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## THE EFFECT OF USING PICTURE MEDIA ON STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT

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**Abstract:** *The objective of this research was to find out the effect of that picture model on students' English writing skill in descriptive texts at the eight grade students of SMP Al-Hidayah Medan. The type of research was quantitative research and it was conducted by using experimental design with two classes, in experimental class consisted of 21 students and control class consisted of 22 students. In technique of collecting data, the researcher conducted pre-test, treatment and post-test by writing test. The data were analyzed by using t-test formula. The result of the data showed that ttest (5,80) value was higher than the ttable in which ttest>ttable (5,80>1,68). The finding showed that the hypothesis was accepted. It means that there was a significant effect of picture media on students' English writing skill in descriptive texts at SMP Al-Hidayah Medan Academic Year 2023/2024*

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## PENDAHULUAN

English is a foreign language learned by the students from kindergarten level to junior high school. Learners should realize that the final goal on learning English language to be able to master the four skills of language, namely listening, speaking, reading and writing. In the current era of globalization, where advances in information technology are growing very rapidly, it seems as a necessity that cannot be avoided from everyday life. Almost all human activities have been touched by current technological advances. It also encourages people to be able to follow these developments so as not to be left behind by all forms and uses of information technology.

One from of the development that must be developed by someone with progress of information technology today is the mastery of English. As we know that with the existence of information technology, it easier for us in terms of communication, both communication between friends, family and communication with other people from different countries. For example, such as in online games, wherein he game not only Indonesians play on one server but from various countries which require communication to support teamwork in games. Therefore it is important for someone to be able to master English, which is an international language.

Learning English is a subject that must be studied at various level s of education from basic education to university level. English is one of the lessons in school has an important role as a foreign language, where this language is used as communication by the world community. Therefore it is important for students to master the English language as a whole

so that I can be applied in everyday life.

In general, four skills in English include: listening, speaking, reading, and writing. In the curriculum in junior high school, English material is presented in such a way as to cover these skills. The materials are divided into units consisting of the following components: structure, vocabulary, and spelling. In this case, the writer wants to talk about one of that skill, namely writing (Dewi,2019).

Writing skill in one type language skill that must be mastered by students. Many experts have put forward the notion of writing. According to Abbas (2006: 125), writing skill are the ability to express ideas, opinions, and feeling to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary, and grammar and the use of spelling.

According to Tarigan (2008: 3), writing skills are one of the productive and expressive language skills that are used to communicated indirectly and not face to face with other parties. Meanwhile, according to Suparno (2009: 13) the notion of writing skills is an activity to convey messages (communication) using written language as a tool or medium. Based on this concept, it can be said that writing is an indirect communication in the form of transferring thoughts or feelings by utilizing graphology, language structure and vocabulary using symbols so that it can be read as what the symbols represent.

Descriptive text is one of the functional texts that is quite difficult for students to learn. Wardiman (2008) states, descriptive text is a text that describes the characteristics of someone, something, or a certain place description text consist of introduction and description. The introduction is the part of the paragraph that introduces the characters. The students can use simple present and adjective clause in writing descriptive text. in writing descriptive text, students of often find some difficulties. Students usually find it difficult to organize their ideas. In addition, many students make some mistakes and face difficulties to build and develop their imagination.

In teaching writing, especially for junior high school students, teacher must pay attention not only to how they can apply the right technique but also to how the technique is received by students'. The aim is to make the teaching and learning process understandable, interesting, motivating students in writing skills. One of the visual learning media is needed. Teacher must choose the right media in the teaching learning process (Kulsum Umu, 2016:7).

Picture media has very important role in the teaching and learning process. Besides being able to attract students' attention, picture can also convey the message to be conveyed in each subject. In learning in schools, teacher can create an interesting and innovated learning atmosphere so that learning can take place by optimizing the process and being oriented to student achievement, (Maulana, 2014:3).

In this research the researcher used picture because picture can help students explore their ideas and motivate them to write. As a result teacher need alternative media that can solve problem in writing descriptive text. Using picture is important in writing descriptive text because it's one of the most appropriate media that can increase students' motivation in writing.

Formulation of the problem in this research is "Is there any significant effect of picture media on students' English writing skills in descriptive texts at SMP Al-Hidayah Medan?"

