

# WRITING SKILLS IN DESCRIPTIVE TEXT THROUGH PICTURE SERIES: THE MOTIVATION AND SELF-CONFIDENCE

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## Abstract

This research was conducted to determine the motivation of students in writing descriptive texts. Students' writing abilities were related to motivation and self-confidence. The type of research was pre-experimental quantitative research with the One-Group model and pretest-posttest instruments. The data collection used three stages. First, the researcher read students' worksheets. Second, the researcher identified the students' worksheets. Third, the researcher evaluated the results of students' worksheets. The population used was the seventh-grade students of SMP Islam Sulaimaniyyah semester 2. There were thirty-five students. There are fifteen girls and twenty boys. From the results of the SPSS Statistics 25 calculation, sig. (2-tailed) of 0,000 which means lower than sig. 0.05. Ho hypothesis was rejected and Ha hypothesis was accepted, it was concluded that the picture series was influencing and increasing students' motivation in writing descriptive texts with the final result of 9.93% while the initial results reached 5.65%. The impact of the research trains students' motoric skills in vocabulary mastery, and students' activities in the class, and attracts students' interest in writing through picture series with a fun learning atmosphere.

**Keywords:** Writing Skill; Descriptive Text; Picture Series; Motivation; Self-Confidence

## INTRODUCTION

Rabbihim (2020) argues that writing is more than just putting words, sentences, or phrases down on paper; it may also be the creation of beautiful sentences that the reader will be able to accept and understand. In the 2013 Curriculum, some English subject matter refers to text-based learning. One of them is descriptive text. The descriptive text makes it obvious what an object looks like and how someone or something behaves (Herdi & Santika, 2020). The reader should experience hearing, tasting, smelling, seeing, and having a nice phrase when reading descriptive text, therefore students should utilize their imagination and sense of perception to achieve this (Zulaikah, et. al. 2018). According to Fitriani, et al. (2019), one of the skills that junior high school students need to master is how to write well, especially in a descriptive way. However, through practice, certain students are able to improve their English writing abilities for descriptive texts. Because of the language's complicated regulations, numerous people believe that writing in English is highly challenging. Of course, this might have an impact on students' learning results. This phenomenon occurs in seventh-grade students' of SMP Islam Sulaimaniyyah semester 2 who are still having difficulty developing writing skills in writing descriptive text in English. The inability to identify themes and ideas, a loss of enthusiasm when learning, and the usage of less appealing media are some of the key factors. Students become disinterested and unmotivated in their studies as a result, which is detrimental to teaching and learning activities in the classroom. If students are more motivated to learn, they will be more attractive, and vice versa, if they are less motivated to learn, their attractiveness will decrease.

As a result, teachers are able to produce engaging, imaginative, and cutting-edge materials to motivate students.

One approach for teacher to encourage students to learn is by incorporating media into the classroom. According to Sakkir (2020), using media is a good teaching strategy since it may inspire students to learn. Pictures are visual representations of words and pictures that may be utilised in learning. They inspire and encourage students, especially those learning a new language. The usage of picture series is one of the teaching tools that is thought to be successful for boosting student enthusiasm. The photo series was chosen so that it might inspire students to write descriptive text because of its appealing appearance and range of shades.

Based on the aforementioned context, the researcher believes that using picture series in writing descriptive text is related to students' motivation and self-confidence, which makes the research interesting to do. Brown (2001) stated as cited in Zulaikah, et. al (2018) writing involves thinking because writing is the act of creating ideas, which entails converting concepts into words by continually including structure and organisation. The capacity to write is one of the skills that students develop since it allows one to communicate one's thoughts, feelings, and views to others. The ability to write has numerous advantages and can provide someone the chance to communicate their thoughts and feelings to others in a wide range of phrases and words. Through writing exercises, students may improve their grammar and vocabulary. (Jayanti, 2019).

According to Manser (2014) as cited in Parmawati, et al (2020) for making a good writing, there are four stages in writing process are: thinking and researching, planning, writing, and revising.

- a. Thinking and researching; this stage is when the writer plans the concepts that will be expressed in the writing. The writer decides what should be discussed by noting the elements that are regarded as crucial initially.
- b. Planning; in the second step, the writer starts to organise the information they have already gathered. Careful preparation helps the writer communicate their ideas in writing more clearly.
- c. Writing: The third step involves reading the writing that has been completed by the writer in order to determine whether the conclusions reached are accurate.
- d. Revising; it entails making adjustments to writing outcomes that do not meet the intended objectives, thus in order to generate high-quality writing, the writer requires close attention to grammar, punctuation, and the words they apply.

