


## **THE EFFECTIVENESS OF TEACH USING PICTURES AND WHO ARE NOT TEACH WITHOUT USING PICTURES IN TEACHING WRITING**

(Study Case at SMPN 2 Kota Bima Grade VIII in Academic year 2022/2023)

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<b>Article Info</b>	<b>ABSTRAK</b>
<p><b>Article history:</b> Accepted: 21 Agustus 2022 Publish: 27 August 2022</p>	<p>The objectives of this research are to explain the effectiveness of using pictures in teaching writing at SMP Negeri 2 Kota Bima and to find out whether there is a significant difference in the writing ability between the second grade students of SMP Negeri 2 Kota Bima who are taught by using pictures and those who are not taught by using pictures.</p> <p>This research is an experimental research study that was held in SMP Negeri 2 Kota Bima. The research subject was the second grade students. Population of students was 213. The experimental research involved one experimental group compared with the control group. Class B belongs to the control group taught without pictures and class A belongs to the experimental group taught through pictures. Both classes were given a pre-test at the beginning. The post-test were given at the end of the meeting. For collecting the data the researcher applied writing test and the data were analyzed by applying t-test computation, descriptive and inferential analysis..</p>
<p><b>Keywords:</b> The effectiveness, Writing</p>	<p><i>This is an open access article under the <a href="https://creativecommons.org/licenses/by-sa/4.0/">Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional</a></i></p> 

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### **1. INTRODUCTION**

#### **a. BACKGROUND**

English as a foreign language is commonly learnt at junior high school although it is not a new phenomenon that English is learnt at elementary school it can be assumed that is an important language that should be learnt. Unfortunately it is not an easy language to learn, many students consider it is a difficult subject.

The students' difficulties commonly emerge in their writing skill. They consider that writing is more complicated than other skills. Writing is not just a product; it is a process as well. There must be some processes to make a good written product. The students need to be able to produce a text in regard to content, organization, vocabulary use, grammatical use, and mechanical considerations such as, spelling and punctuation.

Why I take this title because the students' difficulties in writing can be seen from their ability when they are in the classroom. The difficulties are related to their ability in organizing a paragraph. They do not have enough vocabularies to arrange the sentences into a paragraph. The other difficulties come from the lack of ability in mastering grammar. Those difficulties may emerge due to the differences between Indonesian and English. Such difficulties should be overcome in order to optimize the teaching and learning process.

Related to the case above, researcher found the use of media can be a solution to solve those problems. One of them is the use of pictures. A picture is one of visual aids commonly used to make the teachers' explanation clearer. Using pictures in the teaching-learning process enables the teachers to attract the students' attention in the teaching and learning process and motivate them as well.

Based on the description above, it is believed there are issues that need attention that is necessary to study to get a solution that can handle it.

**b. Research Question**

Based, on the problem above, the research questions can be formulated:

“What are the effectiveness of teach using pictures and who are not teach without using pictures In teaching Writing at SMPN 2 Kota Bima Grade VIII in Academic year 2022/2023?”

**c. Objectives of the Research**

Based on the formulation above, the objective of the research :

“To find out the effectiveness of teach using pictures and those who are not teach by using pictures.”

**d. Significances of the Research**

The thesis is expected to give some contribution to the teachers, students and other researchers. The contributions are as follows:

1. This result of study can give contribution to the English teachers to use pictures in teaching writing.
2. This study is expected to improve the students' motivation in learning English, especially in learning writing.
3. For the other researchers, the findings of the research are expected to give more information on using pictures in the English teaching learning process.

**e. Scope of the study**

This study is related to effectiveness of using pictures in teaching writing for junior high school.

1. Kind of pictures

The researcher chooses kinds of still pictures as the media for teaching learning process.

2. Type of writing

The researcher uses descriptive text for material. Descriptive text are given to the class experiment and class control group in the pre-test and post-test.

**f. Definition of The Key Term**

There are key term used in this Research, The effectiveness, pictures, Teaching, writing, junior high school (SMP), and Mataram. To avoid misunderstanding, those term are defined as follow:

**The effectiveness** is the degree to which objectives are achieved and the extent to which targeted problems are solved.

**Teaching** is create a learning activity in classroom by a teacher ( Hombi, 1995)

**Writing** is The act of one who writes, written form: Put it in writing, Handwriting penmanship, Something written, especially:

- a. Meaningful letters or characters that constitute readable matter.
- b. A written work, especially a literary composition.

