

## **The Implementation of Personal Photograph as Media in Writing Descriptive Text at SMP Negeri 3 Sungguminasa**

**Nurul Aulia Dewi**

[nurulaulia10@gmail.com](mailto:nurulaulia10@gmail.com)

Universitas Negeri Makassar

**Haryanto Atmowardoyo**

[haryanto@unm.ac.id](mailto:haryanto@unm.ac.id)

Universitas Negeri Makassar

**Kisman Salija**

[kismansalija@unm.ac.id](mailto:kismansalija@unm.ac.id)

Universitas Negeri Makassar

### **Abstract**

*This research aims to find out whether personal photograph improve significantly the students' skill in writing descriptive text and to find out students' perception on the implementation of personal photograph in writing descriptive text. In this research, the population is the eighth-grade students. The research design used in this research was quasi-experimental design. The sample was taken two classes, one class as the experimental class, VIII C and the other class as the control class, VIII D. In collecting the data, the researcher used the instrument in the form of writing test for pre-test and post-test. The results of this research found that value of the t-test was 3.633 and the value of the t-table was 1.734 with significant level ( $P$ ) = 0.05 and ( $df$ ) = 20, then the value of t-test was higher than the value of t-table ( $3.633 > 1.734$ ). It means that  $H_1 > H_0$ , the hypothesis was accepted. Then, the result questionnaire, question number 1-10 showed that almost all of students agree that personal photograph helps them in writing descriptive text.*

**Keywords:** *Personal Photograph, Descriptive Text, Writing, Quasi, Eight Grades.*

### **INTRODUCTION**

English is an international language that is used by, human beings everywhere in the international to communicate. Because English is so considerably spoken, it's far regularly known as an international language, the lingua franca of the contemporary era, and regardless of the reality that it isn't a legitimate language in most nations; it's far presently the language maximum regularly taught as an overseas language. Because English is an overseas language in Indonesia it is important to learn it.

In the Indonesian education system, English is included in the curriculum of elementary schools, middle schools, high schools and universities. The Basic Competency Curriculum, teaching English aims to develop four language skills: listening, speaking, reading and writing.

In this section, researchers focus on writing skills. In addition to other skills, writing is one of the language skills that must be taught. Writing is considered a productive skill designed to help students express their ideas in written form.

Writing is a means of communication that allows students to verbalize, organize their knowledge and opinions into persuasive arguments, and convey meaning through well-constructed writing. Written communication, in its most sophisticated form, can be as vivid as a work of art. Writing changes as young people learn the basics of how to write and learn new skills in addition to old ones. Moreover, for students, writing is one of the most difficult skills when learning English, especially writing descriptive text.

Descriptive text is a type of text that describes something in great detail. Descriptive writing has the social purpose of describing a certain person, location, or item, according to Ahmad (2008: 117). Based on the general structure, the description is divided into three parts. The first part begins to define or define the phenomenon described. The following is a description of a particular person, place, or thing. It also focuses on specific participants, such as the person or object being described, quality, or characteristics.

Writing descriptive text might be challenging for some students. To begin with, students had difficulty coming up with things to write about and did not know where to begin. These situations are caused by a variety of factors. For example, students are not interested in topics, do not understand how to arrange words to make good sentences, and do not understand how to make sentences to make good paragraphs. Secondly, the most important thing that affects student performance is the use of media as a strategy, so students are too lazy to write different things. Many strategies are used in writing courses, especially in descriptive writing.

Harmer (2004: 35) recommends teaching writing in the classroom by combining the writing teaching process. This includes encouraging students to think about what they write, design, reflect, revise their work, and respond to the finished output. In addition, teachers can use learning media to arouse students' interest in the written teaching and learning process. Student motivation in the writing skill acquisition process is aided by learning media. They can help students improve their writing ideas.

