



THE EFFECTIVENESS OF PICTURES IN ENHANCE WRITING SKILL OF ELEVENTH GRADE SENIOR HIGH SCHOOL STUDENTS IN SMK BINA NUSANTARA SOUTH LAMPUNG

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Abstract : *The purpose of this research was to find the effectiveness of pictures in writing class of senior high school students. This research was used quantitative method with using the quasi-experimental design. The subject of the research was the second year students of on senior high school in Marga Agung Regency, South Lampung, Lampung, Indonesia. The total number of population is 42 students which are distributed in 2 classes. Each class consists of 21 students. The sampling technique used in this research is cluster random sampling. A writing test was used as the instrument to gather information on the students' writing proficiency using the images. The researcher came to the conclusion that the images improve senior high school pupils' writing abilities based on the results.*

Keywords: *Effectiveness, Writing, Student, Pictures*

1. INTRODUCTION

Writing proficiency involves a variety of language-related topics that should be discussed. Writing requires mastery of not only theoretical and grammatical methods but also conceptual and judgmental elements, making it complicated and occasionally challenging to teach. For this reason, teaching writing differs from teaching other language skills.

One of the language skills is writing skill. It is one important skill in learning English. It has always occupied a place in most English language courses. One of the reasons is that more and more people need to learn writing in English for occupational or academic purposes. To write well, people must have good capability in writing. Moreover, someone who wants to write an essay or a story must know the steps in the writing process and aspects of writing. The writer must be able to organize the ideas, to construct the sentences, to use punctuation, and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

English is a language taught in our country and our government has taken several efforts, one of them is that English has been formally taught in all levels of schools starting from elementary school up to university. It is of course as the consequence of the global era development where English is deeply needed as a means of communication. The government expects that by teaching English, Indonesian people are able to acquire science and technology in order to develop our country. Furthermore, nowadays, the government applies the Genre-based Approach to develop the nation's education quality.

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.

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.

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; and (5) Picture is illustrations used to decorate or explain a text. (6) Pictures are a form of entertainment that use music and visuals to tell a tale and create the illusion of continuous movement. (7) A picture is a visual or dramatic verbal description. (8) A picture is a graphic representation of a person or place in the form of a print or transparent slide that was captured by a camera on light-sensitive media.

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

Visual clues are commonly used in classroom activities and assessments as a writing prompt. There has been minimal research on how visual qualities affect the writing process. A examination of the literature identified several elements that may impact children's capacity to respond to pictures and write sentences. These factors include age, style, color, topic, difficulty, gender, directions, teaching and learning styles, writing method, and posture. Although evidence indicates that youngsters prioritize information in both pictures and words, there is a lack of studies that specifically address this characteristic.

Using images as writing prompts has been shown to influence essay productivity. Better paragraphs are produced, in example, by using images that depict character interaction and an unsolved issue. Using visuals can help organize written content. Writing using graphics follows the same stages as traditional writing. The writing process involves four steps: prewriting, writing, revising, and proofreading.

2. RESEARCH METHOD

The researcher used a quasi-experimental method with a nonequivalent control class design, randomly selecting the experimental and control designs. The experimental class was taught using pictures, while the control class was taught conventionally. The research design is illustrated below.

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 second year of SMK Bina Nusantara. The total number of population is 30 students which are distributed in 2 classes. Each class consists of 15 students. The sampling technique used in this research is cluster random sampling. The

researcher chose two classes of the second year students of SMK Bina Nusantara randomly. The classes were XI Busana 1 and XI Busana 2 . XI Busana 1, as the experimental class, consists of 21 students and the XI Busana 2, as the control class, consists of 21 students. Therefore, the total number of sample was 42 students.

The researcher used tests to assess pupil achievement. The test consists of two parts: a pre-test and a posttest. Students produced essays for both the pretest and the posttest. During the pretest and posttest, the researcher provided the students with writing prompts. past to the treatment, children were given a pretest to assess their past understanding of writing before being taught with visuals. During this pre-test, the researcher asked each student to write. The pretest was administered to both the experimental and control classes. Students in both experimental and control classes took the same pre-test for the posttest. The post-test assessed students writing achievement using pictures.

Following the pretest, the researcher treated the experimental group with visuals and taught the control group without them. During the treatment, the researcher presented the students with subjects, provided photographs, and asked them to compose an essay.

