

**PROMOTING STUDENTS' DESCRIPTIVE PARAGRAPH WRITING COMPETENCE  
THROUGH PICTURE DRAWING DICTATION TECHNIQUE (PDDT)**

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**Abstrak**

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis karangan deskripsi melalui penerapan *Picture Drawing Dictation Technique* (PDDT). Penelitian ini merupakan penelitian tindakan kelas (PTK). Subjek dalam penelitian ini adalah 40 siswa kelas X IPA<sup>3</sup>, SMA Negeri 1 Blahbatuh tahun ajaran 2018/2019. Di dalam penelitian ini, peneliti menggunakan tiga jenis instrumen sebagai media pengumpulan data yang terdiri dari tes tulis, kuisioner dan catatan. Data kuantitatif diperoleh melalui tes tulis dan kuisioner yang selanjutnya dianalisis secara deskriptif. Sedangkan data kualitatif diperoleh melalui catatan yang kemudian dielaborasi untuk mendukung hasil temuan. Hasil dari penelitian menunjukkan bahwa terdapat peningkatan pada kompetensi menulis siswa pasca penerapan PDDT. Para siswa terlihat mampu menuangkan gagasan-gagasan kreatif mereka kedalam karangan deskripsi yang indah. Selain itu secara kualitatif, peningkatan tersebut ditunjukkan oleh hasil dari pre-test, post-test 1, dan post-test 2 yang dari segi nilai rerata siswa dapat dijabarkan sebagai berikut; 46.90, 70.30, and 81.60. Hasil tersebut menunjukkan bahwa kemampuan siswa dalam menulis karangan deskripsi berangsur meningkat setelah penerapan teknik PDDT ini.

**Kata Kunci:** menulis, karangan deskripsi, *picture drawing dictation technique*

**Abstract**

This study aimed at promoting students' competence in writing descriptive paragraph through the implementation of *Picture Drawing Dictation Technique* (PDDT). The design of this study was a classroom based action-research. There were 40 tenth grade students of IPA<sup>3</sup> of SMA Negeri 1 Blahbatuh in the academic year 2018/2019 involved as the subjects of this study. The data collection involves three instruments: writing test, questionnaire and field notes. The quantitative data were collected through writing test and questionnaire, then were analyzed descriptively. Meanwhile, the qualitative data were collected by using field-notes, and would be elaborated to support the findings. The result of the study showed that students had better writing competence after the implementation of PDDT. They were found to be capable of expressing their ideas into a good composition of descriptive writing creatively. It was further quantitatively supported by the result of pre-test, post-test 1, and post-test 2 which indicated improvement. The results of pre-test, post-test 1 and post-test 2 in term of mean score could be presented as follows; 46.90, 70.30, and 81.60. In conclusion, this study revealed that the implementation of PDDT could gradually promote students' competence in writing descriptive paragraph.

**Keywords:** writing, descriptive paragraph, *picture drawing dictation technique*.

## **I. INTRODUCTION**

In learning English, there are four major language skills in which the students are expected to be well-mastered. They are reading, listening, speaking and writing. Writing skill has such purposes as communicating the words and the thought, describing the life, determining the knowledge and the thought, and reflecting the thoughts and observations into the readers in a nice, accurate and effective way by employing the accumulation of observations and of knowledge (Yaman, Südümlü and Demýrtap, 2016). Practically, writing requires the individuals to creatively explore, compose, and convey ideas into written language.

However, the fact reveals that writing is one of the difficult skills to develop in language learning, more particularly EFL learning. More particularly, it hasn't met the expectation of the Indonesian latest curriculum, Curriculum 2013. Based on the preliminary observation conducted at SMA Negeri 1 Blahbatuh, it was figured out that tenth grade students were still unable to write or compose a descriptive paragraph effectively and accurately as it is expected by the core competence and basic competence in the curriculum. There were several problems found on students' descriptive writing.

To begin with, the students' writing was not comprehensible because (1) the content of the composition was not relevant to the topic; (2) the ideas were not clearly stated; and (3) the ideas and sentences were not well organized. Then, it was found that there were many errors in vocabulary, grammar, and spelling. They wrote their sentences ungrammatically, inappropriate words, misspelling and incorrect punctuation. Another problem was the students had low motivation and seemed to show inactive participation in the writing activities.

