

**THE EFFECT OF USING PICTURE MEDIA ON STUDENTS' WRITING
SKILL OF DESCRIPTIVE TEXT AT GRADE X OF SMA SWASTA
DAERAH AIR JOMAN IN ACADEMIC YEAR 2022/2023**

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Abstract

The purpose of this study is to find out the effect of using picture media on students' writing skill of descriptive text at Grade X of SMA Swasta Daerah Air Joman In Academic Year 2022/2023. The population of this research is the X grade a students of Smasda Air Joman which consist of 3 classes. The research employs a quantitative approach with a quasi-experimental research design. The subjects in this study are divided into two groups: experimental and control group. The researchers are given pre-test, treatment and post-test in two classes, Sample in this research selects X IPA 1 as the experimental group and X IPA 2 as the control group. The experimental group in X-1 consists of 30 students, while the control group in X-2 consists of 30 students. As a result, the total sample size for this research are 60 students. in relation to the pre-test, the t-test calculation shows that the t_{value} in both posttest (3.898) are higher than the t_{table} (1.701) in the significance level of 0.05 and based on the hypotheses testing criteria, it can be concluded that the $t_{value} > t_{table}$ which means that H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. It means the average score of the experimental group is higher than the average score of the control group which indicates that Picture Media have an effect on students' writing of descriptive texts. In conclusion, Picture Media are effective in students' descriptive text writing skills.

Keywords: Picture Media, Writing, Descriptive Text

INTRODUCTION

Language is an important means of communication which used in the world. In the Oxford Learner's Dictionary, language is a system of communication in speech and writing used by people of particular country. It plays an important role in our life. English is one of the International language, which is used by the most people in the world. Thus people all over the world uses English either in formal or informal situation.

English as a foreign language in Indonesia is taught from elementary school, it has been studying for years, but the students unable to use English in daily activities. In other word, studying English from junior high school to senior high school does not guarantee that the students will absolutely be able to use

English as good as possible, either in writing or spoken language. It can be anticipated by motivating and delivering an intensive teaching to the students in order to support them to study hard. The teaching of English as a foreign language (EFL) in Indonesia is intended to develop the students' ability in English of each component of the language learning those are: Listening skill, speaking skill, Reading skill, and Writing skill. Among the four skills, writing is the important skill for almost everyone who is learning English. In writing, people can express their idea or convey feeling a piece of important fluently. Writing is an effective action for the students to improve their skill.

Writing skill is often perceived as a difficult skill in learning English. Some effort have been done to solve the problem. The main objective is to make writing became easier to learn for students. In order to make writing easier to learn, teacher has to make an interesting teaching method. One of media can be used to teach writing is picture. Picture media is one of technique to get more motivated and can carry out more their own ideas. The first benefit of using picture is that it will make the students interested in writing English because picture is one of the visual teaching media (Smaldino, 2005). By using picture, students can focus in special sentences, structure and language form. It clears that picture can help and increase the students' ability in writing. In addition, variety of picture with various objects can avoid a boring class situation as well as prevent the students from getting bored.

The study will be focused on writing descriptive text. Descriptive text is one of genres which are taught in written class. In writing descriptive text, the student should be able to deliver their knowledge. To make teaching writing descriptive text easier to learn for the student, teacher can use picture to help students create their knowledge in written descriptive text form based on the picture.

Finally, this research chooses SMA Swasta Daerah Air Joman, because researcher was found that the students' ability in writing is still low especially in descriptive text. To solve the problem, the research chooses the title " The Effect Of Using Picture Media On Students' Writing Skill Of Descriptive Text at Grade X Of SMA Swasta Daerah Air Joman In Academic Year 2022/2023 "

METHODE

This research was conducted at SMAiiSWASTAiiDaerah Air Joman in 2022/2023iiAcademiciiYear. This school was located in Pasar XII Binjai Serbangan, Air Joman Asahan. In thisiiresearch, the population was alliistudentsii of class X SMA SwastaiiDaerah Air Joman in AcademiciiYear 2022/2023. This research is based on the description quantitative method. (Kasiram, 2008) defines quantitative research is a process of finding knowledge that uses data in the form of numbers as a means of analyzing information about what you want know. It is called a quantitative method because the theories provided and the data collected are more quantitative.