Data from the test were evaluated quantitatively, including descriptive statistics, following the processes outlined below: Assessing students' correct answers on the pretest and posttest. The researcher employed the following rating 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 communicated, 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.	Level	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)

3. 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	100	0	0%	0	0%
Good	88	0	0%	0	0%
Fairly Good	77	2	10%	0	0%
Fair	56	8	38%	0	0%
Poor	45	10	48%	8	38%
Very Poor	44	1	5%	13	62%
Total		21	100%	21	100%

Based on the table 7 above, it is known that pretest result most of the students for experimental class was in poor category. 2 students (10%) got fairly good, 8 students (38%)

got fair, 10 students (48%) got poor and 1 students (5%) got very poor. On the other case, the most pretest result of control class was categorized in very poor category, from the 21 respondents, the data indicated that 8 students (38%) got poor and 13 students (62%) 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	100	0	0%	0	0%
Good	88	0	0%	0	0%
Fairly Good	77	8	38%	0	0%
Fair	56	11	52%	0	0%
Poor	45	2	10%	21	100%
Very Poor	44	0	0%	0	0%
	TOTAL	21	100%	21	100%

The data above shows that the students' achievement of experimental class in posttest was increased, 8 students (38%) got fairly good, 11 students (52%) got fair and 2 students (10%) got poor. While, in control class, all of students (100%) got poor and no one 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

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	21	51.00	64.00	57.5238	4.16676
Control	21	37.00	50.00	42.8571	3.21381
Valid N (listwise)	21				

The table 9 shows that the mean score of students' pretest of experimental class is 57.5238 which is categorized as poor classification and control class is 42.8571 which are categorized as very poor classification. Therefore, based on the table above, we concluded that the students' mean score of experimental class is quite far 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

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	21	60.00	81.00	72.3810	5.56306
Control	21	44.00	52.00	48.8571	1.79682
Valid N (listwise)	21				

The table 10 shows that the mean score of both groups are different after being given treatment. The mean score of experimental class is 72.3810 which is categorized as fairly good and control class is 48.8571 which is categorized is poor ($72.3810 > 48.8571$) and standard deviation of experimental class is 5.56306 and standard deviation of control class is 1.79682

Test of significant (t-test)

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 pretest and posttest in control class and experimental class before and after being taught by using pictures.

The level of significance = 0.05, the only thing which is needed; the degree of freedom (df) = 20, where N-1 (21-1). Because this is pretest between Control and Experimental classes, the total of the degree of freedom (df) is 40. Here is the result of the t-test is presented in the following table:

Table 11. *t-test of Student Achievement on Control and Experimental Classes in Pretest*

Group Statistics										
Group		N	Mean	Std. Deviation	Std. Error Mean					
Score	1.00	21	57.5238	4.16676	.90926					
	2.00	21	42.9048	3.23890	.70679					

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2.914	.096	12.694	40	.000	14.61905	1.15165	12.29147	16.94662
	Equal variances not assumed			12.694	37.705	.000	14.61905	1.15165	12.28705	16.95105

Based on the result of data analysis as summarized in table 11 in pretest of experimental class as Group 1 and control class as Group 2, the researcher found that the significance (Sig.2-tailed) is .000 which means that there is significant difference in pretest.

Table 12. *T-test of of Student Achievement on Control and Experimental Classes in Posttest*

Group Statistics										
Group		N	Mean	Std. Deviation	Std. Error Mean					
Score	1	21	72.3810	5.56306	1.21396					
	2	21	48.8571	1.79682	.39210					

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	14.867	.000	18.440	40	.000	23.52381	1.27571	20.94550	26.10212
	Equal variances not assumed			18.440	24.128	.000	23.52381	1.27571	20.89161	26.15601

Based on the result of data analysis as summarized in table 12 in posttest of experimental class as Group 1 and control class as Group 2, the researcher found that the significance (Sig.2-tailed) is .000 which means that there is significant difference in posttest.

After search the findings of the research in the previous parts, the researcher may make conclusion that before the treatment (in pretest), most of the students got poor classification in developing the ideas in writing a paragraph. The students encountered challenges primarily in the areas of idea development and organization, language use concern with sentence structures, vocabulary concern with word choice and range, mechanics concern with punctuation, spelling, and capitalization, and content concern with the essay's subject or theme. Organization focuses on coherence between ideas in the essay.

Furthermore, from the researcher observation during the treatments that was conducted for three meetings in different topics of writing that provided with the pictures. By using the picture strategy, the students might enhance their capacity to develop ideas in paragraphs. The images that served as visual aids were highly beneficial in encouraging and stimulating the students' concept development. However, the students found the chosen topic to be both interesting and hard, and they believed that utilizing visuals made it simpler for them to develop their ideas in paragraphs.

The course of treatment plays a significant effect in the pupils' success in developing their writing abilities. It is demonstrated by the fact that students' writing abilities improved following four treatments employing the image technique. The visual materials that were shown in photos three times over three meetings were effective. Students can grow and relate their ideas as their minds form associations, and they can also discover how concepts relate to one another thanks to the writing materials in images technique. Compared to when students took the pretest prior to receiving therapy, this was different. Their unstructured and unsystematic ideas made it difficult for them to develop and arrange their thoughts during the pretest. 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 57.5238 and mean score of posttest is 72.3810

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

4. CONCLUSION

The researcher comes to the conclusion that using pictures improves students' comprehension of English writing based on the data and discussions in the earlier sections. It shown that students' writing abilities have improved. especially the five elements and how intriguing it is to incorporate images in writing.

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