The four stages above are the stages carried out by the writer, by paying attention to the four stages the process of learning to write helped with the results of the writing made be more conceptualized and neatly arranged. Writing involves making ideas, considering how to communicate them, and organising them into sentences and paragraphs that are understandable to the reader (Argawati & Suryani, 2020). The objective of descriptive writing is to explain anything in accordance with the real facts. A descriptive text depicts a specific person, location, or item and includes identification and a description of the paragraph structure (Puspitasari, et al., 2020). Text that depicts things, locations, or people by distinguishing distinctive parts is known as descriptive text (Hanafiawi, et al., 2020).

The choice of the appropriate media is a responsibility for instructors since it could help in learning in addition to the approach. The learning process becomes more engaging when media is used to teach topics. A key element in raising educational standards is the use of learning material (Kurniawan, 2020). In this research, the researcher supports the understanding of how to produce descriptive text by using a picture book series. A picture series is a collection of images that tell related tales and have a common topic (Hidayah, et al 2020). According to Sarifah & Apsari (2020), pictures are educational instruments that may help students enjoy all

of their classes since they can transport them to a different setting. This is due to the image series' appealing look, plenty of vibrant colors, and charming forms, which make it appropriate for usage in the seventh grade.

## METHOD

This research uses quantitative research with the pre-experimental method. According to Sugiyono (2014), as cited in Nuzulia (2020), a quantitative study method is based on statistical analysis of numerical survey data. Iswara, et al. (2018) state that pre-experimental research examines a system in order to test a case-and-effects hypothesis. The instrument used by the researcher is the One-Group pretest-posttest design model. To obtain more reliable results, this research is carried out in three steps. The researcher first gives students a worksheet pretest to assess their first proficiency and comprehension in English. Second, the researcher presents a picture-series approach of the topic. Third, a posttest is administered to see whether the picture series has any impact on students' motivation to produce descriptive texts. After completing those steps, the researcher compares the students' pretest and posttest scores in an assessment.

*Research paradigm; Desain One-Group Pretest-Posttest*

$O^1$	X	$O^2$
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Noted:

- $O^1$  : pretest score (before being given treatment)
- X : treatment
- $O^2$  : posttest score (after being given treatment)

The research population used is the seventh-grade students of SMP Islam Sulaimaniyyah semester 2 consisting of thirty-five students. There are fifteen girls and twenty boys. The population is a desirable group of people who are used as an object to widely spread the research's findings (Iswara, et al., 2018). Data collection uses three techniques. First, the students do the students' worksheets. Second, the researcher identifies students' worksheet results. Third, the researcher does an assessment to students' worksheets results.

Based on the previous discussion, the following hypothesis is formulated:

- Ha : There is a significant influence in writing descriptive texts through the picture series.
- Ho : There is no significant effect in writing descriptive text through picture series.

## RESULTS AND DISCUSSION

### Results

The results of observations gained in seventh grade at SMP Islam Sulaminiyyah showed that the students' learning motivation and self-confidence were not good. This was evidenced by the lack of awareness of students when doing assignments and students who did not want to pay attention to the teacher. Based on this, the researcher used the picture series as a medium to help improve students' writing skills in descriptive text, the data collection techniques were taken from the pretest and post-test scores that had been done by students. To see the effectiveness of using this picture series, the researcher conducted a trial by looking at the

results of the posttest without the help of the media, and then after the students were given treatment, the researcher shared different pictures with the students for posttest scores. At this stage students are asked to describe the characteristics of the pictures they got. To find out the results of the effectiveness of the use of this picture series, the calculation of the sample test was carried out using SPSS Statistics 25.

**Table 1.** Paired sample statistic in Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre TEST	61.0857	35	9.93322	1.67902
	Post TEST	82.2857	35	5.65463	.95581

The result of the output from **Table 1** showed that descriptive statistics from the two tests studied could be concluded. The *mean* was 61.08 for the pre-test value. The average value for the post-test value was 82.28. In this study, a total of 35 students were used as a population. The pre-test value of *Std. Deviation* was 9.93. The post-test was 5.65. For *Std. Error. Mean* value was 1.679 for the pre-test and 955 for the post-test.