The learning process at school across Indonesia is experiencing some obstacles now. None apart from this can be because of the widespread of the COVID-19 virus, the COVID-19 pandemic has affected all education levels system in Indonesia from elementary to tertiary levels (Suhada et al., 2020). the World Health Organization (WHO) has even declared this incident as a worldwide pandemic on March 11, 2020 (Cucinotta & Vanelli, 2020). to stop the spread of COVID-19 from becoming more widespread, the national government has issued Circular Letter of Ministry of Education and Culture No.4 2020, which regulates that everyone teaching and learning activities to be allotted online. It is said, learning from home through online or distance learning is implemented to produce a meaningful learning experience for college kids, without being burdened with demands to finish all achievements curriculum and graduating.

According to research by Ratminingsih (2015), personal photograph can help students develop ideas, put sentences in the correct order, improve vocabulary, accuracy in grammar use and ability conversation. Safitri (2017) stated in her research that using an personal photograph significantly improved students' writing ability. Regarding the use of personal photograph, all subjects believed that personal photograph are valuable sources to use in the text because they can use their personal photograph to build sentences and arrange them in chronological order. time. Next, Hidayati, Apriliaswati and Wardah (2015) stated in their research that the use of personal photograph as a media contributed to changes in students' scores in writing descriptive

text. Personal photograph can help students develop ideas, put sentences in the correct order, improve vocabulary and accuracy in grammar use.

In this research, researcher used personal photograph as a media for learning to writing descriptive text. The researcher used personal photograph which focuses on students' interest in photos or images. In this research, the researcher asked students to bring a photo or picture of their favorite public figure. After that the researcher asked the students to describe the physical appearance of the photos or picture, they brought from home such as describing hair, eyes, nose, and so on. By using personal photography, researchers believe that students can develop their ideas on paper.

According to the researcher's observation at SMP Negeri 3 Sungguminasa, the students in English class were uninterested and bored especially in online learning; some of them did not pay attention to teacher and did another activity in the meeting. Furthermore, students were participating in online teaching and learning process in a passive manner. The researcher is interested in using personal photographs to solve the problem. There is difference that related to the previous researches with this research. This research conducted in pandemic situation. Then the subject and place in this research are different from the previous researches. Therefore, personal photos will help students write descriptive text, especially during Covid's pandemic. By implementing personal photos, students can write descriptive text clearly and easily.

## **METHOD**

This research method is quasi experimental research. This design contained two classes at the same level. One class was taught with personal photograph and another class was taught without personal photograph. At the end of treatment, the experimental and control classes underwent post-test and compared the results of the two tests to find a significant difference between the experimental and control groups.

In this research, there are two types of variables: independent and dependent variables. Personal Photograph is the independent variable, while students' descriptive text writing is the dependent variable.

The population of this study was in the second year of middle school of SMP Negeri 3 Sungguminasa. There are ten classes and each class consisted of 20-25 students. The total numbers of the population are 208 students. In this research, researcher chose VIII C as the sample of experimental group and VIII D as control group. This research applies purposive sampling technique. The researcher chose two classes as sample, namely: VIII C as the sample of experimental group and VIII D as control group. The total samples are 40 students for both groups.

Instrument in this research was writing test and questionnaire. There are two types of tests in this study. The first is a pre-test and the second is a post-test. The pre-test is for measuring the writing skills of pre-treatment students, and the post-test is for measuring the writing skills of post-treatment students. The questionnaire was given to find out the students' perception in learning English by using personal photograph.

## **Procedure of Data Collection**

The data for the study were collected through writing test (Pre-test and Post-test) and questionnaire.

When collecting data, the researcher used a standard and systematic procedure. One collection method in this study used a written test containing a set of exercises or other tools. The researcher used two types of tests, the pre-test and the post-test. The researcher submitted both the pre-test and the post-test as follows:

#### 1. Pre-Test

The pretest in writing ability the researcher asked the students to describe the picture in the test. The aim of administering pretest is to get initial information of the students before the experimental conduct.

