



RESEARCH ARTICLE

# The Use Of Picture To Improve Students' Ability In Writing Skill Of Eighth Grade Students In Smp Negeri 1 Makarti Jaya Banyuasin Sumatera Selatan

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## Abstract

The topic of this study is "The use of pictures to improve the writing skills of eight grade students of SMPN 1 Makarti Jaya Banyuasin". This discussion of this lesson is to answer the question of is there a significant improvement between students learning to use pictures learning to use pictures and not to use picture? In this study, researcher used quansi experiments using pre test and post test. The population is eighth grade, especially grade 8.1 and 8.5. One of the classes used as the experimental class is class of 8.5 and the control class is class of 8.1. The use of media image to improve students writing skills is applied to the experimental class, namely class of 8.5. While the control class does not use images. Each class held treatment and the research lasted for 16 meetings with different pictures at each meeting. From the results of the pretest and post test that have been carried out, the researcher gets the maximum result, namely the value on the pretest 72% to 78% in the post test. Before holding the post test with the same picture, students were given treatment for 14 meetings. From the results of this study, this means that the use of images can improve students writing skills. The data collection was carried out using the SPSS application.

**Keyword:** Writing Skills, Picture, Student Improvement

## Introduction

Many problems arise when we are going to learn English, especially for a student who really doesn't know basic English. When learning in class we can see that many students still have difficulty in learning. Common problems that often arise based on teaching experience the researcher found that students still had difficulty reciting the readings, due to differences in articulation in the readings and different ways of pronouncing them. Difficulties in understanding grammar or grammar in the context of tenses and words that have many meanings. As a result of the many difficulties students have in learning, this results in feelings of boredom and laziness in students to take part in learning English in class.

Many mistakes in writing sentences in English can lead to different meanings. Students must have good basic skills in writing English words. This is what encourages researchers to improve their skills. Because with proper and regular training, students can make sentences well and understand the meaning of these sentences. Writing is very necessary to know the extent of students' understanding of the material. Therefore, the researcher in this case will provide a learning method through an image which students then describe about the image. Because writing skills in children in grade eight are considered lacking and good training is still needed.

Writing is an important thing that must be mastered by someone in the world of education and in the workplace. As stated by Wals (2010) that Writing is important because it's

used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

If a student has good writing skills then they will get benefits for themselves, such as being able to help students express something or also as a medium of communication. Therefore this writing skill is very important for students. According to Chappell (2011), the advantages of having good writing skills can help such as:

- express one's personality;
- foster communication;
- develop thinking skills;
- make logical and persuasive arguments;
- give a person a chance to later reflect on his/her ideas and re-evaluate them;
- provide and receive feedback; and
- prepare for school and employment.

In addition to the benefits that students can get, there are also not a few problems that students experience when writing which can certainly interfere with every development of their learning. According to Darmadi (1996:11) is further explained that there are many problems faced by novice writers. In general it can be said that, There are four kinds of problems, namely (1) afraid to start, (2) no know when to start, (3) organizing, and (4) language, which can be described as follows:

- Afraid to Start.

There are several reasons students are afraid to start. Maybe one of the reasons because students do not have representative writing model which can be used as a measure forevaluate our results. Even though we can read a number of interesting articles on various media but all of that has not been able toused as a model because including popular writing. We may still be

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afraid writing probably lies in reasons for anxiety common, such as fear of being laughed at, afraid to make mistakes, afraid of criticism, fear of not mastering the theme, and so on. Whatever the cause, that's important for us to be able to motivate ourselves and keep practicing so that the fear goes step by step may decrease and eventually disappear.

- Don't Know When to Start.

The question is when should we start writing can be overcome with kill laziness. We must immediately make a draft that can guide in development writing. Besides, we must hurry decided to act as soon as possible start writing so draft or the outline has been completed. As early writers, we should follow the example of a professional writer don't procrastinate writing and using time the best.

- Organizational Problems.

Organizing ideas included essential thing in a writing. By organizing that is good, a post will be easy for readers to follow. If an article can be followed the direction means the reader will be able to catch that meaning desired by the author.

- Language Problem.

For not knowing the essence changes that occur inside language, this is a problem serious. Besides, the author beginners generally have trivial view of Language. Language is only seen as a means of communication instead seen as the principal vehicle in thinking. Many in between novice writers who don't master the language well.