Based on the formulation of the problem, the objective of this research is to know

whether or not there is a significant effect using picture media on students' English writing skills in descriptive texts.

## RESEARCH METHOD

In this research, the researcher will use quantitative through experimental design. Based on Sugiyono (2013) quantitative research methods is a way for testing theories by examining the relationship between variables. These variables are measure so that statistical processes could be used to examine the data, which consisted of numbers and figures. Therefore, this research will conduct to test whether the use of picture media was effective or not on students' English writing skills in descriptive text.

This research will conduct using two groups of samples namely control group and experimental group. The experimental group received treatment employing the picture media. In this research pre-test and post-test comparing in order to find out the effect of picture media on students' English writing skills in descriptive text.

The population of this research is the VIII grade students of SMP AL-Hidayah Medan. The total number of population are 43 students divide into two classes.

The sample of this research are VIII 1 as a control class and VIII 2 as an experiment class. VIII 1 consists of 22 students and VIII 2 consists of 21 students. So, the total samples will be 43 students.

In collecting data, the researcher applied some techniques, namely: pre-test treatment, and post-test. The data will be calculated after the test has been completed. To evaluate the data and identify the students' responses. Analyze the students' answers using the five components to evaluate writing ability: content, organization, vocabulary, language use, and mechanics. The researcher should do requirement test at the first by using normality and homogeneity test.

To test the normality of data, the researcher will use Liliefors test with the following steps:

- a. Perception  $X_1, X_2, \dots, X_n$  made permanent number  $Z_i, Z_1, Z_2, \dots, Z_n$  by using formula:  $Z_i = \frac{X_i - X}{s}$
- b. To find out  $S(Z_i)$  we use the formula:  $S(Z_i) = \frac{F_{cum}}{n}$
- c. Here, after calculating a proportion  $Z_i, Z_1, Z_2, \dots, Z_n$ , the smaller equals to  $Z_i$
- d. Counting the difference  $F(Z_i) - S(Z_i)$ , and then determine its absolute price.
- e. Taking the biggest price among absolute price of the difference and mentioning the price by  $L_0$ .
- f. If  $L_0 < L$  obtained from the critical coefficient test, the Liliefors with the real level  $\alpha = 0,05$ , hence the distribution is normal.

To the test variants of both homogenous samples, variants equality test, that is:

$$F = \frac{\text{The biggest variants}}{\text{The smallest variants}}$$

Here, its criterion is  $F_{\text{observation}} < F_t$ , then both samples was homogenous

### 1. Hypothesis Test

$$t = \frac{M_x - M_y}{\frac{dx^2 - dy^2}{nx + ny} + \frac{1}{2nx} + \frac{1}{2ny}}$$

Where :

$M_x$  = The mean score of experiment group

$M_y$  = The mean score of control group

$dx$  = The deviation standard of experimental group

$dy$  = The deviation standard of control group

$nx$  = The total sample of experimental group

$ny$  = The total of control group

### 3. RESULT RESEARCH

The researcher used the instrument, it was a writing test. The highest total score is 100. The test namely pre-test and post-test were conducted in both the experimental class and control class.

The result of pre-test and post-test acquired by students of control group (before applying picture media) was displayed as follow:

**Table 1. The Score of Pre-Test and Post-Test of Control Class**

No.	Initial of Students	Pre-Test	Post-Test
1	IM	39,4	61
2	RU	24	40
3	KA	43	66
4	GP	30,4	45
5	BP	35	40
6	HW	43	65
7	LW	35	40
8	LM	30,4	40
9	PI	39	60
10	PAN	35	41
11	NS	39	52
12	KAM	35	42
13	RS	35	42
14	ISB	35,2	48
15	SK	35	40
16	KI	37	50
17	LZ	44,6	68
18	AN	39	61
19	MA	39	62
20	NS	24	40
21	AW	24	40
$\Sigma$	741	1043	
Average	35,29	49,67	

Based on the table above, it is seen the total score of pre-test for control group was 741, while the highest score 44,6 and lowest score 24. Then the total score of post-test for control group was 1043, while the highest score was 68 and the lowest score was 40.