#### 2. Treatment

##### a. Experimental Group

The sample treated by teaching descriptive text used personal photograph. In this case, the students knew how to write descriptive text. The treatments conducted three times. The procedures of treatment are:

- 1) At the first meeting, the researchers asked the students about their background in the explanation. Researchers explained the definition of descriptive text, the social function of the descriptive text, and the linguistic peculiarities of the descriptive text, especially to describe people. After that, the researcher asked students to bring their favorite photo about person. For example: their parents, their favorite actor/actress.
- 2) In the second meeting, the researcher asked students to describe their picture about person they brought from home and then the researcher saw how students work in making descriptive text through their personal photograph.
- 3) In the third meeting, the researcher asked students to presents their work about descriptive text to each student in front of their classmates.

##### b. Control Group

After the pre-test, the treatment conducted three times. In the control group, students also learned descriptive text. After the treatment is finished, the researcher carried out posttest.

#### 3. Post Test

After the treatment, the post-test conducted to find out the students' achievement in writing descriptive text used check the result of the treatments; it is useful to know whether the personal photograph used effective to improve the students' writing descriptive text. The test also contains writing descriptive text.

#### 4. The questionnaire

The researcher used questionnaire to know the students' perception after the treatment given. The students responded to various statements provided on the questionnaire. In this research, the researcher used an open questionnaire to empowers the sources to give reactions as per their desires and conditions (Scoot and Morrison, 2006: 189). The questionnaire contains a list of structured questions with available alternative answers so that the respondent only needs to choose an answer that is following the aspirations of their perception.

## Data Analysis

After processing the data results of experimental class and control classes, data analysis are obtained consisting writing test and questionnaire.

1. Classifying the score of the students
2. Calculating the mean and standard deviation of students' score used SPSS
3. Questionnaire

The questionnaire given to students is the Likert scale. The purpose is to ask the sample to respond to a series of statements, and they strongly agree (SA), agree (A), disagree (U), disagree (D), or strongly agree with the given statement. It is to indicate whether you strongly disagree (SD).

To find out the final result of the Likers scale calculation, it can be concluded from the table below:

**Table 1. Percentages Final**

Percentages	Category
0% - 19.99%	Strongly Disagree
20% - 39.99%	Disagree
40% - 59.99%	Neutral
60% - 79.99%	Agree
80% - 100 %	Strongly Agree

(Sugiyono, 2008)

## FINDINGS

### 1. Classifying Students Score

**Table 2. The Frequency and Percentage Score of Students' Writing Ability in Pre-test and Post-test for Both Groups**

NO	Classification	Score	Experimental group				Control Group				
			Pre-test		Post-test		Pre-test		Post-test		
			F	%	F	%	F	%	F	%	
1	Excellent	96-100	-	-	-	-	-	-	-	-	-
2	Very Good	86-95	-	-	8	40%	-	-	-	-	-
3	Good	76-85	1	5%	11	55%	2	10%	12	60%	
4	Fairly Good	66-75	6	30%	1	5%	7	35%	7	35%	
5	Fairly	56-65	6	30%	-	-	10	50%	1	5%	
6	Poor	36-55	7	35%	-	-	1	5%	-	-	
7	Very Poor	0-35	-	-	-	-	-	-	-	-	
<b>Total</b>			20	100	20	100	20	100	20	100	

Table 2 shows that the classification of students' pretest and posttest scores for both the control and experimental groups. The results of the personal photos for the experimental group demonstrate a significant improvement in the students' scores. In both the pretest and posttest, no student received an "Excellent" classification. In the pretest, no student received a "Very Good"

classification. However, in the posttest, 8 (40%) students got “Very Good” classification. Then, there was 1 (5%) student got “Good” classification in pretest and 11 (55%) students got it in posttest. For “Fairly Good” classification, 6 (30%) students got it in pretest and 1 (5%) student got in posttest. Then, for “Fairly” classification there were 6 (30%) students got in pretest and there were no students got “Fairly” in posttest. There were 7 (35 percent) students who received the "Poor" classification on the pretest, while no students received it on the posttest. There were no students who received the "Very Poor" classification in both the pretest and posttest.