Descriptive text in writing skills are part of the skills language that must be mastered by students. To have good skill in descriptive writing text, students are required to know about the rules of writing, continuous practice, and knowledge of word formation and sentence arrangement, and paragraph development. Subject syllabus Indonesian language regarding writing skills according to the Standards Body Education (2008: 11) standard of competence is expressing thoughts, feelings, information, and experiences in writing in the form of essays, letters invitations, and written dialogue. While the basic competency is writing essay based on experience by paying attention to the choice of words and spelling use. The results of the observations of researchers students' interest in writing descriptions is still low, because the teacher is deep Delivering learning material still uses a traditional approach. In learning to write the teacher gives the title of writing or composing free. Students' motivation in learning to write is also low, this can be seen when learning to write some students do not write because they experience difficulty finding vocabulary and making sentences. In learning writing students seem lazy, students also tend to be passive in learning writing, some students say learning to write is boring because students have difficulty expressing ideas or ideas.

The lack of interest in writing in students due to the many factors that become their obstacles, the researchers conducted a study using pictures as learning media. Picture are considered to be able to increase students' understanding of learning material. Besides that, using media images can also attract students' attention because they use lots of colors. So that it is not boring when learning to write takes place.

The use of media picture is considered very appropriate to help students in writing skills. By looking at the picture, students can find out the name of the picture, then can describe it in written form. Related to this, Purwanto and Alim (1997:63) suggest that the use of media images to train children to determine the main ideas that might become essays. Besides that, media images can also attract students' interest in learning, thinking and media images are easy to use. Image media can made of paper material containing pictures or pictures attached sequentially so that the use of media images is very effective and can improve writing skills.

From the existing explanations regarding the obstacles and the importance of learning English for students, especially in the province of South Sumatera, researchers will conduct this research at SMP Negeri 1 Makarti Jaya in eighth grade. The researcher choose the school because it was assessed that the understanding of English was still lacking so that it still needed

training for its students. Places to learn English such as course places are also inadequate or even non-existent as well as low student interest in learning English. Lack of motivation and obstruction of the distance between the residence and the course, because the residence is in the countryside. Because of that the researcher will make an observation which the title "The Use Of Picture To Improve Students' Ability In Writing Skill Of Eighth Grade Students In Junior High School No. 1 Makarti Jaya Banyuasin" which will later make some changes regarding the learning of English so that it is even better.

### *The Problem of The Study*

The problem investigated is stated as follows:

1. Is there any significant difference in writing achievement between the students who are taught by using picture and those are taught without picture?

### *The Objective Of The Study*

The purpose of this research is to find out whether there is significant different in writing achievement between students who are taught by using picture and those are taught without picture.

### *The Significance Of The Study*

This study can give some contributions to the writer itself, English teachers and students.

1. For the writer itself, this study can improve her to be creative teacher in the future.
2. For the teachers, this study can help them to be able to use other methods in teaching English to their students. They can use media other than textbooks or study guides or pictures to increase student understanding.
3. For students, it can help them to improve their understanding in writing based on the object they see from a picture which is expressed in written form.

### *Definition Of Writing*

There are many definitions of writing according to experts, as will be described below:

According to Tarigan in Asmayana (2015: 1) writing is a language skill that is used as a communication tool. Writing activities can be used to send letters, messages and other means that writing is a very important skill for students in learning. Writing means technically expressing ideas, ideas, opinions, or thoughts and feelings (Sumarno, 2009). Based on Sumarno (2009) also expressed his opinion about writing, namely: making graphic symbols that represent language that other people understand.

Writing can be interpreted as a learning process in communicating or the result of an action learning. Writing is an activity carried out by someone to produce a piece of writing. according to Heaton in St. Y Slamet (2008) writing is a difficult and complex skill. M Atar Semi (2007: 14) in his book reveals the notion of writing is a creative process of transferring ideas into written symbols. Burgan Nurgiantoro (1988:273) states that writing is an active productive activity, namely the activity of producing language.

Based on the opinion above, it can be concluded that writing is an activity carried out by someone in expressing ideas or thoughts with the ability possessed through active activity in the form of symbols of letters and numbers so that they can be understood by others.

