



The Effectiveness Of Photographs To Teach Writing Descriptive Text

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Abstract

The study's objective is to find out whether there is a significant difference between writing descriptive text that was taught using photographs and that without using pictures. This research is experimental. This research was conducted at Sunan Drajat female Islamic boarding school, where the subjects were the 7th-grade students of the junior high school, especially in Al Aisyah Dormitory. The number of subjects in the experimental group was 35, and the subjects in the control group was 37. To collect the data, the researcher constructed a test in the form of a writing test. The data were analyzed by utilizing descriptive and inferential analysis. The research findings indicated that the mean score of the experimental group (using photographs) is 22.11 and that of the control group (without using photographs) is 21.18. The value of t-observed (3.03) is higher than the value of t-table (1.99). It means that the hypothesis is accepted ($3.03 > 1.99$). It can be said that there is a significant difference between writing descriptive tests for 7th-grade students who were taught using photographs and those taught without using pictures. Therefore, photographs are more effective in teaching writing descriptive text for 7th-grade students of Al Aisyah Dormitory in Sunan Drajat Female Islamic Boarding School in the academic year of 2024/ 2025.

Keywords: *photographs, writing, descriptive text*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara menulis teks deskriptif yang diajarkan dengan menggunakan foto dan tanpa menggunakan foto. Penelitian ini merupakan penelitian eksperimen. Penelitian ini dilakukan di Pondok Pesantren Putri Sunan Drajat dengan subjek penelitian adalah siswa kelas 7 SMP khususnya di Asrama Al Aisyah. Jumlah subjek pada kelompok eksperimen adalah 35 dan subjek pada kelompok kontrol adalah 37 orang. Untuk mengumpulkan data, peneliti menyusun tes dalam bentuk tes tertulis. Data dianalisis dengan menggunakan analisis deskriptif dan inferensial. Temuan penelitian menunjukkan bahwa nilai rata-rata kelompok eksperimen (menggunakan foto) adalah 22,11 dan kelompok kontrol (tanpa menggunakan foto) adalah 21,18. Nilai t-observasi (3,03) lebih tinggi dari nilai t-tabel (1,99). Ini berarti hipotesis diterima ($3,03 > 1,99$). Dapat dikatakan bahwa ada perbedaan yang signifikan antara tes menulis deskriptif untuk siswa kelas 7 yang diajar dengan menggunakan foto dan yang diajar tanpa menggunakan foto. Oleh karena itu, foto lebih efektif dalam pengajaran menulis teks deskriptif untuk siswa kelas 7 Asrama Al Aisyah di Pondok Pesantren Putri Sunan Drajat tahun ajaran 2024/2025.

Kata kunci: Foto, Menulis, Teks Deskriptif

INTRODUCTION

Language has an important role in communication and interaction. The purpose of language itself is to communicate information. According to Wardrough (2006, p. 1) said that a language is what the members of a particular society speak. From the statement, it can be said that every day, people need to express or deliver something to others because they are social creatures who always need somebody else to live and interact with. In addition, Crystal (2003), as cited in Haryanto et al (2016, p. 47), said that a language will get global status when it plays a particular role and is accepted in every country. It is like English as the International language that plays an important role in communication. Many countries include English as the subject from kindergarten until university because the government is aware that the young generation should master English if wanna to fight in this globalization era. It doesn't only

apply to the formal institution but also to the informal institution, too, as Islamic boarding schools which the students not only master the national language as their mother tongue, but also foreign languages too such as English and Arabic.

Talking about language as a communication tool can be divided into two. They are verbal and written communication. And the complex one is writing because it is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then, after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action. It is a process that has several steps. According to Bell and Burnaby in Nunan (1984:36) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of several variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. That's why writing is a complex process. Furthermore, Boa Boardman and Frydenberg (2002:11) writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps, including assessing the assignment, generating ideas, organizing the ideas, and writing the first draft. Based on these statements, it can be concluded that writing is an active action. Writing is an act or process to transfer our ideas to produce some information in our mind that should be expressed in written form. Writing will be best if the students are guided by the rules defined. Understand the number of variables simultaneously.