## 2. Mean Score and Standard Deviation

**Table 3. The Mean Score and Standard Deviation of Experimental Group and Control Group of the Students' Pretest and Posttest**

Types	Mean Score		Standard Deviation	
	Pre-Test	Post-test	Pre-test	Post-test
Experimental	60.80	83.20	9.047	7.060
Control	64.00	74.20	6.867	4.200

Table 3 shows that the mean score and standard deviation of the students' scores from the experiment and control groups after calculation the results of their pre-test and post-test scores. The mean score of the experiment group's students' pre-test, as indicated in the table, was 60.80, with a standard deviation of 9.047. According to the table, the mean score of the students' pre-test of the control group was 64.00, with a standard deviation of 6.867. As shown in the table, the students in the experimental group had a mean posttest score was 83.20 and a standard deviation was 7.060. As shown in the table, the control group students had a mean posttest score was 74.20 and a standard deviation was 4.200. It was shown that the mean and standard deviations of the pre- and post-tests obtained from the students in the experimental group and the control group were different.

## 3. Questionnaire

In this questionnaire there were 2 (two) parts of question, Negative question and Positive question.

**Table 4. Negative Questions**

Item Number	Likert Scale	F	Score	Total Score	Interpretation
Q2	Strongly Agree	-	-	82%	Strongly Agree
	Agree	-	-		
	Undecided	3	9		
	Disagree	12	48		
	Strongly Disagree	5	25		
Q4	Strongly Agree	1	1	68%	Agree
	Agree	2	4		
	Undecided	8	24		
	Disagree	6	24		

	Strongly Disagree	3	15		
Q6	Strongly Agree	-	-	76%	Agree
	Agree	1	2		
	Undecided	6	18		
	Disagree	9	36		
	Strongly Disagree	4	20		
Q9	Strongly Agree	-	-	75%	Agree
	Agree	-	-		
	Undecided	8	24		
	Disagree	9	36		
	Strongly Disagree	3	15		
Q10	Strongly Agree	-	-	79%	Agree
	Agree	-	-		
	Undecided	3	15		
	Disagree	13	52		
	Strongly Disagree	4	12		

Based on the table above on the negative question to be seen all of the student answering Agree (100%) and the researcher could be concluded the students agree Personal Photograph make it easier for student to receive the material, which is descriptive text.

**Table 5. Positive Questions**

Item Number	Likert Scale	F	Score	Total Score	Interpretation
Q1	Strongly Agree	4	20	79%	Agree
	Agree	11	44		
	Undecided	5	15		
	Disagree	-	-		
	Strongly Disagree	-	-		
Q3	Strongly Agree	6	30	80%	Strongly Agree
	Agree	11	44		
	Undecided	1	3		
	Disagree	1	2		
	Strongly Disagree	1	1		
Q5	Strongly Agree	6	30	80%	Strongly Agree
	Agree	9	36		
	Undecided	4	12		
	Disagree	1	2		
	Strongly Disagree	-	-		
Q7	Strongly Agree	4	20	79%	Agree
	Agree	12	48		
	Undecided	3	9		
	Disagree	1	2		
	Strongly Disagree	-	-		
Q8	Strongly Agree	8	40	85%	Strongly Agree
	Agree	9	36		
	Undecided	3	9		
	Disagree	-	-		
	Strongly Disagree	-	-		

Seen in the table in the interpretation shows 3 of 5 questions, students choose strongly agree. There are 80% for question number 3, 80% for question number 5 and 85% for question number 8. Then 2 of 5 questions students choose Agree in question number 1 which is 79% and 79 % students agree for question number 7. Which means students agree when using Personal Photograph on writing descriptive text helps them to confident in writing descriptive text, develop student's vocabulary and generate their ideas.

## **DISCUSSIONS**

Researcher focus on students' descriptive text writing skills by implementation personal photograph and student's perception about personal photograph. Descriptive data collected through explained writing tests and questionnaires showed that personal photo implementations can improve students' ability to write descriptive texts. The results found in this study have possible explanations.

### **1. Writing Component**

First, before the teaching and learning process, researchers conducted pre-tests on both groups to measure the student's previous knowledge of writing descriptive text. As a result, it was found that both groups had low writing ability. According to the Minimum Completion Criteria (KKM) for teaching English to SMP Negeri 3 Sungguminasa, students must be able to achieve a score of 75. In fact, as a result of pretests in both the experimental and control groups, most students failed to reach the score. It turns out that students need to be more attention when writing descriptive text.