### *Writing Ability*

A person's writing ability is very diverse. Good writing skills are obtained from good learning as well. St.Y. Slamet (2008) suggests writing ability, namely productive language skills, meaning that this ability is the ability to produce (writing). According to Solehan et al (2008: 94) the ability to write is not an ability that is obtained automatically. Solehan explained that a person's ability to write is not innate, but is obtained through the act of learning. In connection with the acquisition of writing

skills, one does not necessarily get writing lessons that have reliable competence without a lot of writing practice. It can be concluded that this writing ability is an active ability that is carried out continuously and very productively in producing writing in the learning process.

### **Writing Purposes**

Every activity that we do must have a purpose as well as writing activities. experts explain that there are many goals of the writing activity itself. As the opinion of M AtarSemi (2007:14) the purpose of writing includes: a) to tell something, b) to provide instructions or directions, c) to explain something, d) to convince, e) to summarize. Besides that, according to Elina et al (2009:6) the purpose of writing is: a) to inform, b) to persuade, c) to entertain, d) to educate.

From the description above it can be explained the purpose of writing, namely:

1. to provide information, a writer can describe information through his writing. such as magazines, print media, tabloids, newspapers which often contain information or events.
2. to give readers confidence through writing, the writer can influence the beliefs of his readers, just like information on neglected children in a newspaper, this can move his heart to provide assistance and it means that the writer here can convince readers through his writing.
3. to provide information, writing can be used as a guide for a good object, item or person. its function is to explain the characteristics, materials, colors, and various things that need to be mentioned from the object.
4. As for educational facilities, the writer can be used as an educational tool because teachers and students will not be far from taking notes, summarizing, writing questions or working on questions.

### **The Stage of Writing**

To make a good writing, there are four stages in writing process, as follows:

#### **1) Planning**

This first step asks the writer to prepare their subject that will to written. During the preparation of writing, the writer should think about the purpose of writing and how that writing will influence the readers. And also, the language and collect the information is important too in writing. How the writer produces the words to sentences until become paragraph will be influence the readers. Beside of that, there some important also to do in this first stage is content. Content is central of all in writing. Content will decide the readers of writing that is good quality or not to read.

#### **2) Drafting**

The second stage is drafting. Where this stage asks the writer to generate everything that writer find out in the first stage. Draft needs to editing for checking the text of writing.

#### **3) Editing**

To produce a perfect writing, is not only in first try. The writer needs to edit and re-evaluate the writing. In this stage, the writer should read the writing, perhaps the information is not clear enough or there some word incorrect. According to Lilis in her Thesis (2018) editing is essential part of preparing a piece of writing for public reading or publication. Another function of editing is check the grammar, spelling punctuation, diction and sentence structure in writing.

#### **4) Final Version**

After pass all of the stage, we will face the final stage is final version where this stage will ask the writer to complete their writing after planning, drafting and editing. In this final stage, the writer just needs to make it perfect and ready to send for the public readers

### **The Characteristics of Writing**

According by Pival and Adelstein in Safri (2013) There are some characteristics of writing, they are:

- 1) **Good writing reflects the writer's ability to use the appropriate voice** even though all good writings conveys the sound as someone else, the voice heard though the writing must also sort the purpose and audience at the occasion.
- 2) **Good writing reflects the writers' ability to organize the material into a coherence whole** so that is move logically from e-central, dominant idea to the supporting points and finally to a coincident ending conveying to the needs a sense at a well though a plan.
- 3) **Good writing reflects the writers' clearly and unambiguously to use sentence structure language and example**, so that on possible meaning is the writers intended one.

Beside that, Neville Grant also state in Safri (2013) that the characteristics of good writing exercises namely:

- a) Writing exercise should be neither too hard nor too easy.
- b) Writing exercise should be relevant, both to the students and to the subject with in the unit of learning.
- c) Writing exercise should be linguistically suitable, both in the term of grammar and vocabulary.
- d) Writing exercise should not be too long.
- e) They should be interested in their own right. In other word, what is written should have some kinds of communicative purpose.

### **Kinds Of Writing Text**

Tarigan (2009:18) classifies writing based on its form, namely exposition, description, narrative, and persuasive writing. in line with Tarigan, Alwasilah mentions 4 types of writing with the subject matter of EDAN, namely exposition, description, argumentation, and narrative (Alwasilah, 2007). Fahrudin (1988:145) suggests that the forms of writing that are in accordance with the author's intention are exposition, description, narration, argumentation, and persuasion.

