Khatulistiwa
Jurnal Ilmu Pendidikan
pISSN: 2808-8379
Fakultas Tarbiyah
eISSN: 2008-8298
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Vol. 03 No. 02 Agustus 2022

The Use of Visual Picture in Increasing Students' Writing Skill At the Ninth Grader of MTs NW No. 2 Rensing In the School Year 2022/2023

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Abstract

This study focused to know the effectiveness of using visual picture in increasing students' writing skill at the ninth grader of MTs NW No. 2 Rensing. to what extent the effectiveness of using visual picture in increasing students' writing skill at the ninth grader of MTs NW No. 2 Rensing. This was an experimental study. It consisted of two groups by 32 students divided into students as experimental and as control group. I used writing test in assessing students' writing skill through visual picture and hypothesis testing. Result showed that mean score in pre-test and post-test for the experimental group was 60.56 and 65.13. Indeed, based on the result of hypothesis at the level of significance a = 0.05, I found that t-test > table were 5.18 > 2.048. Hypothesis was accepted. It means there was a significant effect of visual picture in increasing students' writing skill at the ninth grader of MTs NW No. 2 Rensing in the school year 2022/2023.

Keywords: Visual Picture, Writing Skill

Background of Study

Writing is one the English language skills. It is the most difficult and important in varietyof fields and activity which formal and informal one. Some people difficult to express their ideas, opinions or feelings but they could elaborated as written form. Some elements should being attention in writing as components of writing such as: content, grammar, style, form and mechanics. These components are related to another in order to produce effective written. According to (Heaton in Anwar 2006, p.2) writing skill is complex and sometimes difficult to teach. In writing activity we are not only capability in grammatical and rhetorical device but also conceptual and judgmental elements.

In many schools students' problem in writing because of some factors such as poor understanding of grammar, lack of vocabulary and never practice in times. Each grade of students acquires the writing skill as it is needed for the next levels. Basic writing concepts are strengthened as students' progress through elementary school, middle school and high school. Students should be freely learned about creativity of writing. I found only few school which has good system to make students feel free to be creativity and innovative in writing.

Students as sample in this study face difficulty in writing English. Their English teachers never give them particular method in writing classroom activity. Thus, only few of students seem to be familiar to write some words, phrase and sentences. As result they lack of strategies and confidence to meet writing classroom activity. Their writing potential buried and causing their achievement poorly.

The problem of this study was to what extent the effectiveness of using visual picture in increasing students' writing skill at the ninth grader of MTs NW No. 2 Rensing. The purpose of this study was to know the effectiveness of visual picture in increasing students' writing skill at the ninth grader of MTs NW No. 2 Rensing.

B. Review of Literature

Writing Skill

Writing is medium of communication that respects language through the inscription of signs and symbols (Wikipedia). It is a complex process that involves mastery on almost all language levels Such as morphology, syntax, semantics, pragmatics and discourse. Writing skill emphasizes well formalness. To produce a good writing we have good metalinguistic knowledge, especially about grammar of a particular language.

Writing is productive skill that urges writer to carry out the meanings in written process. Writer tries to interact with reader by exploring ideas in written form. The ideas usually contain the context, prior knowledge and discourse. As writing is transactional and

message oriented its goal must be able to express the ideas explicitly using the effective language and avoiding the ambiguous words.

Purpose of Writing

According to Jakobson for writer purpose of writing may write simply to express one's feelings, attitudes, and ideas. This type of writing doesn't take the reader into consideration instead it focuses on the writer's feelings, experience and needs. For reader as conative purposes, it seeks to affect reader. For context as informative purposes, it refers to something external to the writing itself with purpose of informing reader. For message as poetic purposes, it focus on the message itself on language on the way elements of language are used on structure and pattern both on the level of phrase and overall composition. For contact as phatic purposes, it establishes and maintains contacts between speakers or between writer and reader. For code as metalinguistic purposes, it refers comments on piece of writing.

