

THE EFFECTIVENESS OF USING PICTURE IN TEACHING WRITING DESCRIPTIVE TEXT AT A SENIOR HIGH SCHOOL IN MATARAM

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ABSTRACT

This research is aimed at examining the effectiveness of picture media in the descriptive text writing skills of 10th grade students in senior high school. The research was an experimental study. The samples in this research consisted of two classes, the control class, and the experimental class. Sample selection was done using random sampling techniques. To collab the data, pre-test, post-test, treatment, and documentation were used. Based on the research findings, using picture media it was effective in teaching descriptive text at a Senior High school in Mataram. It was demonstrated by the results of the hypothesis test. The t-value was greater than the t-table. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. This data was supported by the comparison of the average test scores before and after the using of picture media, which were 85.7 > 75.85.

Key Words: *Writing skill, Descriptive Text, Picture Media*

ABSTRAK

Penelitian ini bertujuan untuk menguji keefektifan media gambar dalam keterampilan menulis teks deskriptif siswa kelas 10 SMA. Penelitian ini merupakan penelitian eksperimen. Sampel dalam penelitian ini terdiri dari dua kelas, yaitu kelas kontrol dan kelas eksperimen. Pemilihan sampel dilakukan dengan menggunakan teknik random sampling. Untuk mengumpulkan data, digunakan pre-test, post-test, perlakuan, dan dokumentasi. Berdasarkan temuan penelitian, media gambar efektif dalam pengajaran teks deskriptif di sebuah sekolah menengah atas di Mataram. Hal ini ditunjukkan oleh hasil uji hipotesis. Nilai t hitung lebih besar dari t tabel. Hal tersebut berarti bahwa hipotesis nol ditolak dan hipotesis alternatif diterima. Data ini didukung oleh perbandingan nilai rata-rata tes sebelum dan sesudah penggunaan media gambar, yaitu 85,7 > 75,85.

Key Words: *Kemampuan Menulis, Teks Deskriptif, Media Gambar*

A. Introduction

In the 2013 curriculum students are required to study independently to understand the material presented, students with a low level of desire to learn find it difficult to accept the

material. The low level of student's learning coupled with the lack of explanation of the material, resulted in low student learning outcomes.

Mastery of descriptive writing skills can help students in training

sensitivity because, with descriptive writing skills, students can clearly explain an object or situation. Writing skills need serious attention, especially writing descriptive text in English subjects, so to improve student's writing skills, especially in descriptive text need media, the right media is picture media. Suyanto (2004: 81) states that the use of picture media in learning to write aims for students to write descriptions quickly and accurately. Picture media can stimulate students to be more motivated and interested in learning. Students can see directly the picture that is described so that students get convenience in writing activities.

One of the media that can be used in the process of learning to write texts is the provision of a visual stimulus (picture). Lail, (2019) states that the use of media can attract students in the learning process. It also provides information about an object and makes the situation of the classroom evident.

The benefits of learning media according to Arsyad and Rivai (2010: 26-27) are as follows: 1) Learning media can clarify the presentation of messages and information so that

they can facilitate and improve the teaching and learning process, (2) Learning media can increase and direct children's attention so that it creates learning motivation, more direct interaction between students and their environment, and students to learn individually according to their abilities and interests, (3) Learning media can overcome the limitations of senses, space, and time, (4) Learning media can provide students with a common experience about events in their environment, as well as allowing direct interaction with teachers, society, and their environment. Arsyad and Rivai's opinion can be concluded that the announcement of learning media has the benefit of clarifying the presentation of the material, increasing student motivation, overcoming limitations (senses, space, time), and equating students' experiences.

Based on the results of initial observations conducted in April 2022 in class X Senior High School, according to a teacher who is an expert in English subjects, the ability to write descriptive essay for class X students Senior High School is still low and why the researcher chose

class X as a sample because when observing class X in writing descriptive text, they have never used pictures media. The low writing ability of students is seen by the difficulty of students in expressing ideas in writing. This is caused by several things, videlicet: (1) students' motivation to study was low, especially in learning to write descriptive text essays; (2) students find it difficult to find ideas to start writing because of the lack of vocabulary mastery; (3) students find it difficult to develop descriptive text essays as their spelling mastery is still limited, so they still have difficulty editing their essays; (4) the media and teaching materials used by the teachers in learning writing skills are still limited, so learning does not match the expected results.

