate them to write a good descriptive text.

#### 4. CONCLUSION

Dealing with the result of the research from the test and interview, it could be concluded that the students of VIII graders of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan were have the Good level to write the Descriptive Text by using

picture as media. The research findings that the research carry out indicate that 9 students (50%) achieved the Excellent level, 8 Students (45%) achieved the Good level and 1 student (5%) achieved the fair level. The total score is 1.410 and the Average (Mean) is 78.33. It's showed that the eighth graders of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan in Academic Year 2020/2021 achieved the Good level in Writing Descriptive Text.

The research findings also indicate that the major contributions of the picture in writing descriptive text namely : the picture can be the real and exact image to help them write a descriptive text, the picture give some direction to the students to write, and using picture can make them more interested and motivated to write.

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