This designois applied to examine theeffect of using picture media on students' writing skill of descriptive text at grade X Smasda Air Joman. The studyjdesign canobe seenkbelow:

Table 1. The groups of Grade X in SMA SWASTA Daerah Air Joman in Academic Year 2022/2023.

Group	Pretest	Treatment	Post-Test
Experiment	XI	Using Picture Media	X2
Control group	Y2	Using conventional	Y2

Where:

X: Using Picture Media

Y: Using Conventional Way

The research gives the test to the students with the pre-test and post-test. Test that used Essay Test. Pre-test will be given before treatment and post-test will be given after treatment.

1. Pre-test

The 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. The experimental group will be taught by using picture, while the control group will be taught without using picture and only assisted by using explanations. Both of the classes will be taught in the same topic and material.

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. This test will be given to get the mean scores as the effect for the experimental group and control group.

After giving the post test to evaluating the students' writing product, all the answer is check and score. In relation to evaluate the students writing skill can writing skill rubric. The score about Excellent to very good, very good, good, fair, unsatisfactory. Concerning with this study, the research will be used this opinion order to know students writing by using questioning strategies.

The specific explanation was described in details in the following stages:

Table 2. Criteria of Writing Score

Student Score	Level	Score	Criteria
Content	Excellent to Very Good	20	Knowledgeable, substantive, thesis-driven, and related to the chosen topic.
	Good to Average	15	Some subject knowledge, acceptable range, limited thesis development, mainly relevant to topic but lacking in details.
	Fair to Poor	10	Limited subject knowledge, little substance, and insufficient topic development.
	Very Poor	5	Does not demonstrate subject knowledge, is non-substantive, non-relevant, or is insufficient to evaluate.

Organization	Excellent to Very Good	20	Fluent expression, clear concepts, short, well-organized, logical sequence, coherent
	Good to Average	15	Choppy, loosely arranged, with one main idea, insufficient support, and poor sequencing.
	Fair to Poor	10	Non-fluence, ideas confused or disconnected, lacks logical sequencing and development.
	Very Poor	5	Does not communicate, no organization or not enough to evaluate.
Vocabulary	Excellent to Very Good	20	Range, word or idiom choice and use, mastery, register.
	Good to Average	15	Appropriate range, occasional word or idiom form, choice, and usage faults, but meaning not obfuscated.
	Fair to Poor	10	Limited vocabulary, frequent idiom, choice, usage, and meaning errors.
	Very Poor	5	Few English vocabulary, idioms, or word forms to evaluate.
Language Use	Excellent to Very Good	20	Few agreement, tense, number, word order, articles, pronouns, and preposition errors.
	Good to Average	15	Effective but simple construction: minor agreement, tense, number, word order of function, articles, pronouns, and preposition errors, but meaning rarely obscured.
	Fair to Poor	10	Major problem in simple or complex constructions: frequent error or negation, agreement, tense, number, word order or function run-ons, deletions: meaning muddled or obscured.
	Very Poor	5	No knowledge of sentence building rules, errors prevail, not enough to evaluate.
Mechanics	Excellent to Very Good	20	Few spelling, punctuation, capitalization, paragraphing errors.
	Good to Average	15	Occasional spelling, punctuation, capitalization, paragraphing errors, but meaning clear.
	Fair to Poor	10	Poor handwriting, spelling, punctuation, and paragraphing; unclear meaning.
	Very Poor	5	Spelling, punctuation, capitalization, and paragraphing errors dominate conversations; handwriting is illegible.

(Heaton, 1998: 146)

The score of the students into seven levels as follows:

Table 3. Clasification of Students Score

Score	Category
96 – 100	Excellent
86 – 95	Very Good
76-85	Good
66 – 75	Fairly Good
56 – 65	Fair
36-55	Poor
0-35	Very Poor

(Depdiknas, 2006 in Hajrah, 2014)

RESULT AND DISCUSSION

RESULT

This research was taken it was only for grade X-1 as experimental group and X-2 as control group of SMA Swasta Daerah Air Joman with the amount of the students was 30 students for every class. This research was done into two treatments they were pre test and post test. The data of the students' test can be seen on the following table the raw score.