Based on the results of interviews with English subject teachers in class X Senior High School, class X student learning outcomes are still low or have not reached the KKM that has been determined by the school, of which 31 students only completed 8 students. (10.33%) while 28 students have not completed. This happened

because of the activity in the learning process. The use of teacher centred learning and question and answer (Q&A) sessions can make students passively participate in the lesson. Problems like this can occur because the concept of the material presented is only as necessary in the lecture and question and answer technique, even though the concept of writing learning material being taught is abstract and requires appropriate media. The projected use of media in the world of education is a form of response to the Industrial Revolution 4.0, which requires the creativity of teachers or educators in preparing and presenting material through information technology that provides convenience with various applications (Azis & Zamzam, 2021).

Based on the explanations above, the writing interest to take a research titled "The Effectiveness of Using Picture in Teaching Writing Descriptive Text at Senior High School in Mataram

B. Research Methods

This research used a quantitative research approach with quasi-experimental methods. This

quasi-experimental study is used to determine the difference in the ability of the treated class and the untreated class. According to Sugiyono (2016: 79), in this study two groups are not chosen randomly. Both were then given a pretest to determine the initial state and the difference between the experimental group and the control group. Simple cluster random sampling technique was used to choose the participants of this research. The classes were randomized using a set of lottery. The results were class X IPA 1 twenty students, as experimental group and X IPA 2 was control group.

The data collection techniques used in this study were test, observations, and documentation. The data collected were analyzed through various stages. The test consisted of pretest and posttest. pre-test was given by the researcher to the control class and the experimental class in the form of a multiple choice of ten items and an essay of five items. After administering the pretest for the experimental and control classes, then the next stage is giving treatment, for the experimental class learning is carried out using picture

media while for the control class learning is carried out using conventional methods or not using picture media. After the treatment was given to the experimental class. The post-test was given to the control class and the experimental class in the form of a multiple choice of ten items and an essay of three items.

First, validity and reliability tests were conducted to measure the extent to which the instruments used were reliable and in line with the research objectives. Then, normality tests and homogeneity tests were conducted to ensure that the data was normally distributed and homogeneous. If the data met the requirements for normality and homogeneity, hypothesis testing was performed, specifically the t-test for two independent samples using the SPSS 20.0 for Windows.

C. Research Results and Discussion

This research is an experimental study used to find the effect of certain treatments on the use of picture in class X descriptive text learning at Senior High School. To find out student learning outcomes in

answering questions about text descriptive learning. Then given multiple choice questions in the initial test (*pre-test*) and the final test (*post-test*). Based on recapitulation test results of the control class students at Senior High School The highest value of the pretest is 84 and the lowest value is 58, while the average value of 70.6 and the highest post-test value is 84 and the lowest value is 63 while the average value of 75.85, before the use of picture. thus, it can be concluded that the use of picture in the control class is still less effective in the descriptive learning text.

While the test data from the experimental class student test the highest value of the pretest is 88 and the lowest value is 72, while the average value of 80.45 and the highest value of the post-test is 92 and the lowest value is 76 while the average value is 85, 6, after the use of picture, thus it can be concluded that the use of picture in the experimental class is quite effective in the descriptive learning text.

1. Normality Test result

Data normality test is carried out using the SPSS 20 for Windows application programs using the Kolmogorov-Smirnov technique. The

basis of decision-making in the Kolmogorov-Smirnov normality test, namely: If the value of $\text{sig} \leq .05$, then the data is not normally distributed, and if the value of $\text{sig} \geq .05$, then the data is normally distributed. The Kolmogorov-Smirnov Pre-test and Post-test results can be seen in table 1:

Table 1. Normality Test Result

		Control pre-test	Control post-test	Experiment Pre-test	Experiment Post-test
N	Mean	20	20	20	20
Normal Parameters ^{a,b}	Std Deviation	70.60	75.85	80.45	85.60
	Absolute	8.635	6.343	6.194	5.576
Most Extreme Differences	Positive	.268	.190	.167	.229
	Negative	.268	.115	.151	.171
		-.185	-.190	-.167	-.229
Kolmogorov-smirnov Z		1.200	.851	.746	1.024
Asymp Sig(2-tailed)		.112	.464	.464	.245

Based on the results of the normality test in Table that has been described in the column Kolmogorov-Smirnov the pre-test experimental class, post-test experiment, pre-test control, and post-test with SIG level. $> .05$ at a significant level of 5%, with the test criteria that the data is normally distributed if the significant obtained $> .05$. Conversely, it is said that data is not normally distributed if the significance obtained $< .05$.