Increasing Students' Writing Skill

In writing activity students should have better understanding of how English language works on their benefit. Most students want to defy writing even when it could be the most enjoyable time for homework. They should have capability at fundamental of writing well then practice of writing their project becomes time that they will look forward to scheduling for themselves. Steps to increase students' writing skill are like: No matter what students need to write. No matter what grade students are at, provide a blueprint that will guide your students through the maze of researching, organizing, outlining, drafting, writing, re0writing and polishing that very important piece of writing that has been assigned by teacher and will support teacher goal ti increase students' writing skill. Assessing Students' Writing Skill

Writing assessment refers not only to evaluating a students' final paper and assigning it a grade but also to measuring a students' knowledge of the elements of writing. Assessment is crucial part of the instructional process and students' progress being a writer but it also demands much of teacher. Some ways to effective reflection into writing process such as: before students begin to write they reflect on where they are in their development as writer, during writing

activity students take break to reflect, after writing activity is done and their papers are due ask students to reflect.

Visual Picture

Visual have an important role in teaching and learning language. It could accelerate comprehension and support memory, beside visual media can built students interest in study English and it can give an interaction between content of material with real world. According to Lentz in Jannah (2013, p.192) there are some functions of using media such as: attention function, effective function, cognitive function and compensatory function. Visual is the ability to bild mental pictures or images while reading. It is evident that our own visualization when reading the script would greatly depend upon our prior knowledge and engagement with the topic (Manning 2002., Keene and Zimmerman 1997 in Draper 2001, p.2).

Visual picture are series of photographs dealing with one subject. It may tell a story, present an event, describe a scene, reveal a person or show how to do something. Putting pictures in a line from left to right is not as effective as using a template that direct students visual attention to key information. Background template is just as important as type pictures used to represent information. The background should highlight what look at and whether or not there is a particular order related to symbols displayed. We have to use brightly colored background and thick outlines to spell out visually where to place symbols.

Research Design

This study was categorized as experimental study. The aim of this study was to know to what extent the effectiveness of using visual picture in increasing students' writing skill at the ninth grader of MTs NW No. 2 Rensing. This hypothesis study was to be tested. Students divided into experimental group and control group. The arrangement should be group, pre-test, independent variable and post-test. Population of this study was ninth grader of MTs NW No. 2 Rensing. There were 40 students which divided into two classes each class consist of 20 students. Data collection used some ways such as identification of variable, definition of variable, and instrument consist of (try out validity reliability). Technique of data collection used three steps such as pre-test,

treatment and post-test. Data analysis used descriptive analysis.

Result and Discussion

Mean and standard deviation

Based on the obtained data I found mean score of the ninth grader of MTs NW No. 2 Rensing in pre-test was 60.56 and standard deviation was 4.34. Mean score of students in post-test was 65.13 and standard deviation was 4.44.

Normality and homogeneity testing

Normality and homogeneity testing should be done before analyzing data by using inferential analysis. Normality function to know whether sample is normal distribution or not and homogeneity test is to know whether data homogenous or not. After calculating data sample of this study was in normal distribution because Lo (L obtained) was lower than Lo at level of significance a < 0.05 standard for Liliforce. In homogeneity testing the data found homogeneous because the xo2 is lower than xi2 at the level of significance a= 0.05.

Hypothesis Testing

The obtained t-test was 5.18 where the value of t-table for degrees of freedom at level of significance 0.05 was 2.048, it means alternative hypothesis was accepted and null hypothesis was rejected. Therefore it could be concluded that visual picture was effective in increasing students' writing skill at the ninth grader of MTs NW No. 2 Rensing.

Discussion

After calculating all data of this study, I found there was different between pre-test and post-test. It could be seen from mean scores of pre-test and post-test. It can be seen on the mean scores of pre-test and post-test gained from the same test. Mean score of pretest was 60.56 and post-test was 65.13. Standard deviation of pre-test was 4.34 and post-test was 4.44. Furthermore, based on result of hypothesis testing it was found that value of t-test were 5.18 where value of ttable for degrees of freedom at level of significant 0.05 was 2.048. These value indicated the t-test > t-table. It means an alternative hypothesis was accepted and null hypothesis was rejected. Referring to data I conclude that using visual pictures could increase students' writing skill.

Conclusion

Teaching writing by using visual pictures for students is effective. It could be applied by English teacher to increase students' writing skill. It could be seen from scores of pre-test and post-test gained from the same test. Mean score of pre-test was 60.56 and post-test was 65.13. Beside, hypothesis testing found visual picture was significantly effective in increasing students' writing skill at the ninth grader of MTs NW No. 2 Rensing.

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