

THE EFFECTIVENESS OF PICTURES IN ENHANCE WRITING SKILL OF SENIOR HIGH SCHOOL STUDENTS

Geminastiti Sakkir
Universitas Negeri Makassar

Email: hj.geminastitisakkir@yahoo.com

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan gambar dalam kelas menulis siswa SMA. Penelitian ini menggunakan metode kuantitatif menggunakan desain kuasi-eksperimental. Subjek penelitian adalah siswa tahun ketiga di sekolah menengah atas di Kabupaten Sidrap, Sulawesi Selatan, Indonesia. Jumlah populasi adalah 100 siswa yang didistribusikan dalam 5 kelas. Setiap kelas terdiri dari 20 siswa. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah cluster random sampling. Instrumen adalah tes menulis untuk mendapatkan data tentang prestasi menulis siswa melalui gambar. Berdasarkan hasil tersebut peneliti menyimpulkan bahwa media gambar meningkatkan keterampilan menulis siswa sekolah menengah atas.

Kata Kunci: Efektivitas, Menulis, Gambar, Siswa

INTERFERENCE Journal of Language, Literature, and Linguistics

Submitted: January 2nd, 2020

Accepted : February 3rd, 2020

Abstract. *The purpose of this research was to know the effectiveness of pictures in writing class of senior high school students. It employed a quantitative method using the quasi-experimental design. The subject of the research was the third year students of on senior high school in Sidrap Regency, South Sulawesi, Indonesia. The total number of population is 100 students which are distributed in 5 classes. Each class consists of 20 students. The sampling technique used in this research is cluster random sampling. The instrument was a writing test to obtain data on the students' writing achievement through the pictures. Based on the result the researcher concluded that the pictures enhance the writing skill of senior high schools' students.*

INTRODUCTION

Writing skill consists of many aspects of language that should be covered. Writing are complex and sometimes difficult to teach because requiring mastery not only of grammatical and theoretical devices but also of conceptual and a judgment element that's why teaching writing is different from other aspects of language skills.

At the writing class, the teacher should realize students' difficulties in writing in English as a foreign language. The difficulties are due to weaknesses in grammar and vocabulary. Another problem, the students have a lot of ideas in their minds but they worry to start and even they do not know how to develop the ideas. This problem is faced by not only the students as beginner writer, but also an advance writer. Besides that, uninteresting topic and unsuitable teaching techniques can influence students' interest in writing English.

To overcome the problems above, English teacher have to be more creative in choosing the material and techniques which can make the writing class more interesting, exciting, and enjoyable. It can be done by choosing appropriate material and technique that students like based on the students' level and background of knowledge.

Many teachers make efforts to make their class interesting with various methods, techniques, with materials and instruments in order to stimulate learning of language skills effectively. The teachers must be able to create situation that provides opportunities and stimulate the students' especially to be interested in writing.

Materials are divided into two parts they are visual and non visual material. Visual material offers an attractive and stimulating framework for writing practice. One of the visual materials is picture. Teaching using picture is very suitable to be applied to the students of senior high school as a technique in writing. It is very helpful for the students in generating and organizing their ideas in writing through pictures. Every artifact, every picture, really every observed moment has trapped within it a million possible storylines.

Facilitating the learner to writing through pictures, the teacher should teach the learner about the story picture technique. The researcher have some reasons to use the pictures as one of technique in writing, the reasons as follows: (1) the learners feel that writing is very difficult because of some reasons, likes they are still confuse about using an appropriate vocabulary or punctuation. Besides, the learners still find difficulty of making theme, topic sentence, supporting sentence and drawing conclusion that are grammatical, unified, well-organized and coherent (2) when writing class, the teacher didn't use media.

On this unsatisfactory condition, the researcher wants to find a solution to overcome the problems through an appropriate technique in writing. One of the techniques can be used is through pictures. Picture is one of the visual representations that unite the word and image and it can be used in learning process that can stimulate and motivate the learner in learning process, especially for language learning.

Based on the ideas in the previous paragraphs, the researcher conducted study on writing entitled “The Effectiveness of Pictures in Enhance Writing Skill of Senior High School Students.”

This research is conducted to address the following question, “Does the use of pictures method enhance the writing ability of students of senior high school better than the use of conventional method?” In line the objectives of this research are to find out whether or not the use of pictures can enhance writing ability of senior high school students.