**Junior high school** is a three – year long term intermediate education level or the school which student go before their study to Senior High School.

In this Research is the municipal Kota Bima , where the SMPN 2 Kota Bima located.

**2. THEORETICAL REVIEW**

This chapter deals with the literature review of the research. In this part, the writer presents many relevant theories for her study. There are three main parts in this chapter namely theoretical review, conceptual framework and hypothesis.

**2.1. Review**

**2.1.1. Writing**

**a. Definition of Writing**

According to Gere (1985: 4), writing is communication. It is used to convey an idea across time and space. Troyka (1987: 3) adds that writing is a way of

communicating a message to a reader for a purpose. Another definition is given by Brereton (1982: 3) who defines that any piece of writing is always somebody (writer) saying something (the text) to somebody else (the reader). It seems that there are three important elements in writing, namely the text or the message (the subject to be discussed), the writer who is presenting it and the reader (the audience) to be addressed.

In line with Brereton, Olson (1982: 4) states writing is turning your mind inside out. When we put thoughts and feelings into words and put those words on to paper, we are writing. Those thoughts on paper must make sense to someone else - a reader.

Gere (1985: 13) states that writing is learning. Another description is presented by Troyka (1987: 2) who states that writing is a way of thinking and learning. Ronald (1992: 4) defines learning as a human process which has an effect in those undertaking it. It means that writing is not just a product, but it is also a process. Moreover, the writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment element.

There are some purposes of writing. According to Kinneavy (1971) in Troyka (1987: 4), the purposes of writing can be categorized into four major groups: 1) to express yourself, it is supported by Gere (1985: 6) who states that information is self expression, 2) to provide intonation for your reader, 3) to persuade writing your reader, 4) to create a literary work.

Writing can be defined as the most complex activity of a man. Its purposes and varieties are manifold. It may be designed to amuse, to inspire, to persuade, to inform, to deceive, to guide, and to enlighten.

#### **b. Writing Skill**

According to Tarigan and Tarigan (1987: 185), in the language learning process one will learn how to listen firstly then followed by learning how to speak, how to read and how to write. It indicates that writing skill is a difficult skill to be acquired. Tiedt (1983: 3) adds that writing is a difficult task that requires the child to synthesize many abilities.

Vocabulary refers to the choice of words. It is one of the main components in a language. Every language has its vocabulary because no language exists without words. The ability to choose an appropriate word to the context is very important in writing. Without acquiring sufficient vocabulary, one will find difficulty in expressing his or her idea in the written form.

Mechanics refers to punctuation, spelling and capitalization. It has relation with the ability to use correctly those minimum requirements to the written language. Without them, the sentences will be vague or even not understandable. Capitalization concerns the correct use of letters, when we must use a capital letter and we must not do it.

Based on the explanation above, it can be said that writing is a main skill that must be acquired by the students. Nevertheless the students find some difficulties on it. It is a complex one with some requirement to be accomplished simultaneously. This means that in order to write well, a number of skills have to be mastered.

### **3. RESEARCH METHOD**

This chapter describes the research methods including the research type, research design, population and sample of the research, time and place of the research, research instruments, the technique of data collection, and technique of data analysis. The explanation of each section is as follows.

#### **a. Research Type**

This research is concerned with writing activity using pictures. The research method utilize in this study is an experimental research study.

The goal of this research is to improve the student’s writing mastery by using pictures. The Experimental Research involves two groups of students: an experimental groups and control group. The two groups are given different teaching treatment. However, the material used by the two groups is the same. There will be a pre-test before treatment that is given to the experimental group and control group, and after the treatment a post-test of the same instrument test is given to the two groups. The result in the pre-test and post-test there are compared to each other to find out the differences.

**b. Research Design**

One of the aims of this research is to find out whether the achievement scores on the writing test of the students of SMP Negeri 2 Kota Bima who are taught through pictures and without pictures.

The research employed the experimental group and control group by giving pre-test and post-test. The following figure is the design procedure for both of two groups/ pre-test and post-test design.