Those problems above were probably caused by the teaching techniques used by their English teacher. As it was noticed during the preliminary observation, mostly, the teachers did not give any guidance to the students in developing and organizing their ideas during writing descriptive paragraph. They just asked the students to write their own descriptive paragraph based on the topic given by them. In case of teaching grammar, they only explained a little explanation about grammar in short time as well. So, it was difficult for the students to understand it. As the result, they could not construct the sentences in good grammar when they were asked to write a descriptive paragraph. Then, in case of word choice (vocabulary) and mechanics (punctuation), it seemed that the teachers rarely revised the students' mistakes during constructing their own writing. As the result, they did not know how to use the correct punctuation and word choice in their own writing. In term of students' low writing motivation, it might be affected by their interest in writing activities. Apparently, it was due to the fact that the writing activities were not interesting. As it was noticed during the lesson, they were taught by using conventional strategy in which they were required to write sentences and paragraphs without being given some clues. As the result, they found difficulties in expressing their ideas.

Based on the phenomenon above, certain medium and techniques in teaching process which could improve students' competence in writing descriptive paragraph were required. As one of innovative techniques, the researcher believes that Picture Drawing Dictation Technique (PDDT) is effective to be used in teaching writing descriptive paragraph as well as the solution to solve the problems faced by the students. This technique involves the students in writing activity with

accuracy. It gives some advantages for the students, such as: students are guided by simple visual term which are carefully selected and dictated by the teacher. As result, they will be able to learn to write accurately step by step. Furthermore, the use of this technique can also be fun for the students since they do not only have to write but they can also get some fun by drawing pictures (Jeong, 2003).

There are some reasons in implementing this technique into the classroom. First, it helps students to practice listening. This kind of technique is useful in developing students' listening comprehension, particularly 'directed listening' (Conti, 2002). Second, it helps students to practice language in context (e.g. prepositions). It is a great way for them to review the use of adjective, preposition and location words such, on, above, below, in front of, beside and many more. Third, all students are involved in an enjoyable listening activity. The students are not only guided to practice listening in an enjoyable way, but also they can express themselves through drawing activity. Last but not least, this technique is effective to enrich students' vocabulary.

Owing to its numerous advantages for teaching and learning process, PDDT has been implemented across other disciplines. Several studies related to PDDT had been conducted by several researchers. They had conducted a research which used PDDT as the treatment for teaching learning process, particularly in teaching writing descriptive paragraph. Desiani (2006) was successful in implementing this technique in her S1 thesis. She found that Picture Drawing Dictation Technique could improve students' competence in writing a descriptive paragraph and improve students' interest and motivation in writing a descriptive paragraph. Okayana (2008) did an experimental study to investigate the significance

of Picture Drawing Dictation Technique. As the result of his study, he found that PDDT affected the students' descriptive paragraph writing competence significantly. Prasuntari's study (2009) also proved that student's competence in writing descriptive paragraph could be improved through PDDT. Not only improved student's competence, she also found that the implementation of PDDT made the students enjoy the class as the activity is very interesting. It created enjoyable learning atmosphere. The students did not only have to convey their ideas into a creative composition of writing, but also engage in appealing drawing activities.

In relation to the issues which had been elaborated previously, the purpose of this study was to promote the students' competence in writing descriptive paragraph through the implementation of Picture Drawing Dictation Technique (PDDT).

## **II. RESEARCH METHODS**

This study was classroom action-based research. It was conducted at SMA Negeri 1 Blahbatuh which involved 40 tenth grade students as the subjects of study. Since this study concerned on the improvement of students' competence after the application of PDDT, the researcher had to collect all of the data before and after the treatment had been conducted to make comparison.

In this study, there were three kinds of instruments used in collecting data namely writing test, questionnaire, and field-notes. Firstly, the writing test was in form of instruction in which the students were asked to write a descriptive paragraph. The writing test was given three times, technically in the pre-test, post-test 1 and post-test 2. Pre-test was given at the beginning of the study in order to find out the preliminary data about the students' competence in writing descriptive

paragraph. Then, post-test 1 was carried out in order to know the students' competence in writing a descriptive paragraph after the treatment had been conducted in cycle 1. The third writing test was conducted at the end of cycle 2 to figure out whether there was any improvement on students' competence after the second implementation of the treatment.