Because the average post-test score was 61.08 < Post-test 82.28, there was a descriptive difference between the pre-test results and the post-test results. Then, the results of the “paired sample test” output table to determine whether the difference was really significant.

**Table 2 Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre TEST & Post TEST	35	-.047	.791

The **table 2** showed the results from the correlation testing of both data or the connection between the pre-test variable and the post-test variable. Based on the finding, it was known that the correlation value was 0.047, and the sig. was 0.791. Because the probability value sig. 0.791 > 0.05, it showed that the Pre-test variable had no relation with the Post-test variable.

**Table 3.** Paired sample test in Pre-test and Post-test

Paired Differences									Sig. (2-tailed)	
									t	df
									95% Confidence Interval of the Difference	
									Lower	upper
Pair 1	Pre TEST - Post TEST	-21.2000	11.65635	1.97028	-25.20410	-17.19590	-10.76090	34	.000	

In **Table 3**, the researcher found the answer to the above case about improving the ability to write descriptive text using picture series for seventh-grade students at SMP Islam Sulaimaniyyah.

According to Santoso (2014), as cited in Paga (2020), the paired sample t-test based on the Sig. meaning value had been taken (2-tailed). So if Sig. value (2-tailed)  $< 0.05$ ,  $H_0$  rejected and  $H_a$  Accepted, and if sig value (2-tailed)  $> 0.05$ ,  $H_0$  accepted and  $H_a$  rejected.

Based on Santoso's theory above, it was known that the sig. (2-tailed) value in the output results was  $0.000 < 0.05$ , thus  $H_0$  was rejected and  $H_a$  was accepted. It could be concluded between the difference in pre-test learning outcomes and post-test learning outcomes, there was an influence on the use of picture series in improving the writing skills of seventh-grade students at SMP Islam Sulaminaniyyah.

**Table 3** explained the *Mean Paired Differences* of -21.200. The value showed that the average difference between the pre-test learning outcomes before using the picture series and the post-test learning outcomes after using the picture series or  $61.08 - 82.28 = -21.200$  and the difference between the two tests was -25.204 to -17.195 (80% confidence interval of the difference Lower and Upper).

From **Table 3** above, the results of the pretest some students had difficulty in writing. The difficulties in content, vocabulary, and use of grammar and then after being given treatment, the results of the posttest score of students experienced a significant increase.

## Discussion

From the findings above, the researcher moves to the discussion. Those phenomena show that students basically have their own ways of solving their difficulties in mastering writing skills. Not only by using several stages and treatments, but the researcher can also help students increase their writing scores by boosting their motivation and self-confidence. By using picture series, the students think that English is not that hard to deal with. Slowly but surely, the researcher takes writing techniques when applying picture series in teaching descriptive text. The writing technique by students used four stages (thinking, planning, writing, and revising). This technique used that the writing results be conceptualized correctly according the opinion of Manser (2014) as cited in Parmawati (2020). The motivation to write students before and after the researcher used the picture series was very different, the students were more active in giving opinions to express their writing skills, therefore students were not bored in following the learning process. One of the goals of learning English, according to Mustika, Maryam, and Yugafiati (2020), is for students to apply the language as a medium for communication in spoken and/or written form. By boosting their motivation and self-confidence with picture series, hopefully the goal of mastering writing skill as tool of communication can be achieved.

## CONCLUSION

The research conclusion with this picture series aimed at contributing to improved writing skills in descriptive text material at SMP Islam Sulaimaniyah in the population of seventh-grade students in semester 2. Two different tests are required for students; pre-test and post-test. These tests have a single text and ten blank sections that correspond to the various writing-related elements. Important writing-related elements include content, language structure, vocabulary, sentences, and mechanics (Supriyanto, 2020).

The results showed the acceptance hypothesis by Santoso (2014) as cited in Paga (2020) that  $H_a$  means that the two tests differ in the results of students' writing. The researcher infers from these findings that students work harder, are motivated to use new terminology in their writing, and have more confidence when expressing new ideas. The aforementioned justification is



comparable to Kurniawan's (2020) contention that media use in the classroom might influence students' desire to write descriptive texts. The study's conclusion is that picture series might encourage motivated children to create descriptive text and come up with their own phrases to gain confidence in expressing ideas while exposing them to high risk. The results of the computation of SPSS Statistics 25 demonstrate a substantial shift in the performance and interest of 35 seventh-grade students, with the post-test results being higher than the pre-test results by 82.28 (9.93%) and 61.08 (5.65%), respectively.

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