

THE EFFECT OF USING PICTURES ON STUDENTS' PROCEDURAL TEXT WRITING SKILLS MASTERY ET ELVA SOFYAN RISKY ANANDA JUNIOR HIGH SCHOOL

Suyanti

suyanti@umnaw.ac.id

Teguh Satria Amin (Corresponding Author)

teguhsatriamin@umnaw.ac.id

Abstract

The purpose of this study was to determine the effectiveness of using pictures as a medium on students' writing skills. This research was conducted at the Elva Sofyan Riski Anada school foundation. The samples used in this study were class VIII A and B divided into two groups, namely the experimental group and the control group. taken by using total sampling technique. The experimental group (VIII A) consisted of 25 students and the control group (VIII B) consisted of 25 students. The experimental group was taught using media Pictures while the control group was taught by the Conventional Method. The instrument for collecting data is a written test. Based on the calculations, the test reliability was 0.90. Data were analyzed using the t-test formula. Based on data analysis, it was obtained that the t-observed value was 7.00 with a degree of freedom (df) = 48 at a significance level of p (0.05). This means that t-observed is higher than t-table (7.00 2.01). The results of this study indicate that media images have a significant effect on student achievement in writing procedural text.

Keyword : Picture, Media, Writing Skill, Experimental Research

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan media gambar terhadap keterampilan menulis siswa. Penelitian ini dilakukan di yayasan sekolah Elva Sofyan Risky Anada. Sampel yang digunakan dalam penelitian ini adalah kelas VIII A dan B yang dibagi menjadi dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. diambil dengan menggunakan teknik total sampling. Kelompok eksperimen (VIII A) terdiri dari 25 siswa dan kelompok kontrol (VIII B) terdiri dari 25 siswa. Kelompok eksperimen diajar menggunakan media Gambar sedangkan kelompok kontrol diajar dengan Metode Konvensional. Instrumen untuk mengumpulkan data adalah tes tertulis. Berdasarkan perhitungan diperoleh reliabilitas tes sebesar 0,90. Data dianalisis dengan menggunakan rumus t-test. Berdasarkan analisis data diperoleh nilai t observasi sebesar 7,00 dengan derajat kebebasan (df) = 48 pada taraf signifikansi p (0,05). Artinya

t-observasi lebih tinggi dari t-tabel (7.00 > 2.01). Hasil penelitian ini menunjukkan bahwa media gambar berpengaruh signifikan terhadap prestasi belajar siswa dalam menulis teks prosedur.

Kata Kunci : Gambar, Media, Keterampilan Menulis, Penelitian Eksperimen

1. Introduction

Language is an important means of communication which is used in the world. In the Oxford Learner's Dictionary, language is defined as a system of communication in speech and writing used by people of a particular country. It plays an important role in our life. English as the foreign language in our country is considered to be important to be learnt and to be used to develop science, technology, art and culture, and also important to build relationship with others.

There are four skills that must be mastered by English learners in learning English. Those are: reading, speaking, listening and writing. Among the four skills, writing is the important skill to be taught for students because it can improve students reading and organizing ability, enhancing students' vocabulary and they can express their intention.

Writing skill is often perceived as a difficult skill in learning English. Based on the researcher observation at SMP Elva Sofyan Risky Ananda, the researcher found that most of students have difficulty in teaching and learning process, especially in writing procedure text. The Students at SMP Elva Sofyan Risky Ananda usually face some difficulties when they learn to write. They could not write their ideas in writing especially procedure text, because they did not understand well about how to make good writing, especially procedure text. In teaching learning process, the teacher has important roles. Teacher is a profesional educator who has main duty to educate, teach, guide, direct, train, and evaluate the learners on early children education at formal education (elementary school, junior high school, and senior high school) . Some efforts have been done to solve the problems. The main objective is to make writing becomes easier to learn for students. In order to make writing becomes easier to learn, teacher has to make an interesting teaching method. The teacher needs media to convey the lesson more easily.

2. Review of Literature

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. This opinion is supported by Randall Collin, that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by readers. Beside it must contain meaningful values so that the readers can get the benefits from the writing.

Furthermore Sudaryanto "says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside". From the statement, it can be said that writing is a skill in which the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so

that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

a. **The writing Proses**

As Sorenson (2010:3) states that good writing starts with process. According to him, there are four basic steps in writing anything: prewriting, writing, revising, and proofreading.

b. **Types of Writing**

Based on School-Based Curriculum, there are many texts taught in Junior high school and senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. Gerrot and Wignel (1998) explained that each genre has specific language features.

c. **Procedure Text**

1. **Defenition of Procedure Text**

Procedure text is one of text types or genre writing. There are many kind of genre in studying a language, but here the researcher focuses on procedure text. Procedure text is a text which is taught to the junior high school students in the first year. Procedure text is a kind of text which aims to give guidance about steps to do something. Basically, this text consists of tips or sequence of steps in making something or in doing such activity (Djuharie, 2007)

2. **Generic Structure of Procedure Text**

According to Swales (1990:42), structure of texts is a device that supports communicative purpose. Same with other text type, procedure text also has generic structure. The generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb "construct", which has meaning to build something, to put or fit something together, to form together.

3. **Lexical Gramtical Features Procedure Text**

Besides having social function and generic structure, procedure text also has significant lexicon of grammatical features that support the form of procedure text. They are:

- Use of simple present tense, often imperative. Eventually, procedure text has the social function to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples put, take, cut, stir, add, boil, grind, etc.
- The use of time words or numbers. The numbers or numbering has a function to indicate sequences, for example: first, second, third, and so on.