Secondly, the questionnaires were also given three times. Those three questionnaires were adapted from Prasuntari's study (2009). The first questionnaire, which was given after conducting the pre-test, aimed at finding out the problems confronted by the students during writing a descriptive paragraph. Then, the second questionnaire was given after conducting post-test 1 to figure out the students' responses after the implementation of Picture Drawing Dictation Technique in the process of teaching descriptive writing. Then, the third questionnaire was given after conducting post-test 2. The questionnaire for post-test 2 actually was the same as the questionnaire for post-test 1.

Thirdly, field-notes were used to note every single thing occurs during the teaching and learning process in the classroom. In this case, the researcher recorded all of the students' activities during the teaching and learning process. Then, it was also used to note students' condition after the treatment had been conducted.

### **III. FINDINGS AND DISCUSSION**

#### **3.1 Pre-Cycle**

The result of pre-test in the beginning of the study pointed out that the students' competence was categorized as poor. It was indicated by the mean score of their descriptive paragraph writing,  $M = 46.90$ . There were only 7 out of 40 students who got score higher than 75. The rest got score

lower than 75. It was much far from the expectation of the students' passing grade in which the students had to achieve equal or higher than 75. In term of percentage, the students who had passed the passing grade were only 17.5%.

Not only pre-test, the researcher also gave questionnaire to the students in order to figure out their responses, interests and problems that they found during writing descriptive paragraph. The result of questionnaire indicated that the students' problems in writing descriptive paragraph were (1) organizing their ideas; (2) grammar, and (3) word choice (vocabulary). However, some results of the questionnaire were in contrast with the fact in which the students still had problems in developing ideas (content) and using appropriate punctuation (mechanics). Those were clearly indicated by the result of their descriptive paragraph writing.

#### **3.2 Cycle 1**

The result of post-test 1 at the end of cycle 1 pointed out that there was an improvement of students' descriptive paragraph writing competence after the implementation of Picture Drawing Dictation Technique. The percentage of the students who had passed the passing grade improved from 17.5% into 60%. It meant that it had improved 42.5% from the result of pre-test. Considering such an improvement, the result of post-test 1 then was categorized as moderate. The improvement also showed further by the mean score of their descriptive paragraph writing,  $M = 70.30$ . There were 24 out of 40 students who scored higher than 75. The rest scored lower than 75. It meant that 60% of total students had passed the passing grade. Such an improvement was believed due to the implementation of Picture Drawing Dictation Technique. It was also supported by the result of the questionnaire and field-notes. During

the implementation of Picture Drawing Dictation Technique; it was noticed that the teaching learning process was going well. The students were very active during the treatment. They seemed to have much fun and enjoy the whole learning activities. Unlike the writing class they used to participate into, they did not seem to be under pressure when they were asked to write a descriptive paragraph. The treatment guided them step by step started from drawing, coloring, and making a descriptive paragraph at the end of the activities. It helped them to gather ideas about what should they describe before writing their own descriptive paragraph. It also provided them with a clear guidance to convey their ideas step by step accurately. While the treatment was being conducted, the students also had more attention and listened carefully to the researcher's explanation and instruction.

However, considering the result of post-test 1 that still did not fulfill the expectation of classroom based action research criteria of success in which 80 % of total students passed the passing grade; the second cycle was conducted with some adjustments in the teaching technique and learning material as follows. At first, lesson plans for Cycle 2 were revised. Then, the process in which the grammar point was explained separately in Cycle 1, was modified into inserting the grammar point and explained it briefly during the dictation session in Cycle 2. While giving the dictation, the researcher explained the grammar point slowly and repeatedly. Thus, the students figured out the usage of the grammar point that had been being explained directly. The same step for explaining the grammar point was applied in explaining the mechanics as well. Besides, the researcher chose the topic that used simpler grammar point in the cycle 2. The researcher assumed that the topic that had been

used in the cycle 1 was a bit complicated for such of their level. After conducting the second cycle, the researcher expected that the students' descriptive paragraph writing competence could be improved. It was also expected that the expectation of classroom based action research criteria of success could be fulfilled.

### **3.3 Cycle 2**

The result of post-test 2 indicated that there was significant improvement of students' descriptive paragraph writing competence after the implementation of Picture Drawing Dictation Technique in Cycle 2. The percentage of the students who had passed the passing grade improved from 60% into 82.5%. It meant that it had improved 22.5% from the result of post-test 1. Because of the percentage of the students who had passed the passing grade was 82.5%, the result of post-test 2 then was categorized as very good. Furthermore, it meant that the expectation of classroom based action research criteria of success had been fulfilled in which more than 80% of total students had passed the passing grade. Thus, the study was considered as successful and the cycles could be stopped.