2. Homogeneity Test Result

The data is said to be homogeneous if the significant value is more than 0.05, while it is said to be not homogeneous if the significance value is smaller than .05, homogeneity in this study uses the variant analysis test (F-test) with the help of *SPSS 20.0 for Windows*. The results of homogeneity testing in research on pre-test results and post-test and learning outcomes in experimental classes and control classes can be seen in the following table 2:

Table 2. Homogeneity Test Result

Test of Homogeneity of Variances

The ability to write descriptive text

Levene Statistic	df1	df2	Sig.
.286	1	38	.596

Based on the table in table 2. The data in table showed that the variable of student learning outcomes in the experimental class and the control class have a significant value of .596. From these data, it can be seen that the value of Sig .596 > .05, it can be concluded that the above data is

homogeneous because the significance value obtained > .05.

3. Hypothesis Test Result

Based on learning outcomes data to improve the ability to write descriptive text in class X IPA subjects, hypothesis testing is carried out using the SPSS 20.0 for Windows application program, with Independent Samples T-Test techniques used to find out whether or not the average difference between the two unrelated sample groups. Testing Criteria In the paired test, namely: If $t_{count} \geq t_{table}$, then H_a is accepted, and if $t_{count} \leq t_{table}$, then H_0 is rejected. Based on the probability of sig values $\geq .05$, then H_a is accepted.

Table 3. Hypothesis Test Result

Source of variation	Pretest (Control)	Posttest (Eksperiment)
Amount	1412	1712
Average	75,85	85,6
Std. Deviation	6,343	5,576
Std. Error Mean	1,418	1,247
T count	5,163	
T table	2,024	
Sig	0,00	

The results of the Independent Sample T Test calculation on

descriptive writing capabilities are declared to be seen that the significance level value is greater than .05. This fact shows that the real variance of descriptive texts in class X IPA English subjects between pre-test (*control*) and post-test (*experiments*) are the same or homogenous. From the acquisition of the above value, it can be concluded that there is a significant difference between classes that use picture with classes that do not use picture. Thus, the acquisition of $t_{count} \geq t_{table}$ value.

Based on data from the results of the pre-test of the first meeting and the post-test of the second meeting the average pretest value of 80.45 and the post-test test of the average value increased to 85.6. From the two tests, there was a very significant increase between the first and second meetings where the second meeting was greater than the first meeting.

Based on the calculation results show that there are differences in the ability to write descriptive text between before and after the use of

picture, as evidenced by the results of the hypothesis test where $t_{count} > t_{table}$ ($5,163 > 2.024$). Consequently, H_0 is rejected H_a is accepted. This means the use of effective picture media for learning to write descriptive text Senior High School in Mataram. This data is supported by the ratio of the average test value of the test of $85.6 > 75.85$.

The test results that have been carried out show that there are differences in the ability to write descriptive text between students before and after the use of picture in class X Senior High School. Based on the results of research that has been carried out the use of this picture can motivate students to the learning process that is interesting, effective, and efficient. Picture media can make a good contribution to the descriptive learning process without students losing interest in learning.

E. Conclusion

Based on the results of research and discussion, it can be concluded that the use of effective picture for learning to write descriptive text Senior High School in Mataram. There is a difference in the ability to write descriptive text students between before and after using picture, as evidenced. by the results of the hypothesis test where $t_{count} > t_{table}$ then H_0 is rejected H_a is accepted. There is a significant effect in the use of picture in learning to writing descriptive text at Senior High School in Mataram. This data is supported by the ratio of the average test value of the test results before and after the use of picture of $85.6 > 75.85$.

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