

The Effect of Using Single Pictures on the Eighth Grade Students' Descriptive Text Writing Achievement at SMPN 4 Rogojampi Satu Atap in the 2014/2015 Academic Years

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Abstract

This research was a quasi experimental design with non-equivalent group post test only design. The purpose of this research was to know whether or not there was a significant effect of using Single Pictures on the eighth grades students' descriptive text writing achievement at SMPN 4 Rogojampi Satu Atap. The population of this research was all of the eighth year students of SMPN 4 Rogojampi Satu Atap in the 2014/2015 academic year. The data were collected by observation, interview, documentation, and writing test. The result of writing test was analyzed stastically by using t-test with SPSS package. Based on the computation, the mean score of the experimental group was higher than the control group. It was 70.3333 for experimental group and 51.6667 for the control group. The Significant (2-tailed) column shows 0.000 value, which is lower than 0.05. The research result proved that there was a significant effect of using Single Pictures on the eighth grades students' descriptive text writing achievement at SMPN 4 Rogojampi Satu Atap in the 2014/2015 academic year. Therefore, it is suggested to the English teacher, students and others researcher to use this research as reference.

Keywords: Single pictures, writing achievement, effect

INTRODUCTION

English is an international language that has been used by many people in the world to communicate each other. It means that English is very important to learn. English as an international language is learnt by some countries as a foreign language and in other countries as a second language (Tonkin 2003: 16). In Indonesia, English is learned as a foreign language that is taught as a compulsory subject at Junior High School up to University.

Based on the 2006 Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan* or KTSP, 2006) there are four language skills that should be learnt. They are listening, speaking, reading and writing and there are three language components, namely grammar, vocabulary, and pronunciation. Writing is one of the language skills that should be mastered by the students who are learning English as a foreign language. As stated in KTSP, for the eighth grade students of Junior High School, the standard competence of writing is to express any function (interpersonal, ideational and textual) which is expressed in any interaction in the written text in the form of recount text; narrative; procedure; descriptive and news

item. Therefore, the students are expected to be able to express their idea in the written form. Among those language skill, writing skill is the most difficult and complicated skill. This is supported by Richards (1990: 100) who stated that learning to write, in either the first or the second language, is one of the most difficult tasks a learners encounters and one that few people can be said to fully master. He also adds that learning to write well is a difficult and lengthy process. Further, Richards (1990: 101) states that writing is the process of moving from concepts, thoughts, ideas to the written text which is complex. Besides, the students should consider some aspects of writing such as grammar, mechanics, content, vocabulary and organization when they are writing (Hartfiel, 1985:89).

This research focused on the students' writing ability, especially in writing a descriptive text. It was conducted to the eighth grade students in SMPN 4 Rogojampi Satu Atap. Based on the result of the researcher interview with the English teacher of the eighth grade students, it could be reported that the English curriculum that was used for the eighth grade students of SMPN 4 Rogojampi Satu Atap was the 2006 Institutional Level Curriculum/ KTSP 2006 for

English for Junior High School. The teacher never used media in teaching learning process and she used the book "English on Focus" and LKS. In teaching writing, the teacher taught the students without using any media and explained the material orally.

As Richard says, writing is a difficult thing to master, something has to be done to help the students in learning writing. It means that the teacher must be able to select the appropriate media in teaching writing. To deliver the material, the teacher can use various interesting media like real things, pictures or videos. Wright (1990: 2) states that it is important to have as wide range of resources as possible in the classroom so that the students can have a rich base and stimulus, and the resources can include pictures. The teacher will get many advantages by choosing pictures as the instructional media. Rohani(1997: 76) states through pictures, the students can pay attention to objects or other matters that they have not seen before. Pictures give the students a large experience and understanding. In other words, by looking at the pictures, the students can recognize and remember the objects and understand or interpret them easily.

Pictures are useful teaching media that are interesting, meaningful, and authentic to help the students develop their writing skill. White and Arndt (1995:35) state that each student will bring different perception and interpretation to the pictures at least they will be helped to produce the sentences by looking at the pictures. So, pictures here play as visual aid that helps the students to dig information by looking at the pictures. This process is much easier than when the students have to dig information by imagining the objects. The previous researches proved that the use single pictures as media in teaching, writing could improve the writing achievement of students. The use of single pictures as media in writing was implemented by some of previous researchers at junior high school. Prakasa (2013) found that there was a significant effect of using single pictures on the seventh grade students' descriptive paragraph writing achievement at MTs Negeri 2 Jember. Another classroom research conducted by Surayasari (2013), found that the use of single pictures could improve the eighth grade students' writing achievement at SMPN 1 Sempu.

