USING UNWORDED (WORDLESS) PICTURES TO TEACH DESCRIPTIVE TEXT WRITING SKILL
(A Pre Experimental Research to Year-VII Students of “MTs. Negeri 1 Pontianak” in Academic Year 2012/2013)

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USING UNWORDED (WORDLESS) PICTURES TO TEACH DESSCRIPTIVE TEXT WRITING SKILL

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Abstract: This research aims to investigate the effective size of using wordless pictures in teaching descriptive text writing skill. It was a pre-experimental method with one group pre-test post-test design. The sample was Year-VII students Class B, numbering 31 students. The data were collected by giving pre-test before the treatment and post-test after the treatment in the form of writing descriptive text to 31 students with the same test item. The data were analyzed by effect size formula. The results of data analysis showed that the effective size of teaching descriptive text writing skill by using wordless pictures is high.

Key words: Wordless Pictures, Effective size, Descriptive

Writing is an active written language skill. Through writing, students may express her/his ideas freely without having to face the reader directly. Writing is a creative and expressive process. Students need to explore their ideas and compose into a good text. As a writer the student needs to consider that, the reader needs to comprehend the idea expressed in the texts. Thus, students are required to be creative and expressive to share their ideas through writing. In order to produce good writing students are expected to be able to understand aspects of writing including the text organization, the language features, the mechanics and the use and/or the choice of words. If the students are capable of doing these four things in their writing accurately, they may have a good ability at writing skill.

It is considered important to teach writing in the classroom. The English teacher needs to provide appropriate media. The availability of teaching media
makes the teacher able to create the acceptable learning atmosphere. The media help the students understand the teaching materials easily. According to Anyakoha cited in Asokhia (2009:81), the involvement of teachers and learners in improving materials gives students and teachers the opportunity to concretize their creativity, resourcefulness, and imaginative skills. In addition, it helps the teacher manage the class situation to attract the students’ attention during the teaching-learning process. In brief, the use of the appropriate media in teaching writing may help to achieve the learning objectives better.

One of the various potential media to teach a descriptive text is unworded (wordless) pictures. Therefore, wordless pictures were valuably applied as media to teach descriptive text to investigate its effective size. Pictures here are adapted from the concept of wordless picture book with a small modification that is the pictures without word. The pictures were static but they were made contextual to make students easier identify the pictures’ message. According to Arif and Hashim (2008:1), the wordless picture book is unique in that its content can be communicated solely through illustrations of the pictures. It communicates messages; the wordless picture book may be improved to communicate message as well. Jalongo et.al (2002:167) concludes, “Wordless picture book offers surprising variety in topics, themes, and level of difficulty.” In short, wordless pictures in this research are pictures that are used to describe the specific situational messages without any word. This research used colorful static pictures about person description. The used static wordless pictures were designed to attract more attention from the students and help them develop their ideas, motivation, and imagination in writing. These types of pictures are contextual and familiar to them. The wordless pictures guide students to describe a person based on the pictures’ context/situation. By having this type of pictures the students can see the physical appearance of the person.

Furthermore, teaching descriptive text writing by using wordless pictures may motivate the students to write. They are guided to develop and to express their idea in writing by looking at the picture. Then, wordless pictures are simple media that bring an innovation in teaching especially to teach descriptive text writing skill. It makes students pay more attention in the learning process and guides them to build up their ideas in writing activity.

From the above explanation, it was interesting to conduct a research on applying this media to teach descriptive text writing. This research was conducted to Year-VII students Class B in MTs. Negeri 1 Pontianak. Wordless pictures were hypothesized to be effective media, which may better work in writing class.

**METHOD**

This research was pre experimental, with one-group pre-test post-test design. Campbell and Stanley cited on deMarrais and Lapan (2004:336), represent a one-group pretest–posttest design as X<sub>1</sub> is the pre test, T is the treatment, and X<sub>2</sub> is the posttest. It is to be illustrated as follow:

\[ X_1 \quad T \quad X_2 \]
The population of this research was the Year-VII students of MTs. N 1 Pontianak; they were grouped into six classes with 224 students. Gray (2004: 82) refers a population to “The total number of possible units or elements that are included in the study.” The sample was a cluster sampling technique, which is defined by Gray (2004: 395) as a sampling strategy involving successive sampling of units or clusters, progressing from larger units to smaller ones. This cluster sampling was one class selected randomly out of the six classes. The research sample was Year-VII Class B, which accidently consists of 31 students.

This research applied measurement technique to collect the data. Weiner (2007: 4) defines measurement technique as “A systematic, replicable process by which the objects or events are quantified and classified with respect to a particular dimension and usually achieved by the assignment of numerical values.” This technique is applied to collect quantitative data. The tool of the data collection was a performance test in the form written that was given before and after the treatment. To compute the effective size of the treatment, the effect size formula was applied.

FINDINGS AND DISCUSSION

a. Findings

Based on the data analysis, the posttest score is 80.83. It is higher than the pre test score 66.70, as can be seen in the following chart.

Chart 1: Comparison of pre test and posttest result

Based on the statistical analysis the effect size is 2.03. It is categorized “high.” It indicates that wordless pictures is one of the potential media that can be used to teach descriptive text writing successfully.
b. Discussion

The findings show that the application of wordless pictures is affect students’ writing ability. It can be seen from the effective size, 2.03 which is higher than 0.5. Thus, the application of wordless pictures is functional to teach descriptive text writing skill. This media is helpful to the teacher in making students able to build their ideas, and to motivate writing descriptive text. Wordless pictures may be an appropriate media that can be used as a variation in teaching descriptive text writing.

In view of theoretical framework and related studies, Bertram (2002:4) assumes that printed media can be used to improve language skills, such as writing and reading. Sainn and Ugwuegbu cited in Asokhia (2009: 81) describe, “How children through play, learn to discover ideas, concepts of likeness and differences, sort, match or organize experiences.” They will not be possible if the visual aids are not available. One of possible variation of media to teach descriptive text writing is a wordless picture. It may support the teaching learning activity, make students more pay attention, and motivated. Thus, it creates good atmosphere in teaching learning activity. Reid (2007:14) states, “Some children need to be motivated and a teacher has to develop the means and methods to enable and facilitate this motivation.” Therefore, the use of media in teaching descriptive text can facilitate students in teaching learning. It may bring good atmosphere in the classroom. Students enjoy and interested in the teaching learning process. Then, it may affect students’ ability in learning writing descriptive text. As result, they get good achievement in writing descriptive text.

Based on the research findings, theoretical, and related studies it can be concluded that the use of wordless pictures as media in teaching descriptive text writing at Year-VII of “MTs. Negeri 1 Pontianak” in Academic Year 2012/2013 is categorized as “high” effective.

CONCLUSION

For the conclusion, wordless pictures may be one of effective media. It can be used to motivate and attract more attention from the students. They can be interested in participating teaching learning activity. As a result, it affects the students’ ability in writing descriptive text. It can be seen from the result of the students’ score of post-test, which is better than their score in pre-test before the treatment. The mean score of pre-test is 66.70 and the mean score of post-test is 80.83. However, because this is a pre experimental study and the writer is still inexperienced well in conducting research, the weaknesses of this research is still encounters. Better research like true experimental study needs to be conducted especially for future research. Then, the high effective size may be not only affected by the using of media but also affected the length of the treatment itself. Finally, the researcher hopes the result of this research can be an initial reference for the English teachers to make better variation in teaching, in order to help their students understand the teaching material well, especially writing descriptive text.
BIBLIOGRAPHY