The result of pre-test and post-test acquired by students of experimental group was displayed in table:

**Table 2. The Score of Pre-Test and Post-Test of Experimental Class**

No.	Initial of Students	Pre-Test	Post-Test
1	OS	41,2	60
2	MA	32,2	59
3	MS	42	72
4	PK	32,6	60
5	LA	34,6	72
6	HG	42	58
7	AMS	44	60
8	FH	36,4	69
9	IPM	54,2	87
10	FLS	56	77
11	OM	39,6	74
12	SR	32	60
13	DR	54,2	87
14	PA	31,8	52
15	SA	38	55
16	LS	34	54
17	SA	54,2	71
18	PAL	38,6	74
19	DP	38	72
20	LM	41	66
21	DAT	40,6	78
22	YA	34,2	60
$\Sigma$		891,4	1477
Average		40,52	67,14

Based on the table above, it is seen the total score of pre-test for experimental group was 891,4 while the highest score 56 and lowest score 31,8. Then the total score of post-test for experimental group was 1477 while the highest score was 87 and the lowest score was 52.

After got the data and result of the test, then data was analyzed by applying test hypothesis by calculating data table below.

**Table 3. The Differences Score Between Pre-Test and Post-Test of Experimental Class**

No	Initial of Students	Pre-Test (T1)	Post-Test (T2)	X = T2-T1
1	OS	41,2	60	18,8

2	MA	32,2	59	26,8
3	MS	42	72	30
4	PK	32,6	60	27,4
5	LA	34,6	72	37,4
6	HG	42	58	16
7	AMS	44	60	16
8	FH	36,4	69	32,6
9	IPM	54,2	87	32,8
10	FLS	56	77	21
11	OM	39,6	74	34,4
12	SR	32	60	28
13	DR	54,2	87	32,8
14	PA	31,8	52	20,2
15	SA	38	55	17
16	LS	34	54	20
17	SA	54,2	71	16,8
18	PAL	38,6	74	35,4
19	DP	38	72	34
20	LM	41	66	25
21	DAT	40,6	78	37,4
22	YA	34,2	60	25,8
<b>TOTAL</b>				<b>585,6</b>

Based on the table difference score between pre-test and posttest. In pretest the highest score was 56 and the lowest score was 31,8, While in posttest the highest score was 87 and the lowest score was 52.

Based on data the calculating above by using T-test score is therefore, The result of research t-test indicated that t-table was greater than t-test in which was t-table (5,80 > 1,68) with Df-41 at a significant level 0,05. After analyzing the data hypothesis (Ha) is accepted. It can be concluded that picture media on students' writing skills is effective to be implemented.

Showed that test of significance testing result. For the level of significance (P) 0,05 and degree (Df)  $(N_x + N_y) - 2 = (22 + 21) - 2 = 41$ , showed that value of the T-test was higher than T-table The result of the test clearly showed that there was a significant difference between the students' score in the experimental and control class after the treatment of picture media. It indicated that the picture media was effective on students' writing skills. It means Ho was rejected and Ha was accepted because the T-test was higher than T-table (5,80 > 1,68). Therefore, the hypothesis of the research was accepted.

After conducting the experiment, it can be found that there was significant effect of picture media on students' writing skills. The students that were taught by picture media have higher score than were taught without picture media. After previous data have been measured data by using t-test formula. The calculation shows that, t-observation was 5,80 in the degree of freedom (dk/df) of this research are 41 obtained  $(N_a + N_b - 2) = (22 + 21 - 2 = 41)$  with the level significance  $\alpha = 0.05 = 1,68$ , from the analysis of the data above, the hypothesis that had been formulated can be answered. This of t-observation is later compared to t-table

critical value ( $5,80 > 1,68$ ). So, it can be concluded that scores students better after applying picture media.

## CONCLUSION

After conducting the research, the researcher can be concluded that there was a significant effect of picture media on students' English writing skills, and especially in descriptive text learning. The picture media was higher the mean score of students' writing descriptive text ability than not using picture media. The researcher has computed these two means score by using t-test formula; the value of t-test was higher than the value of t-table. Based on the result of the pre-test and post-test the researcher found there were students' in writing ability, which is that proven from the result of the test  $t_{observe} > t_{table}$  or ( $5,80 > 1,68$ ). It indicated that there was a difference on the students' ability that was taught picture media. In fact, the hypothesis  $H_a$  was accepted and  $H_o$  was rejected.

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HALAMAN INI SENGAJA DIKOSONGKAN