From the opinions above, it can be concluded that basically writing consists of five types, namely exposition, narration, description, argumentation, and persuasion. The following is an explanation of each type of writing.

#### **1) Narrative Text**

Narrative essay comes from English which means story (narration) and which tells (narrative) and tells (to narrate) (Alwasilah, 2007). According to Akprian (Mulyati, 2008: 721) says that narrative essay is a type of essay that attempts to tell an event, either real or fictional, and in it there are elements of the actor, the place where the incident occurred, the time the event occurred, the atmosphere and the storyteller.

Suhendar (1997) reveals that narration is a form of discourse that attempts to narrate an event or event so that it appears as if the reader sees or experiences that event. According to Keraf (Sukino, 2010) narrative essays are the main target are actions that are woven and strung together into an event that occurs in a unit of time. Therefore, the main element in the narrative is the element of action or actions that occur in a series of times.

Narration can contain facts, it can also be fiction or a figment of the author's imagination. Narratives are in the form of facts such as biographies and autobiographies. Narratives that contain fiction are usually in the form of novels, short stories, serial stories and illustrated stories (Marahimin, 1999:93).

#### **2) Description Text**

The word description comes from the Latin *describere* which means to describe. This jenia essay intends to convey impressions about something, with the nature of its movements, or something else to the reader (UPL TEAM, 2008: 135). According to Alwasilah (2007) description is a verbal description of human affairs, objects, appearances, views, or events. The way of writing describes something in such a way that the reader is made to be able to feel, see, hear, or experience as perceived by the five senses.

Regarding this writing, Sukirno (2010) says that descriptive writing always tries to describe and express the nature, behavior of a person, the atmosphere or condition of a place or something

else. Based on the objects described, there are descriptions of people and places. The description of a person consists of several aspects, namely: a) physical condition, b) description of the situation, c) description of character or behavior, description of the character's ideas, and description of the place.

### 3) Argumentative Text

Many experts say that argumentative essays are more difficult than other essays. This was revealed by Alwasilah (2007) Sukirno (2010). Alwasilah (2007) explains that argumentation is an essay that proves the truth or untruth of a statement. According to Sukirno (2010) says that an argumentative essay is an essay that presents arguments, reasons, evidence, or examples that can be convincing. The purpose of this paper is to convince the reader to justify the opinions, ideas and beliefs of the author.

The difficulty in this argumentative essay lies in trying to convince other people to be influenced and then act as desired, which of course has conditions. This is where the author is required to think critically. Argumentative essays are developed using two techniques, namely inductive and deductive techniques (Alwasilah, 2007)

### 4) Expository Text

The word exposition comes from the word exposition which means opening or starting. Alwasilah (2007) states that Exposition is writing whose main purpose is to clarify, explain, educate, or evaluate an issue. The author intends to provide information or instructions to the reader. The exposition relies on a paragraph/paragraph development strategy.

According to Sukirno (2010) expository essay is an essay that tries to explain something or an idea. In order to make the explanation clearer in expository writing, examples, illustrations, pictures, tables, etc. are often used in the description.

### 5) Persuasive Text

Persuasive essays are essays that contain persuasive presentations, solicitations, or appeals that can arouse the reader's interest to believe and obey what the author says. Therefore, the structure of a persuasive essay is sometimes the same as an argument but the diction is different. The diction in argumentative essays looks for reasoning response effects, while in persuasive essays the diction looks for emotional response effects.

The abilities that must be possessed by the writer to be able to compose an effective persuasive essay are to utilize persuasion tools in the form of: (1) language (2) tone (3) detail (4) arrangement or organization, and (5) authority.

From the explanation of the types of writing text above, the researcher used descriptive essays as material for improving writing using picture media in eighth grade students at SMP Negeri 1 Makarti Jaya.

### Meaning Of Picture/ Image

For creative learning, this media image is very helpful for students. According to Rusman (2014) image media is a messenger between senders and recipients of messages that are used visually in a two-dimensional form as a result of thoughts and feelings. Will be written. Image media is able to give a picture of something real, so that it can deliver students' imagination to a process that actually occurs and makes it easier for students to express ideas.

According to Sanaky (2009) pictures or photos are the media most commonly used by people because these media are easy to understand and enjoy, easy to get and found everywhere and provide many explanations when compared to visuals. Furthermore, from Robert Angkowo (2007: 6), he concludes that media images are two-dimensional visual presentations that utilize image designs as a means of considering everyday life, for example concerning humans, events, objects, places and others.