And the students often have difficulty with writing skills because of get confused in developing the ideas into writing form. It happened in the 7th grade students of the junior high school, especially in Al Aisyah dormitory of Sunan Drajat female Islamic boarding school. They are very difficult when asked to write sentences. They have ideas in their thought, but they are confused about when they should change into a written form. Therefore, teacher should look for the strategy, media, or technique that can help them in developing their idea into writing. According to Erniwati et al (2022:680), one way to arouse the students' interest in writing is through the visual instructional media (e.g., pictures, photographs, and PPTs). A fun medium can attract the students' attention and allow them to understand the material easily. A photograph is one of the media that can be used in the writing process. Brown (2006:149) in Megawati & Alkadrie (2017:139) states that many teachers using photographs can lead to numerous creative outcomes if used by teachers and students. It means that the photograph will help the students to generate ideas and help them develop in writing skills. Furthermore, Maharani & Saun (2019:198) stated that several types of texts or genres should be taught in junior high schools such as descriptive or description, report, recount, procedure, narrative, anecdote, etc. based on this explanation, the researcher decides to apply the media of photograph in writing a descriptive text. According to Hogue (1996:70) as cited in Novita & Kuswardani (2014:2) descriptive paragraph is a paragraph that tells readers how something looks, feels, smells, tastes, and sounds. When you describe a place, you tell what it looks like. This genre of text is suitable if it's applied by using a photograph. By looking at the photograph, the students will be helped to find the ideas and easily arrange the sentences into be paragraph. By looking at the photo, they know what they will write. It helps them much in writing, especially descriptive text.

Based on these problems, the researcher wants to solve those problems by using media. The researcher wants to apply the photograph media to improve the students' ability, especially in writing descriptive text. The reason for choosing this topic is that the researcher wants to find out whether there is a significant difference in writing descriptive text between the students taught using photographs and those taught without using photographs to the 7th grade of Al Aisyah dormitory in Sunan Drajat female Islamic boarding school in the academic year of 2024/ 2025.

METHOD

The type of this research is experimental research. According to Sukmadinata (2012:194), the experimental research is the approach of quantitative research, which means that the approach follows all of the rules to examine the relations of cause and effect. The subjects of the study are all the students of the 7th grade of Al Aisyah dormitory in Sunan Drajat female Islamic boarding school in the academic year of 2024/ 2025. They are classified into 2 classes. And the researcher chooses class A as the control group and class B as the experimental group. Class A, as the control group, consists of 37 students, and



Class B, as the experimental group, consists of 35 students. The treatment was given to the experimental group. The students were taught how to write descriptive text by using photographs. The distribution of the sample can be seen in Table 1 below:

Table 1. The Distribution of the Sample

Group	Class	Treatment	Number of students
Experimental	VII B	Using Photographs	35
Control	VII A	Without Photographs	37

The researcher used a quasi-experimental study by utilizing a Control-group Pre-Test/Post-Test Design. In this research, the experimental and the control groups were taught the same material about descriptive text, but only the experimental group was taught by using photographs in writing descriptive text, whereas the control group was not. But before treatments were given in the experimental group, there was a pre-test. A pre-test was given to the experimental group and the control group. In the last, there post-test was given to both groups. If a pre-test was given before the treatment, the post-test was given after the treatment. Pre-test and post-test were given in the same type, namely, writing descriptive text. The scores of the pre-test and post-test were compared to find out the differences. The design of the pre-test and post-test can be seen in Table 2 below:

Table 2. The Design of Pre-test and Post-test

Group	Pre-test	Treatment	Post-test
Experimental group (using a photograph)	√	√	√
Control group (without using photographs)	√	-	√