The result of this research is expected to be useful, both theoretically and practically. (1) Theoretically, this research is expected to be a new technique in terms of language teaching development, especially in writing and (2) Practically, this research is expected to be source of information on how the teacher handles the writing class; a good guidance for the students in improving writing ability through story picture, and source of information for the next writers who want to do further study in writing.

Some studies have been conducted on writing that will be shown in this research.

Harwanto (2005) in his research under the title “Improving Writing Ability of the Second Year Students of SMP Negeri 4 Sampolawa through Writing Process Strategy” stated that writing ability for the students through writing process strategy could develop their paragraph, starting from prewriting, writing draft/ drafting, rewriting/ revising and publishing. This research could improve the students writing ability, particularly in arranging descriptive paragraph. Based on his research, he concluded that the students’ ability in arrange paragraph in the very good level.

Anyassari (2010) in her research under the title “Employing the Picture Series Strategy to Improve the Writing Ability of the Eighth Graders of MTs Surya Buana Malang” said that the students were not reluctant to start writing because they could easily generate ideas to write. The picture series assisted them. Moreover, the teaching methodology utilized helped them in writing process. They were inductive style, teaching punctuation, narrative scaffolding, personal guidance and reinforcement. It was recommended to the English teachers to employ the picture series to teach writing especially narrative to the students of junior high schools. However, careful selection should be done first. The series should be easily understood and should reflect narrative structure.

Sufiana (2005) conducted the research with the title “Using Real Objects to Improve Paragraph Writing Development Ability of the Second Semester Students of English Department State University of Makassar” stated that the use of real objects to improve paragraph development ability is interesting to the students so they are motivated to write in English. The use of real objects as prewriting activity is effective and applicable in teaching writing skill.

Based on findings above, the researcher is interested to use pictures as media in teaching writing skill. Therefore, the researcher believes that the use of pictures in teaching writing is one alternative media that can be applied to improve the students’ ability in the writing skill.

The nature of writing

Basically, writing means producing or reproducing oral message into written language. It involves an active process to organize, formulate and develop the ideas on the paper so that readers can follow the writer's message. Besides, writing skills requires an accurate and precise grammar, spelling, punctuation, capitalization, and vocabulary (Sakkir, 2016).

Definition of pictures

There are many definitions of picture, such as (1) Picture is a visual representation; (2) Picture is a clear and telling mental image; (3) Picture is graphic art consisting of an artistic composition made by applying paints to a surface; (4) Picture is a situation treated as an observable object; (5) Picture is illustrations used to decorate or explain a text; (6) Picture is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement; (7) Picture is a graphic or vivid verbal description; (8) Picture is a graphic representation of a person or scene in the form of a print or transparent slide; recorded by a camera on light-sensitive material.

The researcher concludes that picture is very suitable to be applied to the students of senior high school as a method in writing skill. It is very helpful for the students in generating and organizing their ideas in writing through pictures.

The process of writing through pictures

Many classroom activities and tests exist which use visual cues as a stimulus for writing. There is little research, however, on what effect visual characteristics have on the writing process. However, a review of the literature did identify numerous variables which may affect children's ability to respond to picture and to produce writing passages. These include age, style, color, content, complexity, gender, instructions, teaching style, learning style, writing strategy, and stance. While research shows that children place an overwhelming emphasis on content in both pictures and writing, there appears to be a dearth of studies which control for this variable or examine it directly.

Content or the subjects' matter of pictures used as prompts for writing has given evidence to have an effect on the production of essay. In particular, the use of pictures that show interaction between characters and an unresolved conflict produce better paragraphs. The composition of pictures can aid the organization of the writing produced.

The process of writing through pictures has the same steps to the process of writing in general. There are four steps of the writing process namely pre-writing, writing, revising, and proofreading.

RESEARCH METHOD

Quasi-experimental method was used in this research by using non-equivalent control class design. The researcher chose the experimental and control design randomly. The experimental class was treated by using pictures while the control class was taught with conventional method. The design of the research is illustrated as follows:

E	: O1	X1	O2
C	: O1	X2	O2

Where:

- E = Experimental Class
- C = Control Class
- O1 = Pretest
- O2 = Posttest
- X1 = Treatment for the experimental class
- X2 = Treatment for the control class

Adapted from Gay et. al (2006)

There are two variables of this research; they are independent variable and dependent variable. (1) Independent variable is the use of pictures to write and (2) dependent variable is the students' achievement in writing through the pictures.