The use of adverbs. Adverbs are to tell how the action should be done; sometimes it is used with verbs in procedure text, for example: cut quickly, stir slowly, put carefully, look accurately, etc

4. **The Example of Procedure Text**

Goal: How To Make Orange Juice

Material ingredients:

- 2 sweet oranges
- sugar
- ice cubes

Steps:

- First, put the orange and ice cubes into a blender.
- Second, turn on the blender. Wait until the orange and ice cubes dissolved.
- Third, put 2 tablespoons of sugar into a blender and turn the blender 15 seconds.
- Fourth, pour into a glass.
- Lastly, enjoy the juic

d. **Media**

Media is a means of communication and source of information or anything that carries information between a source and a receiver that has purpose to facilitate communications and learning

e. **Visual Media**

Visual media are kinds of media that can be seen and touch, as stated by Arsyhar (2012:) and it is clasified into two: non projected and projected. Non projected visual media are printed media (like books, journals, drawings, maps and poster). Projected visual media are the picture projected by a projector and power point slides which are not inserted with any voice.

f. **Teaching-Learning in Writing Using Pictures**

Visual media make the explanation clearer, so that the students can be easier to receive and understand the explanations on the teaching and learning process. This is because the visual media can provide an important message that seems to be real object. In order to use picture for class activity, the students will be asked in plenty of time to look in for pictures relating to particular topics and the students can write the procedure instead. Here, the students will work in groups. Each group choose any pictures and put their pictures on the table, looking at the pictures one by one and then students have ideas how to make something about what they want to write.

3. Research Method

This research were be conducted by using an experimental research design. There are two groups of students, namely experimental group and control group. The experimental group were be treated by using Media Pictures, while control group were be treated by using Conventional Method. Both groups were be given pretest and posttest this research were be students of the eight grade SMP Elva Sofyan Risky Ananda. There are two classes and each class consist of 25 students. The total population is 50 students. The sample of this research were be divided into two groups: experimental group and control group.

An essay test as the instrument to collect the data. In this case, a writing test were be given to the students, the students were be asked to write a procedure text about "How to make fried noodle". The same test were given as the pre-test and post-test to both experimental and control groups.

4. Data Analysis and Research Finding

In order to collect the data, the researcher gave a writing test to experimental and control groups and the test score would be analyzed. The writing test was carried out before the treatment as pre-test and after treatment as post-test. The total score of pre-test in the experimental group was 1527. The lowest score in pre-test was 45 and the highest score was 74 (see Table 1). The total score of pre-test in control group was 1462. The lowest score in pre-test wase 45 and the highest was 80 (see Table 2). The total score of post-test in the experimental group was 1822. The lowest score in post-test was 60 while the highest score

was 87 (see Table 3). The total score of post-test in control group was 1605. The lowest score in post-test was 52 while the highest score was 84 (see Table 4).

From the difference increasing of scores, it can be concluded that Conventional Method did not support the students' achievement in writing procedure text, but the Picture definitely gave significant support for the students' achievement in writing procedure text.

5. Conclusions

Based on the research finding, it can be concluded that the hypothesis of H_a is accepted. It is explained by the value of t-observed is higher than the t-table $t_{obs} (7.00) > t_{table} (2.01)$. It shows that the Media Picture significantly affects the students' achievement in writing procedure text. In other words, students' writing achievement who were taught by using picture was better than students' writing achievement who were taught by using Conventional Method. It means that the alternative hypothesis H_a is acceptable.

In relation to the conclusion above, the suggestions are stated as the following:

1. It is suggested to the teacher of English to apply pictures in teaching writing procedure text as an alternative media in teaching learning process.
2. It is suggested to use this research as a reference for further research to give contribution in educational research.
3. It is suggested to students to use pictures in order to assist them in writing procedure text.

REFERENCES

- Arsyad, A. 2007. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Asyhar, Rayanda. 2012. *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Gaung Persada (GP) Press Jakarta.
- Aruan, D. M. 2002. *Penafsiran Skor Test Bachelor's Thesis*. Medan: State University of Medan.
- Brown, Douglas. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.
- Carol, Theresia M. and Swann, Joan. 2003. *Teaching Academic Writing: A Toolkit for Higher Education*. London and New York: Routledge.
- Djuharie, O. S. 2007. *Genre Dilengkapi 700 Soal Uji Pemahaman*. Bandung: CV.Yrama Widya.
- Ganguly, Cohen. L.e. 2000. *Media in Education. Fifth Edition*. London and New York: Routledge-Falmer.
- Hartono, Rudi. 2005. *Genre Based Writing*. English Department of Semarang State University.
- Heinich, R., Molenda, M., Russell, J., and Smaldino, S. 2002. *Instructional Media and Technologies for Learning. 7th ed*. Englewood Cliffs, NJ: Prentice-Hall.

Hyland, Ken. 2004. *Genre and Second Language Writing*. Michigan: London.

Maureen, Lewis and Wray, David. 2002. Writing Frame. *The Exeter Extending Literacy project funded by the Nuffield Foundation*. E-book.

Randal, H. 2004. *Literacy an Introduction*. Edinburgh: Edinburgh University

Richards, Jack C. and Renandya, Willy A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.

Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito. 2008. *Media Education: Definition, Development and Utilization*. Jakarta : Rajawali Press.

Sudaryanto. 2001. *Peningkatan Keterampilan Menyusun Wacana Narasi Melalui Penerapan Pendekatan Ekletik*. *Cakrawala Pendidikan*. Th XX, No 1, 61-69.

Swales, J. 1990. *Genre Analysis*. United Kingdom: Cambridge University Press.

Vockel, E. L. 1983. *Educational Research*. New York: Macmillan Publishing Co. Inc.