**Table 1.** Design of the experimental group and the control group

Group	Test	Treatment	Test
Experimental	Pre-test	Using pictures	Pos-test
Control	Pre-test	Without using pictures	Post-test

**c. Population and Sample of the Research**

The population of the research is the second grade students of SMP Negeri 2 Kota Bima in the academic year of 2022. The second grade students are chosen due to the following considerations:

1. The first grade students had just begun to learn in SMP and to adapt to the school, and
2. The third grade students are preparing themselves for final examinations, so it is not wise to disturb them.

There are six classes of the second year in the school and the researcher took two of them as the sample of the research. The class consisted of thirty four students. The total number of the second grade students amounted to 213 students. The researcher used a sampling technique to reduce a large volume of the data to make generalization of a population. The technique of sampling used in this study is simple random sampling. The researcher chose the two classes on the base of their similar characteristics. They are class VIII A and VIII B. There are 34 students in each class. The classes are divided into two groups, i.e. control and experimental groups. VIIIA became the experimental group, while VIIIB became the control group.

**d. Validity and Reliability**

Before the instrument can be applied to the sample of the research, the validity and reliability should be tested. To know whether the instrument are applicable, it is tested in the try out the try out is given to respondents out of the research (respondent who are not include in experimental and control groups). The result of the try out is used to test the validity and reliability of instrument.

**1. Instrument Validity**

Hatch and Farhady (1982: 250-251) say that validity refers to the extent to which the results of the procedure serve the uses for which they are intended. Validity refers to the results of the test not to the test itself.

The validity of the instrument shows the level of the validity of instrument. The instrument is valid if it has high validity, and the instrument is not valid if it has low validity (Arikunto 2006:160). Validity is the most important quality of any test, it can be said valid when it actually measures what is intended to measure (Arikunto 2006:63).

The validity of the instrument is determined before it is employed as the instrument. Since the instrument of the research is a writing test, to know whether it is applicable or not, it needs to be consulted to an expert. For this reason the instrument validity of the

research used expert judgment. Validity of the instrument concerns the writing scoring rubric. In scoring the students' writing, the second grade of junior high school curriculum is applied.

There are three aspects to be measured in the students' written products. They are grammar, organization and content. Those aspects are adapted from the scoring technique above. The complete scoring technique can be seen in Appendix 2.

The instrument employs content and constructs validity. Content validity is concerned with how well the test represents the subject matter content or behavior to be tested. The procedure for determining content validity is to compare the test content with the universe of content or behaviors supposedly being measured (Hatch and Farhady, 1982: 252). As stated above, the instrument is based on the curriculum. It means that the whole materials which are covered in the test reflect the materials given to the second grade students of junior high school, while construct validity is concerned with whether or not the test performance can be described psychologically. In this case, the instrument is English writing test. It means that the instrument should measure what should be measured in English writing not in other English skills.

2. Instrument Reliability

Reliability means the extent to which a test produces consistent results when administered under similar conditions (Hatch and Farhady, 1982: 244). Reliability is the information on the extent to which the instrument elicits accurate and relatively consistent data. Reliability shows that an instrument can be trusted enough to be used as an instrument to collect the data because it is good (Ebel, 1990: 79). The reliability of the instrument is found first before the instrument is used to collect the data. It is found by trying out the instrument to the population outside the sample. The writer conducted a try- out on VIII C class which consists of 35 students.

4. FINDING AND DISCUSSION

In this chapter, the researcher described the result of his research. This chapter consists of descriptive analysis and the inferential analysis that is related to the hypothesis testing finding.

a. Descriptive Analysis

In the descriptive analysis, the researcher describes and explains the data of the students test result who are taught using pictures in the experimental research group and who are taught without using pictures in the control group, then compared both variables in order to know which one is higher. The data description consist of the number of cases presented in the form of mean, the standard deviation, the maximum score, and the minimum score of each variable. The number of the second grade students of SMP N 2 Kota Bima consists of 213. They are divided in to 6 classes. Class VIII A consists of 34 students serving as the control class, while class VIII B consists of 34 students serving as experimental class.

1. Control Group

a. Pre-test of the control group

Based on the data analysis of the pre-test with the computer assistance SPSS 16 in the control class the mean, the standard deviation, the maximum score and the minimum score can be seen.

Data description of the pre-test in the control class

The result of statistic calculation result using SPSS program shows that the gained mean is 50.65 and the standard deviation is 14.01. The maximum score for free writing test is 77.78 and the minimum score is 33.33. The result of statistic description can be seen in Table.