For the treatments that were given in the experiment by using photographs, the researcher did the treatments three times with different themes & photos, including person, animal & tourism place. The researcher explained the descriptive text by using a photograph, learnt and practiced with the students to generate the ideas into writing form. The writing assessment can be seen in Table 3 below:

Table 3. The Writing Assessment

Aspects	Score
Grammar	1 – 6
Vocabulary	1 – 6
Mechanic	1 – 6
Fluency	1 – 6
Form	1 – 6

In analyzing the data, the researcher used SPSS to count the data. According to Sugiyono (2011:147), data analysis is an activity after the data from all the respondents or sources of other data is collected. Data analysis is the process of organizing the data to gain regularly into the pattern and from the research. Two kinds of analyses are used to analyze the data in the research: (a) descriptive analysis, including mean & standard deviation, (b) inferential analysis, including normality test, homogeneity test, and hypothesis testing.

According to Sugiyono (2011:147), descriptive analysis is a method that is used to analyze data by describing the data that is collected. Descriptive analysis is aimed at presenting the variables of the English test. Descriptive analysis is used to describe sample data and describe the different aspects of the data, which include the mean and the standard deviation. The mean is used to find out the average scores, while the standard deviation is a measure of showing data of the spread of scores.

Sugiyono (2011:148) states that inferential analysis is analysis that is used to analyze the data, and the result is for the population. The first one is a normality test; the objective of this test is to see whether the distribution of all items in the research instrument is normal or not. The Kolmogorov-Smirnov one-sample test is chosen. Meanwhile, homogeneity is intended to determine whether the score of one group has homogeneous variants or not with the score of other groups. Hypothesis testing is used to determine the difference between the experimental group and the control group, or a matched t-test is used.

RESULT AND DISCUSSION

The Pre-Test of Experimental and Control Groups

The summary of the data description of the pre-test in the experimental group and the control group can be seen in Table 4 below:

Table 4. Data Description of Pre-test in the Experimental Group and the Control Group

Data Description	Pre-Test Score	
	The Experimental Group	The Control Group
Number of cases (N)	35	37
Mean (M)	17.37	17.62
Standard Deviation (SD)	2.18	2.07
Range	8.00	7.00
Maximum Score	22.50	21.50
Minimum Score	14.50	14.50

From Table 4 above, the mean of the experimental group is 17.37, and the control group is 17.62. It means that the control group is higher than the experimental group. It can be concluded that the writing descriptive text mastery of the control group is better than the experimental group.

The Post-Test of Experimental and Control Groups

The summary of the data description of the post-test in the experimental group and the control group can be seen in Table 5 below:

Table 5. Data Description of Post-test in the Experimental Group and the Control Group.

Data Description	Post-Test Score	
	The Experimental Group	The Control Group
Number of cases (N)	35	47
Mean (M)	22.11	21.18
Standard Deviation (SD)	1.36	1.22
Range	5.5	5.00
Maximum Score	25.5	24.50
Minimum Score	20.00	19.50

From Table 5 above, mean of the experimental group is 22.11 and the control group is 21.18. It means that the experimental group is higher than the control group. After given the treatments in the experimental group by using photograph, there is improvement in writing descriptive text. It can be concluded that the use of photograph is effective applied in writing descriptive text.

The Normality Test

A test of normality was conducted by using the Kolmogorov-Smirnov analysis in SPSS. The significance value of this test is 0.05. The distribution can be said to be normal if the result of the obtained probability value (*p*) is higher than 0.05. The summary of the normality result is presented as follows:

Table 6. The Summary of the Normality Test by Kolmogorov-Smirnov

	Experimental Group		Control Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
N	35	35	37	37
Kolmogrov-Smirnov	1.00	0.94	0.67	1.11
Asymp-Sign (2-tailed)	0.26	0.33	0.75	0.16
Decision	Normal	Normal	Normal	Normal



From the result of the normality test, the p-test of the experimental group gets 1.00 and $p = 0.26$, because $p > 0.05$, so it can be concluded there is no difference in frequency of observation with expected frequency, which means that the pre-test of the experimental group has a *normal distribution*. Taken from the result of the normality test, the post-test of the experimental group was 0.94 and $p = 0.33$, because $p > 0.05$, so it can be concluded there is no difference in frequency of observation with expected frequency, which means that the post-test of the experimental group has a *normal distribution*.