Table 4. The Students' Writting Ability Score Pre Test and Post Test in Experimental Class

NO	Students Name	Pre Test Experimental	Post Test Experimental
1	A	50	80
2	ARZ	45	80
3	APA	50	75
4	AT	50	80
5	AS	50	75
6	CN	40	75
7	DF	35	80
8	DA	50	75
9	EM	55	85
10	FF	40	75
11	FR	50	85
12	HR	50	75

13	HA	40	80
14	KS	40	70
15	MW	40	75
16	NW	55	85
17	NMN	35	70
18	RA	45	75
19	RF	55	85
20	SFS	45	85
21	SR	40	85
22	TW	40	80
23	WA	40	80
24	HCL	45	80
25	SR	40	85
26	SBR	50	80
27	MS	40	80
28	MP	55	80
29	N	45	85
30	NP	50	90

Table 5. Descriptive Statistics Score in Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Pre test Control	30	35	55	45.50	1.108
Post test Control	30	70	90	79.67	.895

Valid N (list
wise) 30

Table 6. The Score of Pre Test and Post Test on Control Class

NO	Students Initial	Pre Test	Post Test
1	AR	40	80
2	AS	35	75
3	BTS	40	70
4	CM	35	75
5	DP	40	80
6	DA	45	85
7	ES	40	75
8	F	35	75
9	FS	45	70
10	GTR	50	80
11	HW	35	70
12	IFP	30	70
13	LA	35	75
14	MS	40	75
15	MSS	50	70
16	NAS	30	75
17	NA	30	70
18	RA	40	80
19	RS	40	75
20	S	30	75
21	SM	35	75
22	SAR	30	70

23	SAF	30	75
24	TAR	30	75
25	VA	35	70
26	WKH	50	80
27	YR	30	85
28	YS	30	75
29	ZBS	50	70
30	ZH	50	75

Table 7. Descriptive Statistics Score in Control Class

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre test Control	30	30	50	37.83	1.306	7.154
Post test Control	30	70	85	75.00	.795	4.355
Valid N (list wise)	30					

Based on the data, it shows the difference between students' score in experimental and control group. The score of the experimental group which taught by using picture media in writing descriptive text was higher than the score of control group which learned writing with teacher conventional way, with the experimental class score of 79,67 and the control class only getting a score of 75.00.

DISCUSSIONS

The using picture media to the experimental group and control group in writing ability assisted the teacher in creating instructional materials. Following of the research data, the experimental group scored higher than the control group and the students were able to writing descriptive.

Where the mean of experimental students was 0,58 in pre-test. After giving treatment of picture method the mean score was being 0,68 in post-test. While the mean of control students' score was 0,69 in pre-test. After giving treatment by using conventional technique the mean score was being 0,65 in post-test. It implies that using picture media is effective to students' writing with descriptive text.

So it is shown in the research above, the results are obtained $t_{hitung} > t_{table}$, namely $t_{hitung} = 3.898$ and $t_{table} = 1,701$, then $3,898 > 1,701$. The significance $0,00 < 0.05$. With Thus H_0 is rejected H_a is accepted)

CONCLUSION

This research used a quantitative research, use cluster random sampling techniques in taking the sample and sample are students of X-1 and X-2 at SMA Swasta Daerah Air Joman in Academic Year 2022/2023. In this research used pre-test, treatment and post-test to collect data. Instrument of collecting data is essay texts. Based on the data, it shows the difference between students' score in experimental and control group. The score of the experimental group which taught by picture media in writing descriptive text was higher than the score of control group which learned writing with teacher conventional way. It can be assumed that picture media can give significant effect on students' writing of descriptive texts because the score of students' writing after being taught by picture media is higher than before students were given the treatment.

Then, the result (H_0) is rejected and (H_a) is accepted. It showed that picture method shows the significant effect on students' writing of descriptive texts.

In summary, there was significant effect of using picture method on students' writing of Descriptive Text at the X grade students of SMA Swasta Daerah Air Joman.

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