Table 2. The Score Category of the Control Group in the Pre- Test

No.	Interval	F	F (%)	Category
I	> 83.33	0	0.00	Very good

2	72.22 — 83.33	3	8.8	Good
3	61.11 — 72.22	5	14.7	Fair
4	50.00 — 61.11	8	23.5	Poor
5	< 50.00	18	52,9	Very Poor
Total		34	100.00	

Table 8 shows that no student (0.00 %) belongs to the very good category, 3 students (8.8 %) belong to the good category, 5 students

(14.7 %) belong to the fair category, 10 students (23.5%) belong to the poor category and 17 (52.9%) students belong to the very poor category. Therefore, the majority of the students are in the very poor category of the free writing test. It is also supported by the mean score of 50.65 which belongs to the poor category (50.00 – 61.11).

**b. Post - test of the control group**

Based on the data analysis of the post-test with the computer assistant SPSS 16 in control class the mean, the standard deviation, the maximum score and the minimum score can be seen.

**2. Experimental group**

**a. Pre – test of the experimental group**

Based on the data analysis of the pre-test with the computer assistance SPSS 16 in the experimental class the mean, the standard deviation, the maximum score and the minimum score can be seen. The summary of the data distribution of the pre-test of the experimental class is shown in table 3.1.

**b. Post – Test of the experimental group**

Based on the data analysis of the pre-test with the computer assistance SPSS 16 in the experimental class the mean, the standard deviation, the maximum score and the minimum score can be seen. The summary of the data distribution of the pre-test of the experimental class is shown in table 3.

Data descriptive of pre-test in the experimental class

Mean	SD	Median	Mode	Max Score	Min Score	Range
51.96	14.40	50.00	44.44	100	33.33	44.45

This study employed a writing test to gain the data. From the computation, it shows that the gained mean score is 51.96 and the standard deviation is 14.40. The maximum score for the writing test is 100 and the minimum score is 33.33.

**4.2. Discussion**

a. The Writing mastery of the second grade students of SMP Negeri 2 Kota Bima in academic year of 2022/2023 taught without using pictures.

The description of writing mastery of students who are taught without using pictures is discussed in this part. After conducting the instrument, the researcher collected the data or the result of the test.

In the control group do not use the method as experimental group method. The teacher used conventional method to teach writing in this group. The result of the control group (taught without using pictures) showed that there is no significant increase about the mean score of the students’ writing mastery. The mean score in the pre-test is 50.65 and the mean score in the post-test is 50.65 The minimum score in the pre-test is 33.33 and the maximum score in the pre-test is 77.78. The minimum score in the post-test is 33.33 and the maximum score is 77.78

In control group or the group which used the conventional method, there was not very significant increase the mean score of the students' writing mastery. The students in control group sometimes forgot the grammar, mechanic, content and vocabulary.

- b. The writing activity of the second grade students at SMP Negeri 2 Kota Bima in academic year of 2022/2022 taught by using pictures.

Writing activity is an important model of teaching writing using pictures especially for the second grade students. Teachers have to be more creative in their teaching learning process. Writing activity using pictures is a good alternative solution method for teachers to improve the students to the lessons.

The score of the writing activity of the second grade students of SMP 2 Kota Bima taught by using pictures after the treatment is higher than the score of the students' writing activity before treatment. Before treatment the mean score of experimental group (taught by using pictures) is 51.69 and after the treatment the mean score of experimental group is 68.30. The minimal score of the experimental group is 33.33 and the maximum score of the experimental group is 77.78. After the treatment the minimal score is 33.33 and the maximum score is 100. The ideal mean of the score of the test is 88.89 while the standard deviation is 20.31.

There is increased scored in writing activity after the students got the treatment by using pictures. From the explanation above, it indicates that lesson using pictures as a method in teaching writing could improve the students' to write.

The result of the research shows that the gained score of the experimental group is higher than the control group. It proves that using pictures in teaching writing to the second grade students of SMP Negeri 2 Kota Bima can produce better result, in the other word, it can be said that teaching writing by using pictures in the second grade students of SMP Negeri 2 Kota Bima is more effective than teaching writing without using pictures.