Based on the opinion above, it can be concluded that media images are two-dimensional visual presentations that are

commonly used in teaching and learning activities. Image media is easy to understand, and enjoyable in learning, and able to overcome difficulties in displaying original objects in class.

### Picture Strengths

Images function to convey messages through existing images that involve the sense of sight, the message conveyed is contained in visual communication symbols. Besides that, media images have the aim of attracting attention, clarifying material, illustrating facts or information accurately (Kustadi, 2011:45).

In line with Kustandi's opinion, Sanaky (2009) also stated there are advantages of an image media, namely

- (1) concrete nature,
- (2) images can limit space and time,
- (3) can overcome the limitations of observation five senses,
- (4) clarify a problem in any field and level any age,
- (5) cheaper, easy to get and use without using special equipment.

### Function Of The Picture

Tompkins (1994:111) the purpose of the picture is to bring the object described to life for the readers. Harmer (1998:50) said that such students can write simple story but they are not equipped to create a complex paragraph.

In addition to what is described above, pictures can also function as a medium that can improve students' writing skills, stimulate students' mindsets, insights and reasoning.

### Advantages Of The Picture

According to Andrew Wright (2008) the picture have some advantages for learning, there are :

1. Picture can make the student interesting in teaching and learning process.
2. Picture contribute to the context in which the language is being used.
3. The pictures can described in an objective way.
4. Pictures can cue responses to question.
5. Pictures can stimulate and provide information to be referred to in a conversation, discussion and storytelling

### The Criteria Of Good Picture

According to Andrew Wright (2008), there are some criteria for selecting good pictures for the students, such as:

- (a) The aid must be easy to prepare and organize by the teacher.
- (b) The aid must be interesting for student.
- (c) The aid must be excellent point of view and sufficient amount of language.
- (d) The aid must fit in the best principles of education.

Based on the explanation above, the criteria for good picture should be clear and big enough to see, and to choose or select a picture is needed to be appropriated with the knowledge of the students and related to the topics that is being discussed.

### Kinds Of The Picture

According to Jeremy harmer in Risky Fauziah (2016), pictures can be in form of flashcard, large wall pictures, cue card, photographs or illustration and projected slide.

- a. Flashcard, It is a small card which teacher can hold up for students to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.
- b. Large wall picture, It is a big enough for everyone to see detail. Sometime teacher use blarge wall pictures, when pointing to detail of a pictures to elicit a response.
- c. Cue card, It is a small card which students use in pair or group work. Teachers put students in pair or group and give some cue card so that a student picks up the top cue card in pile he or she has to say a sentence that the card suggests.
- d. Photograph or illustration, It is a photo or image that depicts a situation or people in action. The teachers use it to make

the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

- e. Projected slide, In the multimedia class, the teachers also use it. Sometime the teachers use it to show the images in the big form.

### Previous Related Study

The first research was conducted by Siti Amaliyah and Zariul Antosa in 2018 with the title "The use of media images to improve the skills of writing descriptive paragraphs for Pekan Baru elementary school students". This research is based on the low skill of writing paragraph. Description of third grade students of primary school, from 22 students, only 8 students (40%) are skilled and the remaining 12 students (60%) are less skilled. This research is a Action Research conducted in 2 cycles per cycle consisting of 2 meetings. This study aims to improve the skills of writing description paragraphs with the use of image media.

The subject of this research is the third grade students of primary school in Pekanbaru. Data obtained through observation and test. Data analysis technique used is descriptive statistical technique. The results showed that the percentage of teacher activity scores on the first cycle of 66.66%, while in cycle II the percentage score of 91.66%. Student activity in learning also experience improvement, student activity on cycle I score percentage equal to 6.66% whereas in cycle II percentage score equal to 91.66%. The results of the writing skill of the descriptive paragraph on an average baseline score of 65.3. Meanwhile, the value of the writing skill of the description paragraph in the first cycle score average score of 87.2, then cycle II increased with an average of 89. It can be concluded that using image media can improve the skills to write paragraphs description of primary students.

