THE EFFECT OF USING PICTURES MEDIA IN STUDENTS’S WRITING ABILITY

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ABSTRACT. Learning English as a second language can be useful for school, for work, or personal interest in an exciting. There are four basic skills in mastering the language namely listening, speaking, reading, and writing. The researcher is very sure that in making this research by implementing pictures media in learning writing could become fun and interesting. Pictures media is one of techniques to get more motivated and can carry out more their own ideas. Thus, the writer intends to make a research about the effect of using pictures media in student’s writing ability at VI grade in SD Negeri Kampung Baru Kutacane. This study will be conduct by using the experimental design. In this study, there are two variables: Picture as independent variable and writing ability as dependent variable. In conducting the experimental research, the sample be divided in two groups: the experimental group taught by using pictures and control group taught without using the pictures. Both of the groups will get pre-test and post-test with the same items. Based on the data analysis, the two score of both experimental and control groups were different. The mean score of the post-test of experimental group was higher than control group (68,7 > 54,3). However, the differences were tested by using t-test. The result of the t-test calculation showed that t-observed value (9,7) was higher than t-table value (1,980) at p = 0,05, df = 78. The differences indicate that Measure Picture Media significantly affects on students writing ability.

INTRODUCTION

Education is an important point to every one’s life. The education is the experience or information process obtained as the result of learning. The education formed and created as what we want. Besides that, education also helps the children to be aware of their potency, and gives them knowledge and skill that can be implemented in practice as well as in experience which is useful to be guidance in surviving their lives. Learning can involve two sides that students as learners and teachers as facilitators. The students get some information and increase their motivation and learning process.(Ahmadi and Supriyono, 2008 : 67).

A good motivation in learning can bring the students to the experience of better learning condition, that could be obtained by students who will have a good impression whenever the studying process takes place. Finally, from good comprehension, the students will be well informed and educated. In this context, the students themselves are able to practice the lesson being taught.

Learning English as a second language can be useful for school, for work, or personal interest in an exciting. There are four basic skills in mastering the language namely listening, speaking,
reading, and writing. One of the main goals which should be achieved in order to be able to express our idea in English is writing. (Best, John W and Kahn, James V, 2002: 30).

In classroom, the teachers mostly give the explanation to the students without having provided them opportunities to write. Explanation or oral exercise can only help students understand about speaking the language. It will not help them write the language. The strategy of pictures media which becomes the main idea to be discussed by the writer here, is believed to be an affective way to push the student’s writing skill. Using pictures media is a strategy in which students are made to express their ideas true writing. By doing so, the students are not only given more opportunities to write what to express but also their inspiration, what and how to develop to extend their ideas through writing. Pictures which are shown to the students can clearly guide their mind in writing. Besides that their ability in writing English is very possible for the teachers to control or monitor. The material to be used in writing, such as pictures is specially will be designed or chosen simple and clear for the students to describe through writing. (Ashar Rayandra H, 2011: 56).

Therefore, arranging sentences structurally is the other important aspect in English writing. But the fact that arranging good sentences is difficult to be done by the students. Sometimes they write the unclear sentences. It means that the students have mistakes in grammar. Students’ result in writing is incorrect, so the researcher tries to improve their mistakes.

It can be said that, writing is not very easy for the students. The English teacher takes a role to motivate the students to study writing. In this case, the teacher must make their students feel interested to study, so the students feel much easier to write sentences based on what they see on the pictures that can support their ideas. Based on the picture, the students can write their idea in writing sentences. Teaching writing based on the picture is the way to make the students easier to write sentences.

Media is human being, things, or event for student’s have knowledge and skills. Media can be easy in teaching and learning process. Because, for the subject is not clearly can improve teaching and learning activity with
media as a deliveryman. Media as deliveryman make simple of teaching and learning process. The teaching problem can be easy to the study. According to Heinic, (1993:93) he say that media is a tool of communication channels. Media derived from the latin and is the plural of the word “medium”. Heinic exemplifies this medium such as film, television, diagrams, picture, and computer. That media can be considered as a medium of learning when carrying the message in order to achieve learning objectives.

The advantages of pictures used, following are some opinions concerning with the advantages of using pictures. According to Gerlach (2011:19):

1. They are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail make it possible to study object, which would turn back to be impossible.
4. They can help the teachers to prevent and correct disconcertion.
5. They offer a stimulus to further study, reading and research visual evidence is power tool.
6. They help to focus attention and to develop critical judgment.
7. They are easily manipulated.