The findings show that in the experimental group, 8 students (23.5 %) are in the very good category and 10 students (29.4 %) are in the good category in the writing test. Those scores are compared with the gained scores of the control group. From the findings, it can be seen that only one student (2.86 %) belongs to the very good category and 4 students (11.8 %) belong to the good category. It can be concluded that both groups belong to the very good category, but the number of students that belong to such category in the experimental group is more than that in the control group..

According to the results of the study, using pictures in writing activities can make the students reach high scores. As what has been stated in Chapter II, there are some general functions of pictures used for writing activities. First, pictures can motivate the students to write. It is clear that writing activities by using pictures are more interesting and enjoyable so that the students are motivated to write well. Second, the use of pictures in writing can give the students information to refer to, including objects, actions, events, and relationships. Pictures can represent images from the real objects, such as people, things, events or places. The visual detail makes it possible to study subjects which would be impossible.

Finally, pictures can create a context within which his written text will have meaning. Pictures can help to prevent and correct misconceptions. It can reduce uncertainty, nervousness and confusion in their writing activities. It is due to their written product based on the given pictures so that they write confidently and they can produce a better witting than write without pictures.

- c. The difference between the writing mastery of the second grade students of SMP Negeri 2 Kota Bima who are taught without picture and who are taught trough pictures

The researcher discussed the test result and the effectiveness of using pictures in teaching writing. Using pictures is an effective method in teaching learning process. It proved from the result of the experimental study which showed that there is significant

different in writing mastery between the students who are taught through writing activity and who are taught without writing activity of the second grade students of SMP Negeri 2 Kota Bima. It can be seen from the result of t-test showing that the value of p (0.000), is lower than the level of significant (0.05) or  $0.000 < 5\%$ .

Using pictures can improve the students' writing mastery in teaching learning process and make students' interest in learning writing. It can be seen that the gained score of the experimental group and control group in the post-test. The mean score of the experimental is 68.30 is higher than that of control group is 50.65. It proves that using pictures in teaching writing to the second grade students of SMP Negeri 2 Kota Bima can produce better result, in the other word, it can be said that teaching writing through using pictures in the second grade students of SMP Negeri 2 Kota Bima is more effective than teaching writing without using pictures

## 5. CONCLUSIONS

This chapter presents two points. They are conclusions and suggestions.

This experimental research takes the second grade students of SMP Negeri 2 Kota Bima as the research subject, to find out the effectiveness of using pictures. However, based on the research findings and the discussion in chapter IV, the result of this research can be summarized as follows:

1. The result of the analysis of the writing mastery of the students taught without using pictures in teaching writing or the control class shows that the mean score of the pre-test is 50.56 and the mean score of the post-test is 50.65. From the mean score of the pre-test and the post-test of the control class, it can be seen that there is progress but not significant progress than the mean score of the pre-test and post-test in the experimental class.
2. The result of the analysis of the writing mastery of the students taught by using pictures in teaching writing or the experimental class show that the mean score of the pre-test is 51.96 and the mean score of post –test is 68.30. From the mean scores of the pre-test and post-test of the experimental class it can be seen that there is a significant progress from pre-test to the post-test.
3. The hypothesis testing indicates that the score of the experimental class are significantly higher than that of the control class. Based on the data analysis, it is found that there is a significant difference between the results of teaching writing by using pictures and that teaching writing without using pictures. It can be seen that the value of p is 0.000 lower than the value at the significant level 5 % or  $0.000 < 5\%$ .

Based on the result above, it can be concluded that using pictures in teaching writing is more effective than teaching writing without using pictures.

## SUGGESTIONS

Based on the results of the study, some suggestions are proposed to the following groups.

1. To the English teacher  
As one of the factors in the teaching and learning process, the English teacher should become aware of the things which can influence the teaching and learning process, especially in the choice of the methods or media to be used in the classroom. A teacher should be able to use or create a media which can help the students learn enthusiastically which is aimed to get higher achievement in writing. In implementing the pictures as media, the teacher should use several ways and variations of activities to vary the teaching and learning process and to prevent the students' boredom.
2. To the students  
Based on the research findings, it can be seen that teaching writing using pictures can increase the students' writing achievement. Therefore, the use of pictures in teaching, writing is accepted to be a solution in helping the students creates a free composition. The use of pictures in writing has brought a meaning to the students' learning achievement.
3. To Other researchers



There are some weaknesses in this study. One of them is the data of the study. Therefore, the researcher invites other researchers who are interested in the same topic to dig out the data more deeply.

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