After giving pretest, researchers have used personal photograph as a media to improve students' writing abilities. Students have been requested to write down their thoughts from the personal photograph their brought from home and organized into descriptive text. There were a control group, but they were taught the same descriptive text too. During treatment the students interested about gaining knowledge of English to enhance writing ability. It might be visible from the student's enthusiasm to write down descriptive text by using personal photograph

After giving post-test, the results showed that the student scores improved in both the experimental and control groups. This was evidenced by the average student writing test score. In the experimental group, the mean score is 60.80 and the standard deviation before the test is 9.047. The mean during the post-test is 83.20 and the standard deviation is 7.060. For the control group, the pretest mean is 64.00 and the standard deviation is 6.867. In the post test, the mean is 74.20 and the standard deviation is 4.200. This showed that there was a significant improvement in the scores of the students in the experimental group. In other words, after comparing the mean and standard deviations of both the experimental and control groups, researchers found that personal photograph significantly improved the student's ability in writing descriptive text

Related to organization, in this aspect, the students already could arrange some words to be a good sentence and from the sentence they could arrange to be a good paragraph in writing descriptive text. The composition of writing concerns how the author composes ideas and messages in writing. The purpose of the written composition of the material includes consistency, order of importance, general to specific, specific general, and chronological order that occurred from start to finish (Brown 2000: 15).

The student's second ability to write descriptive text is grammar. When writing descriptive texts, students need to be able to use grammar appropriately. If students cannot use grammar

correctly, they cannot express their ideas well. In terms of grammar, the student's ability to write an essay is quite good. Students' grammar ability is quite good because some students cannot use grammar correctly. The students tended to ignore the rule of the grammar. In fact, grammar is important. Grammar is the rules for forming acceptable utterances of the language (Gleason 1998:71).

In terms of vocabulary, students' descriptive writing ability is at a good level. The students' vocabulary ability is good because students do not use specific words when writing descriptive texts. So, their articles are quite easy to understand. As Olson (2007:21) said, one of the best ways to accurately convey a writer's ideas in their writing is to choose the right vocabulary.

Then for content, in content the students' problems were incomplete idea and paragraph that had more than one idea. Among the students, there are students who are not good at developing ideas, so researcher find it difficult to write my own content in descriptive text. As Jacob said in Irmayanti (2009: 22) written content should be clear to the reader so that the reader can understand the message conveyed and derive insights from it.

. The last element of writing was mechanics. Here, the mechanic focused on spelling and punctuation. Mechanically, the ability of students to write exam questions was good. The ability of mechanics students was good, as most students did not make spelling or punctuation mistakes. Few students made mistakes in spelling or punctuation. You can improve the quality of your writing if your students don't misspell or punctuation. As Starkey (2004: 48) points out, requiring authors not to misspell their texts contributes to the quality of the text.

Regarding the implementation of personal photographs, all subjects believed that personal photographs are a valuable source of information for writing, as they can be used to create sentences using photograph and be organized in chronological order. This is supported by Sudjana (2005), where personal photograph can motivate and attract students to learning. In addition, students can use photographs to creatively express their ideas and write them from their personal experience.

## **2. Students' Response**

This section describes students' perceptions of implementation personal photograph in writing descriptive text. The questions in this questionnaire contain questions about the implementation of personal photograph in writing descriptive text, there are two forms of questions in this questionnaire in the form of positive questions and the form of positive questions. Negative questions totaling 10 question items.

The analysis shows that the implementation of personal photograph affects students' learning in writing descriptive text. This means that the implementation of personal photograph good for use in learning student as an indication of the level of success.

In the positive question questionnaire data, it can be seen that questions no 3,5 and 8 students answered strongly agree (80%,80%,85%), while questions no 1 and 7 answered Agree (79% and 79%). While on negative questions, in question no 2 students answered agree (82%). Then in questions no 4,6,9 and 10 students answered agree (68%,76%,75% and 79%) So in this case the researcher concludes on students' perceptions that the implementation of personal photograph can improve student in writing descriptive text and can make it easier for them in the learning process

Then based on the result of questionnaire, students felt some benefits learning English especially in writing descriptive text. Almost all of students agreed that personal photograph helps them in writing descriptive text. For example, those personal photographs make students confidence in writing descriptive text, improved their vocabulary, and express their ideas in writing descriptive text.