The improvement was further indicated by the mean score of their descriptive paragraph writing,  $M = 81.60$ . There were 33 out of 40 students who scored higher than 75. The rest 7 students scored lower than 75. Considering their score achievement, the level of their writing competence could be classified into 4 students (10%) were categorized as moderate, 9 students (22.5%) were categorized as good, 22 students (55%) were categorized as very good, and 5 students (12.5%) were categorized as excellent. There was no student who was categorized as poor in the post-

test 2. Overall, researcher quite satisfied with this kind of great achievement.

Such improvement in the cycle 2 was believed due to the modification of teaching technique and learning material along with the implementation of Picture Drawing Dictation Technique. It was also supported by the result of questionnaire and the field-notes. During the implementation of Picture Drawing Dictation Technique; the teaching learning process was noticeably well-done. The integration in explaining the grammar point and mechanics during the dictation session gave good contribution for the students. They knew about the usage of the grammar point that had been being explained directly through the drawing they had made and the dictation they had heard. While listening to teacher's dictation, they were also taught about the usage of mechanics. Through the dictation, the teachers explained when the full-stop, comma, and capital letter should be placed. It was about 80% of the students had their attention to the teacher's explanation; they observed and listened carefully. In addition, the topics that were used for Cycle 2 led them to have active and enjoyable learning activities. Those were simple and suitable topics for the tenth grade level. They seemed to be highly excited in drawing and describing about those topics. When the students figured out the subject in the dictation, they laughed happily. Some of them keep laughing while drawing the picture. Furthermore, the drawing they had made could build a good mood for them psychologically. It avoided them from having any pressure while writing their own descriptive paragraph.

#### **IV. CONCLUSION**

In accordance to the findings of this study, it could be concluded that the implementation of Picture Drawing Dictation Technique could

promote the tenth grade students' competence in writing descriptive paragraph, particularly those who studied at the class of IPA<sup>3</sup> of SMA Negeri 1 Blahbatuh in the academic year 2016/2017. Furthermore, the students' competence in writing descriptive paragraph which involve five components of writing such as content, organization, vocabulary, grammar, and mechanics could be improved through the implementation of this technique. Those improvements were indicated by the result of pre-test, post-test 1, and post-test 2 that had been conducted during this study. The results of pre-test, post-test 1 and post-test 2 could be presented in form of mean score as follows; 46.90, 70.30, and 81.60. It indicated that the students' competence improved gradually after the implementation of this technique.

Based on the result of the questionnaire, the implementation of Picture Drawing Dictation Technique was considered to be highly appreciated by the students. They provided positive response toward the implementation of this technique in their writing class. Most of them agreed that PPDT brought them a new and better learning experience in writing a descriptive paragraph. Then, it was figured out that the students had high enthusiasm with the implementation of this technique. They were very motivated in going through the activities. After all, they could have so much fun during their active participation in the entire learning activities.

Since this technique has several strengths and weaknesses, these useful suggestions could be considered. Firstly, teachers and other researchers who would like to implement this kind of technique were suggested to take a deep consideration towards the selection of the topic used in the drawing section. They need to realize that not all of the students had a good skill in drawing. It is recommended to use simple topic but still

interesting for the students to avoid getting them reluctant to involve in the activity of drawing. They would be more motivated and interested in unique topic. Second, it is suggested to use Picture Drawing Dictation Technique not only to improve students' writing competence but also to improve the students' listening competence. The reason is that Picture Drawing Dictation gets the students practiced listening during the dictation session. Thus, the students' listening competence could be developed indirectly at the same time as their writing competence. Lastly, the teachers and other researchers should organize a well-planned time allocation for teaching the material and conducting this kind of technique because this technique is considered as time consuming. In fact, this technique comprises a lot of activities within the implementation which requires a plenty of time.

Then, for the students; they are suggested to learn more about sentences structure (grammar) and the use of punctuation (mechanics) so that they would be able to compose good writing. They should pay attention when to put capital letter, full-stop, and comma on their writing. They also should construct their sentence in appropriate structure. Thus, their writing would be easier to understand.

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