Based on the above explanations, the researcher applied single picture in teaching writing to the eighth grade students at SMPN 4 Rogojampi Satu Atap through an experimental research. The title was "The Effect of Using Single Pictures on the Eighth Grade Students' Descriptive Text Writing Achievement at SMPN 4 Rogojampi 1 Atap in the 2014/2015 Academic Year".

RESEARCH METHOD

Writing has many definitions. Writing is an activity of expressing ideas in the written form. Fairbain and winch (1996:32) state that writing is about conveying meaning by selecting words and putting them together in the written or the printed form. In the other words, writing is the activity to express the writer's ideas in printed form by selecting and putting proper words in proper places.

To produce a good writing, the writer should consider some aspects of writing in order to make a good and readable writing. Those aspects are grammar, vocabulary, mechanic, content, and organization (Hartfiel, 1983:90). Thus, to be a good writer, one should consider the above aspects of writing because all of them are related to each other.

The purpose of descriptive text writing is to share with the reader some objects, places, scenes, or people that the writer describes. Through description, the writer tries to give sense impression about what she has seen, heard, felt, smelled, tasted to a person, a place or things, etc. Stanley et al. (1992:152) say that the aim of description is to give the readers what something looks like; it attempts to paint a picture with words. In other words, when someone describes something, it can be about objects, places, scenes or people through this description. The reader would have a picture of the whole entity or process.

In this research, picture is used as media. Pictures are useful teaching media that are interesting, meaningful, and authentic to help the students improve their writing skill. Dealing with this, Hornby (2010: 631) states that pictures are painting, drawing, sketch of something, especially as a work of art. They can be used as media in teaching learning process. Rohani (1997: 76) states through pictures, the students can pay attention to an object or other matters that they have not seen before. Pictures give the students a large experience and understanding in other words, by looking at the pictures, the students might recognize and remember the object and understand/interpret them easily.

The research focused on the use of single pictures. Single pictures are simple and appropriate for the beginner to practice writing a descriptive text. White and Arndt (1995:35) argue that although single picture may be used as a prompt, each student will bring a different perception and interpretation. A simplest picture is expected to be helpful for them in generating ideas. Finally, it is assumed that the students were able to produce a descriptive text based on the picture given.

The hypothesis of this research was formulated as follows: There is a significant effect of using single pictures on the eighth grades students' descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu atap in the 2014/2015 academic year.

The research design that was used in this research was a quasi experimental design with non-equivalent group post test only design. This design can be used when the true experiments cannot be done. This problem appeared because the educational administrator did not allow the random selection of students out of classes for experimental sample. Without randomization, there are no true experiments. According to Yount (2006), the term quasi means almost, near, partial, or somewhat. So, this design has been developed for these situations that are “almost true experiments” or quasi-experimental design.

In this design, two classes were chosen as the experimental and control groups from the four available classes of the eighth grade of SMPN 4 Rogojampi Satu Atap. Two similar classes were chosen by using homogeneity analysis and lottery was used to determine the control group and the experimental group. The experimental group was taught writing a descriptive text by using single pictures while the control group was taught writing a descriptive text without using single pictures. Then, after the treatment, the writing posttest was given to both the experimental and the control groups to know the difference of the writing achievement between them.

A data collection method is a method which is used to get the data needed in the research. There were three data collection methods that were used in this research, they were writing test, interview and documentation.

In this research, a writing test was used to collect the primary data about the students' writing achievement. The best way to test the students' writing ability is to get them to write (Hughes, 2003:83). In this research, the writing test measured the students' achievement in writing a descriptive text. Then, the results of the writing test were scored based on the aspects of writing covering grammar, vocabulary, mechanics, organization, and content.

There are two ways to score writing test, they are intra-rater and inter rater reliability. Hughes (2003:22) states that to decrease subjectivity, the writing test results can be scored by two different scorers (inter rater) or one scorer the same writing test paper in different occasion (intra rater). In this research, the researcher applied the inter rater. It means the researcher collaborated with the English teacher to score the students' descriptive writing test results. The researcher as scorer 1 gave the copy of the students' work to the English teacher as scorer 2. When there was a gap in scoring between scorer 1 and scorer 2, both of the scorers checked, revised, and discussed the score together.