The second research was conducted by Hardianti in 2019 with the title "Using image media to improve students' essay writing skills in class III Thematic learning at public elementary school 49/IX Sungai terapmuarojambi. This research discusses the use of media images to improve the ability to write essays for class III students in thematic subjects at SD Negeri 49/IX Sungai TerapMuaro Jambi. This research is a type of classroom action research. The approach used in this research is a qualitative and quantitative approach with a cycle-based design, which consists of planning, implementing, observing and reflecting on actions.

The results of this study indicate that the average score of the subject experienced a significant increase starting from . The results of this study indicate that the use of media images can improve the essay writing skills of class III students at SD Negeri 49/IX Sungai Terap Muaro Jambi. This increase is indicated by the average value. 49.5% (pre-cycle), with the application of image media, cycle one increased again to 58.1% and cycle II increased to 71.1%, further increased. Learning to write essays through picture media can improve the learning outcomes of class III students at 49/IX Sungai Terap Muaro Jambi Elementary School.

### Method

To conduct this study, quasi experimental research using non equivalent control group pretest-posttest design was used. Fraenkel and Wallen (1991) state that "an experiment usually involves at least two groups of subjects: an experimental group and a control or comparison group". The study was conducted by using two groups: experimental and control groups. The experimental group received a treatment of some sort (a new text book, a different method of teaching, and so forth), while the control group didn't have treatment.

Group	Pretest	Treatment	Posttest
Experimental Group	O1	X	O2
Control Group	O3	-	O4

Source: Fraenkel& Wallen (2003)

Where:

O1= Pretest of Experimental Group

O2= Posttest of control group

X= Treatment of Experimental group

O3= Pretest of control group

O4= Posttest of control group

Both groups were given the pretest and posttest.

### Research Variables

Fraenkel and Wallen (1991) state that "variable is any characteristic that is not always the same, that is any characteristic that varies". There were two types of variables in this study, independent and dependent variables.

Fraenkel and Wallen (1991) state that "independent variables are those the investigator chooses to study (and often manipulate) in order to assess their possible effect on one or more other variables". An independent variable is presumed to have an effect on, to influence somehow, another variable. In this study, the independent variable was the use of picture.

Fraenkel and Wallen (1991) state that "the independent variable is presumed to affect is called the dependent variable". In common sense terms, the nature of the dependent variable "depend on" what the independent variable does to do it, how it affects it. The dependent variables in this study is writing achievements.

### Operational Definitions

The title of this study is "The use of picture to improve students'ability in writing skill of Eight grade student in junior high school no. 1 Makarti Jaya Banyuasin". For the purpose of the study, the following terms are operationally defined : improving, writing skill, and picture.Improving refers to the students perform better in writing achievement.

Writing skill refers to students' ability to write, such as finding ideas from what they write, making sentences, and such as being able to find meaning from an image.

Picture refers to media that can be used as an effort to improve students' writing in the learning process, for example by using pictures of schools, houses, markets, mountains, and others. From these pictures students must be able to describe through the pictures they see. so that the media is considered to be able to support students' understanding of a material.

### Population of the Study

Fraenkel and Wallen (1991) state that "the population is the group of interest of the researcher, the group to which the researcher would like to generalize the result of the study". The population of this study was the eighth grade students of Junor high school 1 Makarti Jaya Banyuasin. At this school, there were 6 classes of the eighth grade students. The distribution of the population of this study is shown in the table 1

No	Class	Number of Student
1	8.1	32
2	8.2	32
3	8.3	32
4	8.4	32
5	8.5	32
6	8.6	32
Total		192

### Sample of the Study

Fraenkel and Wallen (1991) state that "sample refers to any group on which information is obtained". It is selected from a large group is called a population.

In this study, the researcher used a pretest and posttest which consisted of two classes, each using an experimental group and a control group. In the class selection process, 1 class with poor English scores and 1 class with good English scores were obtained. Then the researcher will make the class a class that will be carried out by research.

The use of the experimental group was taken in grade 8.5 students who were judged according to the subject teacher to have low ability and the control group to class 8.1 which had higher ability in English lessons. The following is a sample table of study:

**Table 2. Sample of the Study**

No	Class	Students	
		Total	Groups
1	8.5	32	The experiment group
2	8.1	32	The control group
Total		64	

### **Procedure of Teaching and Learning**

#### **Procedure for the Experimental Group**

In the experimental group, students carried out activities describing pictures as a treatment. In the treatment session students were given pictures and training was carried out through explanations given by the researcher. After several treatments were carried out in each meeting using different pictures, students were expected to be able to understand and be able to provide explanations about the pictures they saw. The researcher provides an explanation for each picture, so that for the posttest it is expected that their writing skills will improve.

