

THE USE OF PICTURES TO DEVELOP WRITING SKILLS OF THE EIGHTH GRADE STUDENTS OF SMP SATAP NEGERI 1 AMPIBABO

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ABSTRACT

The objective of this research was prove that the use of pictures can develop the students skill to write recount text. The research applied quasi experimental research design that involved experimental group and a control group. The sample of this research was 45students, which where divided into 22 students of class A as the experimental group and 23 students of class B as the control group. The sample was selected by using purposive sampling technique. In collecting the data, the researchers used test, the test was used pre-test and post-test. Then, the data were analyzed statistically. Having analyzed the data, it was revealed that there were different score obtained from control group and experimental group. In other words, t-counted (3,70) was higher than t-table (1,681). It means that the research hypothesis is accepted. In conclusion, that the use of pictures can develop the students writing skill to the eighth grade of SMP SATAP Negeri 1 Ampibabo.

Keywords: Develop; Writing Skill; Picture

INTRODUCTION

Writing skills always have an important role in global communication and many professions require good writing skills. Writing skills are also used extensively in higher education and in the workplace. It is true that most professional communication is done in writing, such as making proposals, memos, reports, applications, and e-mails. So, in the process of education, learning writing skills is important.

Writing is one of the common ways to convey information, the process may not be easy. It is a difficult activity for most people, especially in a foreign language. Basically, there are four language skills that should be mastered by the students in language learning. They are listening, speaking, reading, and writing is the last step in language learning. So, the students who are good at listening, speaking, and reading can produce good writing.

It is indicated in curriculum 2013, one of the targets for the junior high school level is students are expected to comprehend various types of text, such as narrative, procedure, descriptive, and recount text. In this research focuses on recount text. Recount text is a text that tells a story, action, or activity. Recount text usually tells about an incident or experience that happen in the past for example as your vacation. Experience that you will never forget. Different from the narrative text, recount does not have a complication or conflict issue.

Research reveal that effective technique are needed to overcome writing problems. There have been some technique used in teaching writing effectively, and one of those media Pictures. Brown, (1983) states that pictures may improve the student's visual literacy. For example, pictures may help students to comprehend various abstractions. There are some valuable uses for pictures such as stimulating students' interest and helping readers to understand and to remember the material. Pictures can help the students to understand the meaning of a word, a sentence or even a paragraph. By using pictures, the students can gets the imagination about the objects or situations that happens.

The researchers found some problems relating to students' ability in writing recount text. Students have less interest in writing they think that the ideas they want to write are difficult to come to their mind and it makes them bored. The students had difficulties in delivering ideas and recognizing the generic structure and language features of recount text. Besides, they had insufficient vocabulary preventing them from expressing their ideas in written form. Thus, it is not surprising if the students find difficulties in mastering their writing skills.

Based on the problem and explanation above, the focus of this research can be stated to find that pictures as one of media which is effective to facilitate the students in order to improve their writing particularly in writing recount text.

METHOD

The researchers used a quasi-experimental design. Therefore, the researchers divided the group into experimental group and control group. The experimental group got a treatment to improve the student's writing skills. Population in research is groups or units that meet the selection criteria for a group to be studied, and from which a representative sample is taken

detailed examination. Shortly, population means a group of people or units taken for making assumptions in the research. The population of this research were the eighth grade students of SMP SATAP Negeri 1 Ampibabo.

Table 1 - Class Distribution

No	Class	Number of Students
1	VIII A	22
2	VIII B	23
Total		45

RESULT AND DISCUSSION

In order to find out the significant differences of the students' score between the pretest and posttest in the experimental class and control class, the researchers computed the deviation and squared deviation which is presented as follow:

Table 2 - Deviation and Square Deviation of the Experimental Class

No	Initial name	Students standard scores		Deviation (x2-x1)	Square deviation (x2-x1) ²
		Pre-test x1	Post-test x2		
1	ABT	26.66	73.33	46.67	2178.89
2	AD	40.00	60.00	20.00	400
3	AF	33.33	73.33	40.00	1600
4	AGP	40.00	66.66	26.66	710.75
5	DL	33.33	73.33	40.00	1600
6	FSL	33.33	60.00	26.67	711.28
7	MVL	53.33	73.33	20.00	400
8	MTA	46.66	80.00	33.34	1111.56
9	MZA	26.66	53.33	26.67	711.28
10	NRH	46.66	73.33	26.67	711.28
11	NR	46.66	66.66	20.00	400
12	NY	33.33	73.33	40.00	1600
13	RF	40.00	60.00	20.00	400
14	RDJ	46.66	73.33	26.67	711.28
15	RMN	53.33	80.00	26.67	711.28
16	SF	26.66	53.33	26.67	711.28
17	SFL	40.00	73.33	33.33	1110.89
18	SKA	40.00	66.66	26.66	710.75
19	STI	33.33	53.33	20.00	400
20	TKA	33.33	60.00	26.67	711.28
21	WDA	53.33	66.66	13.33	177.68
22	ZSL	40.00	73.33	33.33	1110.89
Total				620	18890.65
Mean				28.18	858.65

By using the formula, it can be looked that the deviation value of the experimental class is 28.18. Meanwhile, the deviation of the control class students certainly had differences with the experimental class. For more details, it can be looked at the following table 4.6:

Table 3 - Deviation and Square Deviation of the Control Class

No	Initial name	Students standard scores		Deviation (x2-x1)	Square deviation (x2-x1) ²
		Pre-test x1	Post-test x2		
1	AHD	40	53.33	13.33	177.68
2	AN	26.66	33.33	6.67	44.48
3	ADHP	33.33	40	6.67	44.48
4	BAP	33.33	46.66	13.33	177.68
5	BDA	33.33	60.00	26.67	711.28
6	BMW	40	66.66	26.66	710.75
7	CKH	40	46.66	6.66	44.35
8	GRP	33.33	46.66	13.33	177.68
9	HAS	40	73.33	33.33	1110.88
10	KP	20	46.66	26.66	710.75
11	MAZ	0	26.66	26.66	710.75
12	MAR	26.66	46.66	20	400
13	NP	33.33	40	6.67	44.48
14	NZH	46.66	46.66	0	0
15	NG	46.66	60.00	13.34	177.95
16	NAH	26.66	53.33	26.67	177.28
17	PDY	40	60.00	20	400
18	RFA	26.66	46.66	20	400
19	RZM	46.66	53.33	6.67	44.48
20	SK	46.66	46.66	0	0
21	TRD	26.66	40	13.34	177.95
22	VL	46.66	53.33	6.67	44.48
23	WS	40	46.66	6.66	44.35
		Total		339.99	7065.73
		Mean		14.78	307.21

Based on the table, the researchers found the total score of the students in the control group in the pre-test was 793.25. While the total score in the post-test was 1128.24. The table above indicates that score in post-test higher then pre-test, but there was no significant improvement as in the experimental group. Furthermore, to get deviation score, the researchers subtracted the students standard scores in the post-test from the students standard scores in the pre-test. The highest deviation score was 33.33 and the lowest deviation score was 0.

DISCUSSION

The section presents the result of data analysis. The objective of this research is to prove whether pictures can improve writing skill of the eighth grade students of SMP SATAP N 1 Ampibabo. The researchers limited this research on there writing components: grammar, organization, and vocabulary. The example of recount text are used as material to improve students' writing skill by using Pictures.

Technique applied by the researchers. In this study, the researchers applied quasi-experimental research design using two groups as the research sample which are class VIII A as the experimental group and class VIII B as the control group.

There were some problems that the researchers faced during the treatment. The first it was hard for the students to find the correct verb for their written text. The second problem is the class noisy because they always ask about the meaning of some words and the spelling of some words. Then, how the researchers solved the problem: first, the researchers came to each student and then helped them to show the right sentence or tense that they were confused about. Second, the researchers asked the students to bring a dictionary, so they could look for the right meaning and spelling by themselves.

This discussion focused on the improvement of student's ability to write recount text during and after giving treatment to the experimental group. Six meetings were conducted for both experimental and control groups. While the six meetings were for the treatment that was only given to the experimental group. The researchers used the Pictures technique to teach writing recount text in the experimental group. Moreover, the researchers did the pretest which was held on Agustus 21st, to the experimental group and the control group.

In the pretest, the researchers asked students to write a recount text based on the topic given. According to the result of the pretest, the researchers found out that most of the students were not good at using grammar. As a consequence, they produced text with grammatical errors and meaningless sentences. They also lacked vocabulary or words, so it often made them stuck in the middle of the writing process. They also could not use the right capitalization and punctuation. They got confused about how to put commas and full stops in their writing.

After conducting the pre-test, the researchers gave treatment to students in the experimental group for six meetings. Each meeting consisted of 2x40 minutes. The experimental group was taught to write recount text by using the pictures technique. To specify, before applying the technique of the picture as the treatment, the researchers explained the definition of the recount text, examples of recount text, and introduced briefly the generic structure of the recount text. Then she gave them a task related to the generic structure of recount text.

After the treatment was conducted, a post-test was given to both of experimental and control groups. The aim of the post-test was to measure students' ability, particularly the use of some elements of writing which are grammar, organization, and vocabulary in writing text after the treatment. Based on the result, it shows that both experimental and control groups have made progress but the progress itself was different. It could be seen from the students scores that the experimental group got higher than the control group. in addition, the result of the post-test shows

that the technique of the picture can improve the student's skills of the experimental group in writing recount text. It can be proved by the value of t-counted (3.70) which higher than value of t-table (1.681).

Regarding to the findings, it also supported by both previous researchers; those are Yustiani (2016) Irana (2019). In the first research, he discussed about how the students improved their ability in writing recount text through Pictures PWIM while the second research, Irana " Using Pictures is effective in teaching writing of descriptive text at the eighth grade in MTs Roudlotul Khuffadz. The recent research used Pictures technique to improve students' ability in writing recount text. It means Pictures technique can be used to improve students' ability in writing not only in descriptive text but also in recount text. The researchers may conclude that Pictures technique can be used as an alternative way of teaching writing recount text by applying it to teach grammar, organization, and vocabulary. Based on two related studies the researchers may conclude that Pictures technique has impact on improving the students.

CONCLUSION

After analyzing and comparing the results of experimental and control group, the researcher concludes that the use of pictures technique can improve the student's writing ability in recount text. It means that the hypothesis of this research is accepted. It can be proved by seeing the result of t-counted value (3.70) that is higher than the result of table value (1.681). It indicates that the students have significant improvement. In other words, the hypothesis is of this researcher accepted.

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