The population of the research is the third year of SMAN 2 Panca Rijang Sidrap. The total number of population is 100 students which are distributed in 5 classes. Each class consists of 20 students. The sampling technique used in this research is cluster random sampling. The researcher chose two classes of the third year students of SMAN 2 Panca Rijang Sidrap randomly. The classes were XII IPA-1 and XII IPA-3. The XII IPA-1, as the experimental class, consists of 20 students and the XII IPA-3, as the control class, consists of 20 students. Therefore, the total number of sample was 40 students.

To measure the students' achievement the researcher applied test as an instrument. The test consists of pre-test and post-test. In both pretest and posttest, the students wrote an essay. In pretest and posttest the researcher gave the students some topics as writing materials. Before doing the treatment, the students were given pretest to know students' prior knowledge in writing before being taught using pictures. In this pre-test, the researcher asked the students to write. The pretest was given to the both classes, experimental and control class. The posttest was given to the students which was supplied the same test in the Pretest for both experimental and control class. The post test was conducted to find out the students' achievement in writing by using pictures.

After giving pretest, the researcher conducted treatment for experimental by using pictures and taught the control class without pictures. In the treatment, the researcher gave the students some topics, distributed pictures and then asked the students to write an essay.

The data were collected from the test analyzed quantitatively including descriptive statistics by using the procedures as follows:

Scoring students' correct answers of pretest and posttest. The researcher used the following scoring rubric based on Jacob et. al (in Yusuf, 2005): scoring rubric for (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics. The rubric for each of the components is as follows:

Table 1. Scoring rubric for content

Range Score	Classification	Criteria
27 – 30	Very good	Clear, focused and interesting detail, complete rich. Well focused main ideas stand out; secondary ideas do not assert too much attention.
23 - 26	Good	Clear and focused, even though the overall result may not be especially captivating, support is attempted, but it may be limited or obvious, in substantial, too general.
20 – 22	Fair	Lack of logical sequencing and development ideas, confusing and disconnected, lack in purpose or theme.
17 – 19	Poor	Not fluent, does not communicate, information is very limited, boring.
13 – 16	Very poor	No organization, not enough to evaluate because no meaningful.

Table 2. Scoring rubric for organization

Range Score	Classification	Criteria
18 – 20	Very good	Fluent expression-ideas clearly stated. Supported logical sequencing, well organized means the order, structure, or presentation is compelling and moves the reader through the text. Good introduction and strong conclusion.
15 - 17	Good to average	The reader can readily follow what's being said but overall organization may sometimes be ineffective, poor to obvious or main idea stand out logical but incomplete sequencing.
12 – 14	Fair	Lack of logical sequencing and development not fluent, the writing lack direction with ideas detail.
9 – 11	Poor	Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete or bewildering.

5 – 8	Very poor	No organization, confusing the sender, not enough to evaluate.
-------	-----------	--

Table 3. Scoring rubric for vocabulary

Range Score	Classification	Criteria
23 – 25	Very good	Effective words, usage, specific and accurate
18 - 22	Good	Adequate rank occasional error/ idiom, choice and usage
15 – 17	Fair	The language communicate but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precession.
12 – 14	Poor	The reader struggle with a limited vocabulary, grouping for words
9 – 11	Very poor	Many errors of words/ idiom choice and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadcast, many repetitions of words, often words simply do not fit the text, verb are weak and few in number: is, are, and were dominated.

Table 4. Scoring rubric for language use

Range Score	Classification	Criteria
18 – 20	Very good	Effective complex construction, few errors of arrangement, tense, number words order/function, article, pronouns, and preposition.
15 - 17	Good	Effective but simple constriction, several errors of arrangement, tense, words order/function, articles, pronouns, and prepositions but meaning confused or observed.

12 – 14	Fair	Major problem in simple/complex, frequent errors of arrangement, tense, words order/function, articles, pronouns, prepositions and /or fragment does not communication.
9 – 11	Poor	Dominated by errors of grammar, cannot be understood and evaluated.
5 – 8	Very poor	Virtually no mastery of sentence construction rules.