The images given during the pretest and posttest are the same, but when conducting the treatment the researcher uses different images. After the treatment was carried out, the researchers and assessors then conducted evaluations and provided conclusions from these activities, and motivated students to be more enthusiastic about writing

#### **Technique of Data Collection**

In the collecting data, test were used. Hatch and Farhady (1982) state that "the test means examination or trial of something for measuring knowledge, intelligent, ability of an individual group" (p. 44). The test of this study is writing test.

In collecting the data of writing test, pre-test were used. The pretest was given to each class before treatment. In the pre-test the students used the picture to describe it. In the post test the students did the same test as the pre-test. The writing test was scored by two raters who fulfill the requirements of English background and have at least 450 TOEFL score.

#### **Validity of the Test**

To measure the students' writing achievement, the picture was used. To know whether the topic about writing test given was valid, curriculum and the teacher judgment were used.

#### **Reliability of the Test**

In order to know the reliability of writing test, two raters are used to rate students' writing achievement in both the experimental and control groups. The raters should have TOEFL score 450 and above and have teaching English Experiences for more than years. In order to figure out the reliability of the test, inter-rater reliability was used. Reliability refers to the consistency of assessment result. In this point, the students' writing score from both of the raters were correlated. The significance of the results inter-rater and the scoring scale by Heaton is used.

#### **Technique of Data Analysis**

For the writing test, in order to score the students' writing achievement, the scoring scale from Heaton is used. The scoring focused on five main aspect. Heaton (1989) also assessed the five components of writing with terms: 1. contents, 2. organization, 3. vocabulary, 4. grammar, and 5. mechanic. The writing test is conducted and then scored by two raters who fulfill the requirements of English background and have at least 450 TOEFL scores.

**Table 3. the scores and the grades of the students' writing achievement**

Score Range	Grade	Students competency level
90-100	A	Excellent
80-89	B	Very good
70-79	C	Good
60-69	D	Fairy good
50-59	E	Fair
<50	F	Poor

To know the significant difference between the pretest and posttest of each group, paired sample t-test was used. To know the significant difference between the experimental and control groups, independent sample t-test was used.

## **Results and Discussion**

### **Findings**

In findings section, the researcher has calculated the result of research in SMPN 1 Makarti Jaya. They were pre-test and post-test. Each section is presented in detail as follows.

#### **The students ability in writing descriptive text**

This section describes the result of writing test on pre test and post test. Students writing was score based on scoring classification on content and organized. It also reported the main score of pre-test and post-test.

#### **The result of students' ability to write descriptive text in pre-test and post-test**

This section, researcher presents the result of students pretest and posttest score in each component of writing profile. They are content and organization.

##### **1) The students ability to write descriptive text score in content**

The frequency score and the percentage of students writing on content component can be seen in the table.

**Table 4. Frequency and percentage of the students' writing score in term of content in pretest**

Classification	Score	F	%
Excellent	90-100	-	
Very good	80-89	10	31.1
Good	70-79	14	43,7
Fairy good	60-69	8	25,0
Fair	50-59	-	
Poor	<50	-	
Total		32	100

Based on the data in table 4. In the experiment class show that, the score and rate percentage very good classification 10 (31,1%) students, good classification 14 (43,7%) students, fairy good classification 8 (25,0%) students, and none of excellent, fair, and poor classification.

**Table 5. The frequency and percentage of the students' writing score in term of content in post-test**

Classification	Score	F	%
Excellent	90-100	-	
Very good	80-89	16	50
Good	70-79	16	50
Fairy good	60-69	-	
Fair	50-59	-	
Poor	<50	-	
Total		32	100

Based on the table above, the result of post test showed that there were 16 (50%) students were very good category, 16 (50%) students were category in good classification and none of excellent, fairy good, fair, and poor classification.

## 2) The students ability in writing descriptive text score in organization

The frequency score and the percentage of the students writing on organization component can be seen in the table.