The Homogeneity Test

A test of homogeneity is utilized to analyze whether the population scores are homogeneous or not. The population can be categorized as homogeneous if the value of F-observed (F_o) is lower than that in the table (F_t), and it is not homogeneous if the value of F_o is higher than F_t . The probability (P) is higher than 0.05. The result of the F-test can be seen in the table below.

Table 7. The Summary of the Homogeneity Test

Variables	df	F_o	F_t	P	Decision
Pre-Test	70	0.30	3.98	0.58	Homogeneous
Post-Test	70	0.12	3.98	0.72	Homogeneous

From table 7 above, the pre-test is homogeneous because the value of F *obtained* (F_o) is lower than the value of the F-table at a significant level of 5 % ($0.30 < 1.66$). Furthermore, the value of F_o in the post-test is 0.12, and the value of the table (F_t) at a significant level of 5 % is 1.66. As a result, the post-test is homogeneous because the F *obtained* (F_o) is lower than the value in the F table ($0.12 < 1.66$).

The Hypothesis Test

This analysis is intended to determine whether there is a significant difference between teaching writing descriptively using photographs and not using photographs for the 7th grade of Al Aisyah dormitory in Sunan Drajat female Islamic boarding school in the academic year of 2024/ 2025. The t-test formula is applied to test whether there is a significant difference results of the two groups. The result of the t-test can be described in Table 8 below:

Table 8. The Summary of the T-test Result

Groups	t_o	t_t	df	Sig(2-tailed)	Interpretation
The post-test results of the experimental and control groups	3.032	1.994	70	0.003	$t_o > t_t$ significant differences

From the result of the *t-test*, the value of *t-obtained* is 3.032 while the *t-table* is 1.994. It means that the *obtained* value is higher than the *t-table* ($3.032 > 1.994$). It can be said that there is a significant difference between the students who are taught with photographs and those who are not taught with photographs. The hypothesis says “there is a significant difference in writing descriptive text between the students who are taught using a photograph and those without a photograph,” is accepted. Thus, it can be concluded that the use of photographs to increase writing descriptive text is more effective than not using photographs in the 7th grade of Al Aisyah dormitory in Sunan Drajat female Islamic boarding school in the academic year of 2024/ 2025.

CONCLUSION

The objective of this study is to determine whether there is a significant difference between students who are taught by using photographs and those taught without using photographs to teach writing descriptive text for the 7th-grade students of Al Aisyah dormitory in Sunan Drajat Female Islamic Boarding School in the academic year of 2024/ 2025. The researcher can conclude as follows:

1. From the result of the analysis of the experimental group, it can be seen that the mean score of the pre-test is 17.37 and the mean score of the post-test is 22.11. It means there is significant progress from the pre-test to the post-test after there are treatments.
2. Furthermore, the hypothesis testing indicates that the scores of the experimental group are significantly higher than the scores of the control group. Based on the result of the data analysis, it is found that there is a significant difference between the students who are taught by using photographs and those taught without using photographs in writing descriptive text. It can be seen that the value of t observed (t_o) is higher than the value of t table ($3.03 > 1.99$).

Based on the result above, it can be concluded that there is a significant difference in the ability to write descriptive text between the experimental and the control group. The use of photographs is more effective than without using pictures to teach writing descriptive text for the 7th graders of Al Aisyah dormitory in Sunan Drajat female Islamic boarding school in the academic year of 2024/ 2025.

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