Table 5. Scoring rubric for mechanics

Range Score	Classification	Criteria
5	Very good	Demonstrated mastery of conventions, few errors spelling, punctuation, capitalization and paragraphing.
4	Good	Few errors of spelling, capitalization, paragraphing, but not observed.
3	Fair	Some errors of spelling, punctuation, capitalization, and paragraphing.
2	Poor	Many errors of spelling, punctuation, capitalization, and paragraphing.
1	Very poor	Illegible writing

Tabulating the students' scores; and the classifying the students' score using the following range:

Table 6. Students score

No.	Levels	Criteria
1.	89 – 100	Very good
2.	78 – 88	Good
3.	67 – 77	Fairly good
4.	56 – 66	Fair
5.	45 – 55	Poor
6.	33 – 44	Very poor

In this case, the lowest score is 33 and the highest score is 100 relate to Jacobs' scoring system. So, the rating score ranges from 33 to 100 (interval 67), and classify into 6 levels/category. Calculating the mean score and t-test between writing of the experimental and control group by using SPSS 17.0 program (Gay,

2006). This analysis is part of SPSS analysis that used as a tool for collecting data, processing and analyzing data, drawing conclusion, and making decision based on the result of the analysis of the data collected (Rahman, 2007:2).

RESULT AND DISCUSSION

The percentage of students' achievement for pretest

The following table presents the students' pretest score and percentage for experimental and control class.

Table 7. The Percentage of Students' Pretest Score

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Very good	89-100	0	0%	0	0%
Good	78-88	0	0%	2	10%
Fairly Good	67-77	1	5%	4	20%
Fair	56-66	6	30%	8	40%
Poor	45-55	9	45%	4	20%
Very poor	33-44	4	20%	2	10%
Total		20	100%	20	100%

Based on the table 7 above, it is known that pretest result most of the students for experimental class was in poor category. One student (5%) got fairly good, 6 students (30%) got fair, 9 students (45%) got poor and 4 students (20%) got very poor.

On the other hand, in control class was categorized in fair category, from the 20 respondents, the data indicated that 2 students (10%) got good, 4 students (20%) got fairly good, 8 students (40%) got fair, 4 students (20%) got poor and 2 students (10%) got very poor.

The percentage of students' achievement for posttest

The following shows the percentage of students' pretest score who were taught by using pictures, was different from those who were taught without pictures.

Table 8. The Percentage of Students' Posttest Score

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Very good	89-100	3	15%	1	5%
Good	78-88	8	40%	4	20%
Fairly good	67-77	9	45%	6	30%
Fair	56-66	0	%	5	25%
Poor	45-55	0	0%	4	20%
Very poor	33-44	0	0%	0	0%
Total		20	100%	20	100%

The data above shows that the students' achievement of experimental class in posttest was increased, 3 students (15%) got very good, 8 students (40%) got good, 9 students (45%) got fairly good and no students got fair, poor, or very poor. While, in control class, just 1 student (5%) got very good, 4 students (20%) got good, 6 students (30%) got fairly good, 5 students (25%) got fair, 4 students (20%) got poor and no students got very poor.

The mean score and standard deviation of students' pretest for experimental and control class

Before giving treatment to experimental class, pretest was given to know the students achievement. Besides, the purpose of the test was to find out whether or not both experimental and control classes were in the same level.

The result of the mean score and standard deviation students' pretest score was gained by the students using pictures and without pictures can be seen in a table as follows:

Table 9. The Mean Score and Standard Deviation of Students' Pretest

Class	Mean Score	Standard Deviation
Experimental	51.60	9.37
Control	61.75	12.73

The table 9 shows that the mean score of students' pretest of experimental class is 51.60 which is categorized as poor classification and control class is 61.75 which are categorized as fair classification. Therefore, based on the table above, we concluded that the students' mean score of experimental class is nearly same with the control class. It means that there is not significantly different between the students' achievement both experimental and control classes before treatment.

Because the students pretest was nearly at the same level, the treatment was conducted to the experimental group. The experimental class was taught writing English by using pictures and control class was taught without pictures.

The mean score and standard deviation of students' posttest for experimental and control class

The mean score and standard deviation are presented in the following table to find out the difference between the posttest score of experimental and control classes.

Table 10. The Mean Score and Standard Deviation of Students' Posttest

Class	Mean Score	Standard Deviation
Experimental	79.70	7.77
Control	68.60	13.35

The table 10 shows that the mean score of both groups are different after being given treatment. The mean score of experimental class is 79.70 which is categorized as good and control class is 68.60 which is categorized is fairly good

(79.70>68.60) and standard deviation of experimental class is 7.77 and standard deviation of control class is 13.35.

Test of significant (t-test)

Inferential analysis was used to test the hypothesis. The researcher used t-test (test of significance) for independent sample test. This is a test to know the significant difference between the result of students' mean scores in posttest in control class and experimental class after being taught by using pictures.