**Table 6. The frequency and percentage of the students writing score in term of organization in pre test**

Classification	Score	F	%
Excellent	90-100	-	
Very good	80-89	4	12,5
Good	70-79	24	75
Fairy good	60-69	4	12,5
Fair	50-59	-	
Poor	<50	-	
<b>Total</b>		<b>32</b>	<b>100</b>

In the term of organization, the score and rate percentage illustrated in the table above that out 32 students, 4 (12,5%) students gained very good classification, 24 (75%) students were in good classification, 4 (12,5%) students were in fairy good classification, and none of the excellent, fair, and poor classification.

**Table 7. The frequency and percentage of the students writing score in term of organization in post test**

Classification	Score	F	%
Excellent	90-100	-	
Very good	80-89	14	43,7
Good	70-79	18	56,2
Fairy good	60-69	-	
Fairy	50-59	-	
Poor	<50	-	
<b>Total</b>		<b>32</b>	<b>100</b>

Based on the table 11 the result of post test showed that students gained very good classification 14 (43,7%) students, 18 (56,2%) students gained good classification, and none of the excellent, fairy good, fairy, and poor classification.

### SPSS

In this section, researcher presented whether there were significant pretest and posttest result of students in writing of descriptive text in experimental class.

#### 1) Test of Normality

Test normality is needed to determine whether the data obtained in this study were normally distributed or no, so that the t-test analysis can be carried out. If the data was normally distributed then this data can be processed using t-test statistic.

The formulated used is kolmogorov-smirnov and Shapiro-wilk as follows:

1. If the significance value (Sig.) > 0,05 then the researcher data is normally distributed.
2. If the significance value (Sig.) < 0,05 then the researcher data is not normally distributed.

#### 2) Test of significance (T-test)

The hypothesis were tested by using inferential statistics. In this case, the researcher used t-test for paired sample test. It was intended to know the significance difference between the result of the students mean scores in the pretest and post test in the experimental class.

It can be seen that the Sig value (0,00) < (0,05) it can be concluded that there is a significant different between the students taught after using picture.

### Discussions

The discussion section report the interpretation of the finding about students writing ability from descriptive text.

#### *Writing ability in Descriptive text*

The students writing improvement in terms of content and organization with the result of data that is explained previously in findings and the description of the students between pretest and posttest. Here was the description :

#### 1) students writing improvement in term of content

Students writing skill in term of content is supported by the mean score of students in post test higher than pre test. Before applied treatment the students could not make a good content in writing descriptive text. But, after applied treatment the students can make content in writing as well.

The improvement of students writing skill in term of content can be seen between pre test and post test. The mean score of students pre test was 72.0313 (good classification) become 78.0000 (very good classification) in the post test. The students result is significantly different between pre test and post test. The students text in term of content in pre test does not reflect careful thinking or was hurried written. But, after applied the treatment they make good writing and can be understood by the readers.

#### 2) students writing improvement in term of organization

Students writing skill in organization is supported by the mean score of students in post test higher than pre test. The improvement of students writing skill in term of organization can be sen in pre test and post test. The mean score of the students pre test was 70.7812 (good classification) become 78.5938 (very good classification) in post test. In this case, pre test and post test improve after giving the treatment. Therefore, it can conclude that the use of picture can improve students ability in writing skill.

### Data Interpretation

Based on the results of the research data analysis above the researcher interprets that students writing skills can be improved through learning activities using picture media. This is proven by using the formula t test the result of data analysis obtained the value of t count of 10.006 and the value of t table is 1.69. then the application of media image can improve the writing skills of eighth grade students at SMP N 1 Makarti Jaya. Thus  $H_a$  is accepted  $H_o$  is rejected.

### Conclusions and Recommendations

The researcher get some knowledge from this research. This research use the pretest and posttest to get significance of writing ability the students. Based on the finding and discussion in th previous chapter in this study, the researcher concludes that :

The used of picture to improve students ability in writing skill was significant. The result of data analysis in writing descriptive text that t test value 10.006 in writing is greater than t table value 1.69 in writing greater than p-value 0.05. Based on the result, hypthesis test showed that  $H_0$  was rejected and  $H_1$  was accepted.

Based on the result of data analysis and conclusion, the researcher suggest as follows:

- 1) For the teacher and for future researcher, the researcher recommendd go give more activity in terms of writing skills, and to practice their writing ability in writing.
- 2) For the next researcher should have capability in designing and presenting the material to the students, the students ore interested and easier in comprehending the material.

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