Interview is a dialogue that is done by the interviewer to get some information from the interviewee (Arikunto, 2006: 155). In this research, interview was used to get the supporting data about the media used in teaching descriptive writing. In this research, documentation was used to get the data about the total number and the names of the respondents of the eighth grade students of SMP

Negeri 4 Rogojampi Satu Atap in the 2014/2015 academic year.

After the main data in the form of writing test results collected, they were analyzed statistically by using t-test formula in order to find whether or not teaching writing a descriptive text using a single picture has a significant effect on the eighth grade students' writing achievement at SMPN 4 Rogojampi Satu atap. According to Yount (2006), one approach to measure the significant difference between the two groups is to compute gained scores. To make easier, the scores of writing test gained by the experimental group and the control group were analyzed by using SPSS.

RESEARCH FINDING AND DISCUSSION

After analyzing the result of the independent t-test analysis by using SPSS, the value of Lavenes's test was 0.150, that was higher than 0.05 (confidence interval 95%). It means that the variability for the experimental and the control class was assumed to be equal. Consequently, the row that had to be read was the first row of t-test column table and ignored the second row.

The first row shows that the significant column (2-tailed) has 0.000 value, which is lower than 0.05 ($p < 0.05$). It means that there is a statistical difference between the mean score of the control class (8B) and that of the experimental class (8D). The difference was 18.666.

The result was supported by 95% confidence interval of the difference column which shows that the difference of the experimental group and the control group mean score is located between 13.987 and 23.345. It was proven by the mean difference column that shows the difference is 18.666. It means that the difference between the control class' mean score (51.66) and the experimental class' mean score (70.33) was 18.666.

In 95% significance level, the null hypothesis which says: “there is no significant effect of Using Single Picture on the eighth grade students' descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu Atap” was rejected. Then, the alternative hypothesis which says: “there is significant effect of using Single Pictures on the eighth grade students' descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu Atap” was accepted.

The experimental group received the treatment that was teaching descriptive text writing by using single pictures. Here, the single pictures were applied as the media in teaching writing. Then, the control group did not receive the treatment. It was taught without using the single pictures. The teaching learning process was conducted in

two meetings during the research. On the first and second meeting, the two groups were taught descriptive paragraph writing. The materials for both groups were the same except the media used.

The result of the research showed that the students of the experimental class who were taught writing a descriptive text by using single pictures as media got better result on the writing test than the students of the control class who were taught without any visual media. The students in the experimental class did the task easier than the control class. It was because the researcher gave single pictures in every task, so they could see kinds of room directly, but the control class only imagined kind of room in their home. A single picture here helped the students to do the task, because the single pictures are useful teaching media that are interesting, meaningful, and authentic. White and Arndt (1995:35) state that each student will bring different perception and interpretation to the pictures at least they will be helped to produce the sentences by looking at the pictures. So, pictures here play as visual aid that helps the students to dig information by looking at the pictures. This process is much easier than when the students have to dig information by imagining the objects.

The students in the experimental group could write better descriptive text than the students in the control class did. They also got better score for all the aspect of writing than the control group.

CONCLUSIONS AND SUGGESTIONS

Regarding the results of hypothesis verification and the discussion in the previous chapter, it could be concluded that there was a significant effect of using single pictures on the eighth grade students' descriptive text writing achievement at SMP Negeri 4 Rogojampi Satu Atap. It means that the students who were taught descriptive text writing by using single pictures as media in the experimental group had better achievement than the students who were taught descriptive text writing without single pictures in the control group.

Since the use of Single Pictures as media in teaching descriptive text writing gave a significant effect on the students' writing achievement, the researcher proposes some suggestions to the following people.

1. The English teacher

The English teacher is suggested to use single pictures as an alternative media in teaching English, especially in teaching writing skill because the use of single picture could help the students to express their ideas in writing a descriptive text.

2. The Students

The students are suggested to use single pictures as media in writing a descriptive text and practice writing a lot to increase their writing skill.

3. The others researchers

The future researchers who are interested in using single pictures as media are suggested to conduct a further research with different research design such as, a classroom action research to improve the students' writing achievement at different schools.

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