The level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = 19, where N-1 (20-1); then the result of the t-test is presented in the following table:

Table 11. The P-Value of t-test of Student Achievement on Control and Experimental Classes

Variables	p-Value	(α)	Remarks
Pretest of control and experimental classes	0.08	0.05	Not significantly different
Posttest of control and experimental classes	0.04	0.05	Significantly different

Based on the result of data analysis as summarized in table 11 in pretest of control and experimental class, the researcher found that the Probability Value is higher than alpha (α) ($0.08 > 0.05$) which means that there is no significant difference in pretest. While on posttest of control and experimental class, the researcher found that the p-value ($0.04 < 0.05$) and the degree of freedom 19. The mean score of experimental and control classes in posttest were remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of pictures significantly increase students' writing achievement.

Having the findings of the research in the previous parts, the researcher may point out that before the treatment (in pretest), most of the students got poor classification in developing the ideas in writing a paragraph. The difficulties that the students faced especially in term of developing and organizing the idea, content concerns with the subject or theme of the essay, organization focuses on coherence between one idea to another idea of the essay, language use focuses on structures of the sentences, vocabulary concerns with the words choice and range, and mechanics concerns with punctuation, spelling, and capitalization.

Furthermore, from the researcher observation during the treatments that was conducted for four meetings in different topics of writing that provided with the pictures. The students could improve their ability in developing ideas in paragraph through pictures technique. The pictures that provided as visual material was very helpful to stimulated and motivated the students in developing their ideas. However, the topic selected was challenging and interested for the students and

they felt the topics become easier to develop their ideas in paragraph by using pictures technique.

The procedure of the treatment has an important role for the students' achievement in improving their ability in writing skills. It's proved by the improvement of students writing skills after giving the treatment by using pictures technique for four times. The materials that presented in pictures for four times in six meetings worked well as visual material. The writing materials in pictures technique enables students to see the relationship between ideas and also to develop and relate their ideas as their mind makes associations. It was different than when students tested in the pretest before giving the treatment. In the pretest they were still difficult to organize and develop their ideas because of unstructured and unsystematic ideas. To solve the problem above, pictures as visual material offers attractive and stimulating framework for writing practice (Sakkir & Dollah, 2019). Since the students taught by using pictures technique, their ability in English writing skills, was rising significantly. It is proved by students' improvement from poor to good. This can be proved by the students mean score of pretest is 51.60 and mean score of posttest is 79.70.

Shortly, learning writing through pictures technique is better to be applied because it can improve the students' achievement significantly greater than the conventional technique.

CONCLUSION

Based on the findings and discussions in the previous parts, the researcher concludes that the use of pictures enhances the students' ability in learning English writing. It indicated that there is improvement the students' writing skill in writing particularly the five components and particularly their interesting to use pictures in writing.

REFERENCES

- Anyassari, F. N. (2010). Employing the Picture Series Strategy to Improve the Writing Ability of the Eighth Graders of MTs Surya Buana Malang. Unpublished Thesis. Malang: State University of Malang.
- Gay L. R., et al., (2006). Educational Research Competencies for Analysis and Applications: Eight Editions. Columbus Ohio. Pearson Merrill Prentice Hall.
- Harwanto, L.O. (2005). Improving Writing Ability of the Second Year Students of SLTP 4 Sampolawa through Process Writing Strategy. Unpublished Thesis Makassar: State University of Makassar Press.
- Jacobs, Holly L, et el. (1981). Testing ESL Composition: A Practical Approach. New York: Newbury House Publishers, Inc.
- Rahman, A. (2007). Course Materials Statistics. Makassar: Faculty of Arts and Language State University of Makassar.
- Sakkir, G. (2016). Interest and Writing Skill of the University Students on Using Social Media-Facebook in Writing Class (STKIP Muhammadiyah Rappang, Indonesia). In Asian EFL Journal (Second Language Acquisition- Academic Research) TESOL Indonesia International Conference Edition (Vol. 2, pp. 178-188).

- Sakkir, G., & Dollah, S. (2019). Measuring students' writing skills using Facebook group application in EFL context. *International Journal of Humanities and Innovation (IJHI)*, 2(3), 69-72. <https://doi.org/10.33750/ijhi.v2i3.43>
- Sufiana. (2005). Using Real Objects to Improve Paragraph Writing Development Ability of the Second semester Students of English Department State University of Makassar. Unpublished Thesis. Makassar: PPs UNM.