As stated by Pelani in his journal (2015), Personal photography is one of the media that English teachers can use to improve the amount of text in their students, especially in descriptive text. It is used as a medium for exercising their writing abilities. Using images, especially photographs in this case, prospective students are asked to provide comments, ideas, discussions, explanations, or short stories. Personal photography is a valuable resource for motivating students to write. By having students write down their experiences through their photographs, they become more active and tend to voluntarily prepare vocabulary in their heads, which is expressed when they start writing.

From discussion above, it can be concluded that the writing ability of the eight grades of SMP Negeri 3 Sungguminasa improved significantly after using personal photograph as learning treatment. Student scores also proved that most students can achieve scores above 75. This also means they achieve the minimum completion criteria (KKM) for English education.

## **CONCLUSION**

Based on the findings and discussion in the previous chapter, the researcher concluded that the implementation of personal photograph improves in writing descriptive text of the eight grade students of SMP Negeri 3 Sungguminasa. The eight grade students of SMP Negeri 3 Sungguminasa agreed to learn English using personal photograph. Researchers have found that all students have agreed that personal photography helps to generate ideas, develop vocabulary, and give confidence when writing descriptive text. In other words, personal photograph improves students' writing skills.

## **REFERENCES**

- Ahmad, D. (2008). *Developing English Competencies*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Arifin. (2011). *Penelitian Pendidikan*. Jakarta: Kencana Prenada Media Group.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Cresswell, J. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* ( 2nd ed ) Thousand Oaks, CA: SAGE Publications.  
<http://www.cluteinstitui.com/ojs/index.php/JBER/article/viewFile/2532/2578>.
- Cucinotta, D., & Vanelli, M. (2020). WHO declares COVID-19 a Pandemic. *Acta bio-medica: Atenei Parmensis*, 91(1), 157-160. <https://doi.org/10.23750/abm.v91i1.9397>
- Depdikbud. (2004). *GBPP bahasa inggris*. Jakarta: Diknasmen.  
<http://www.Depdikbud .education.com/kurikulum>
- Gay, L.R. (2006). *Educational Research Competencies for Analysis and Application*. Bell and Howell Company.

- Gebhard, Jerry. (2006). Teaching English as a Foreign or second Language (2nd Edition). United State of America: The University of Michigan.
- Gleason, B.J and Ratner, B.N. (Ed). (1998). PhsychoLinguistics.Orlando: Harcourt Brace College Publisher.
- Hidayati, R, Apriliaswati, R, and Wardah. (2015). The Use of Personal Photograph in Teaching Descriptive Text Writing to MTsN Jongkong. A Thesis of FKIP UNTAN Pontianak.
- Pelani, G. (2015). The Effect of Persinal Photograoh on Students' Writing Quantity in Descriptive Text (A Quasi-Experimental Study on the Second Year Students of SMAN 8 Bengkulu in 2006/2007 Academic Year). Center of Language Innovation Journal of Linguistics and Language Teaching.
- Ratminingsih, N, M. (2015). The Use Of Personal Photograph In Writing In A Project-Based Learning : A Case Study. Bali: The New English Teacher.
- Raymond, James. (1980). Writing is Unnatural Act. New York: The Murray Printing Company. A Thesis of Alauddin State Islamic University of Makassar.
- Safitri, H. (2017). The Use of Personal Photograph as Media in Teaching Writing Descriptive Text to the Second Grade Students of MTS Negeri Gowa.
- Sudjana, Nana. (2005). Media Pengajaran. Bandung: Sinar Baru Algensindo.
- Sugiyono, D. P. (2008). Metode Penelitian Kuantitatif Kualitatif dan R&D.
- Sugiyono. (2014). Metode Penelitian Pendidikan. Bandung: Alfabeta.