- Descriptive text is a text describing a particular person, place, or thing descriptive describes someone or something in detail. In generic structure, descriptive text consists of:
- Identification This part introduces the person/things described
- Description This part gives the details of the person/thing described. It may describe parts qualities or characters.
- Conclusion (optional)

The researcher is very sure that in making this research by implementing pictures media in learning writing could become fun and interesting. Pictures media is one of techniques to get more motivated and can carry out more their own ideas. Thus, the writer intends to choose the research is entitled the effect of using pictures media in student’s writing ability at VI grade in SD Negeri Kampung Baru Kutacane.

Based on the background of the problem above, so the problem of the
The research is the effect of using pictures on students’ ability to write descriptive texts. The research is limited to find out the teaching and learning process by using picture media. So, the research wants to make the teaching and learning process interesting and the students can develop their ideas. The research focused on the student’s writing ability to write a descriptive text by using picture. The students are limited to students of grade VI of SD Negeri Kampung Baru Kutacane of 2018/2019 academic year. The problems can be formulated as follow : What is the effect of the use of picture on the students’ ability to write descriptive texts?

Based on the problem above, this research is conducted to find out whether the use of pictures significantly effect of the students’ writing ability to write descriptive texts at X grade students of SD Negeri Kampung Baru of the academic year 2018/2019.

The significance of the effect using picture media to the writing ability is as follows:

- a. Giving contribution to the students development their ideas in writing ability.
- b. The English teacher, will have clearly writing ability to provide them having orientation in developing of learning and teaching process.
- c. With the picture media in teaching and learning process will be more interesting and can be motivated the students.
- d. The writer will give worth while experience in teaching English.

**METHODS**

This study will be conducted by using the experimental design. In this study, there are two variables : Picture as independent variable and writing ability as dependent variable. In conducting the experimental research, the sample be divided in two groups : the experimental group taught by using pictures and control group taught without using the pictures. Both of the groups will get pre-test and post-test with the same items.

<table>
<thead>
<tr>
<th>NO</th>
<th>Group</th>
<th>Test</th>
<th>Teaching</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Control Group</td>
<td>Pre-Test</td>
<td>Without using picture</td>
<td>Post-Test</td>
</tr>
</tbody>
</table>

**Table. Research Design**
The Population and Sample

Best and Khan (2002 : 13) point out that population is a group of individuals that have some more characteristics in common that are interest to the researcher. It means that population is any group of individuals that researcher decides to be analyzed. The population of research is grade sixth year students of SD Negeri Kampung Baru. The total number of the population will be 40 students. A sample is the part of the population, Nazir (2003 : 271). Arikunto (2009 : 109) said that sample must be representative as an example or describing the real condition of population.

In taking the sample, the writer randomly chooses the sample class VI - A as experimental group and class VI - B as control group. The first sampling consisted of 20 students as experimental group and the second sample also consisted of 20 students as the control group.

Instruments

The instrument will used to collect the data in this research is the test. The test is purposefully designed on the basis of how to give ideas and writing ideas by picture media. By giving the students the test, the researcher may be able to find out how the students understand to writing properly. Eventually, the writer would let them know the correct way of using the picture media as it is considered to be the result of this research.

Data Analysis Procedures

In the preparation of will give test, constructing the test items is also another necessary step. The researcher gives the test to the students with the sentence as pre test. The result is treated as decision to go on further step of the research.

The instruments for collecting data are:

1. Test

Arikunto (2005 : 53) said that : Test is a tool or procedure used to determine or measure something in the atmosphere by means of rules and regulations that have been determined. Test are used to determine whether students achievement increase or not. In
the preparation of data collection, constructing the test items is also another necessary step. There will be an essay test. The students will be asked to make a descriptive text based on the picture which have been prepare by the researcher. There are three steps in conduct the instrument of the test. They are:

1. Pre-test
   Pre-test is conducted to find out the students’ achievement in writing before having the experiment. The pre-test will be given to the group and their tasks will be scored. The result of the pre-test is considered as the preliminary data.

2. Treatment
   The treatment will be conducted after the administration of pre-test.

3. Post-test
   The post-test will be administrated to measure the students’ competence after the treatment. Then the data’s will be taken from the test is compared and analyzed. The test for the post-test is the same.

2. Observation
   This activity will be conducted by the research by using the observation sheet to provide the aspect of identification, the implementation, the behavior of the students as well as weakness and strengths are found.

FINDINGS

1. Sub Findings
   Based on the data analysis, the two score of both experimental and control groups were different. The mean score of the post-test of experimental group was higher than control group (68,7 > 54,3).

   However, the differences were tested by using t-test. The result of the t-test calculation showed that t-observed value (9,7) was higher than t-table value (1,980) at p = 0,05, df = 78. The differences indicate that Measure Picture Media significantly affects on students writing ability.

DISCUSSIONS

In evaluating the students’ writing products, the researcher will use analytic scoring rubric whose components of writing were scored separately based on the scoring purpose of composition such as content, language use, and mechanic as indicator on the
analytic method (see the following table).

### Scoring Rubric of Evaluating the Students’ Writing Products

<table>
<thead>
<tr>
<th>Component of Writing</th>
<th>Level</th>
<th>Scale and Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Vocabulary related to topic</td>
<td>4</td>
<td>The content is relevant to topic and easy to understand</td>
</tr>
<tr>
<td>- Thesis statements, Reasoning, Conclusion in a good corner</td>
<td>3</td>
<td>The content is almost complete, relevant to the topic.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The content is relevant to the topic but is not quite easy to understand</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The content is not quite relevant to the topic.</td>
</tr>
<tr>
<td>Language use:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use proper tense</td>
<td>4</td>
<td>No grammatical inaccuracies</td>
</tr>
<tr>
<td>- Use connective</td>
<td>3</td>
<td>Some grammatical inaccuracies</td>
</tr>
<tr>
<td>- Such as first, second, third and finally</td>
<td>2</td>
<td>Numerous grammatical inaccuracies</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical inaccuracies</td>
</tr>
<tr>
<td>Mechanics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Spelling</td>
<td>4</td>
<td>It use correct spelling, punctuation and capitalize</td>
</tr>
<tr>
<td>- Punctuation</td>
<td>3</td>
<td>It has occasional errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Capitalization</td>
<td>2</td>
<td>It has frequent errors of spelling of punctuation and capitalization</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>It has no mastery of convention dominated by errors of spelling, punctuation and capitalization</td>
</tr>
</tbody>
</table>

*Source: J.B. Heaton (1990 : 111) with some modification.*

From the scoring rubric of writing, the maximum score is 12 (3 x 4) and the minimum is 3 (3 x 1). So, to identify the final score of the students’ ability or achievement in writing, the writer will use this following formula to find out the true score:

\[
\text{Score} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100\%
\]

To find out the errors in writing the texts, the above criteria will be used as the classification – card in which the students’ errors will be classified to...
show the dominant one in writing descriptive texts.

After collecting the data, the researcher was analyzed the data by using chart to express the ability in learning especially in writing English to the grade VI at SD Negeri Kampung Baru Kutacane.

Table for knowing the level of constructing sentence of the students:

<table>
<thead>
<tr>
<th>NO</th>
<th>Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>80 – 90</td>
</tr>
<tr>
<td>3</td>
<td>Enough</td>
<td>60 – 70</td>
</tr>
<tr>
<td>4</td>
<td>Less</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>More Less</td>
<td>&lt; 50</td>
</tr>
</tbody>
</table>

CONCLUSIONS & SUGGESTIONS

After analyzing data, it was found that the pictures media significantly affects on student’s writing ability. It’s proved by the result of the data analysis by using t-test. The calculation showed that t-observed value was higher than t-table value at p= 0,05 (9,7 > 1,980).

The students who are taught by using pictures media have higher ability than the students who are taught without using picture. In other words, pictures have significant effect on student’s writing ability. Besides that, students who are taught by using pictures media have many chances to express their ideas or to practice their English. Based on the conclusion of the study, the suggestions put forward as follows: Teaching with direct method need to be implemented directly by the English teacher at school, because this method of learning and writing English will make students more understand the material being taught. And the implementation of the teacher in learning English, should be more creative in using the learning method. So the students will be motivated to follow the lessons from teacher in the classroom and find the another methods in teaching English so the students can be easy and be spirit in the class.

REFERENCES


