

**THE INFLUENCE OF USING PICTURE MEDIA ON THE STUDENTS'
WRITING ABILITY IN NARRATIVE TEXT
(An Experimental Study at the Second Grade of MTs Negeri Mandalawangi)**

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui pengaruh penggunaan media gambar terhadap kemampuan menulis siswa terutama teks naratif. Metode yang digunakan dalam penelitian ini yaitu metode eksperimen. Penelitian ini menggunakan one group design. Populasi penelitian ini seluruh siswa kelas VIII MTs Negeri Mandalawangi yang berjumlah 240 siswa, terdiri dari 6 kelas. Penulis mengambil satu kelas (VIII E) sebanyak 31 siswa sebagai sampel dengan menggunakan cluster random sampling technique. Dalam mengumpulkan data, penulis memberikan tes awal dan tes akhir kepada kelas sampel. Setelah data terkumpul, kemudian dianalisis dengan menggunakan uji-t dengan taraf nyata (α) 5%. Dari hasil penelitian, diperoleh $t_{hitung} = 14,09$ dan $t_{tabel} = 2,04$. Hal tersebut menunjukkan nilai t_{hitung} lebih besar daripada t_{tabel} . Dengan demikian, hipotesis null penelitian ini adalah tidak ada pengaruh penggunaan media gambar terhadap kemampuan menulis siswa dalam teks naratif. Hipotesis penelitian ini ditolak. Hasil penelitian ini membuktikan bahwa media gambar merupakan media pembelajaran yang efektif untuk digunakan dalam pengajaran writing.

Kata Kunci : Penelitian eksperimen, media gambar, kemampuan menulis siswa, teks naratif

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ABSTRACT

This research was conducted to determine the influence of using picture media on the students' writing ability especially in narrative text. The method used in this research was an experimental method. This research used one group design. The population of this research was all of the second grade students of *MTs Negeri Mandalawangi*, the total number was 240 students, divided into 6 classes. The writer took class VIII E consisted of 31 students as the sample of this research by using cluster random sampling technique. To collect the data, the writer gave the students pre-test and post-test. After collecting the data, the writer analysed it by using t-test with the significance level (α) 5%. The research result showed that $t_{\text{observed}} = 14.09$ and $t_{\text{table}} = 2.04$. Thus, the value of t_{observed} was higher than t_{table} . Thus, the null hypothesis of this research is there is no influence of using picture media on the students' writing ability in narrative text. The hypothesis of this research is rejected. The result of this research proved that picture media is an effective instructional media used in teaching writing.

Key words : Experimental research, picture media, students' writing ability, narrative text

INTRODUCTION

In teaching learning process, using media is very important. Media are instrument used to convey or to transmit messages of study materials. In other words, media are instructional material for students that can stimulate them for learning. In learning English there are four language skills, covered listening, speaking, reading and writing.

Generally, the writing can be interpreted as a way to express feelings, ideas and the other in written form. Writing is difficult skill among the four language skills (listening, speaking, reading and writing). This problem is understandable because writing is a productive skill that has several components, such as, vocabulary, harmony, unity and grammar. Through writing, students can express all the problems in writing form, but almost all of the students have a difficulty in writing text, especially English text, some of the difficulties in writing are expressing their ideas and using grammar correctly. Therefore, picture as media is

to facilitate students' understanding of the English writing text because through the pictures the students will get the idea, clue and the story line for English writing text.

This research has done by Cimy, Nessia Annisa Citra (2010) entitled, "Using pictures to Improve Students' Writing Ability in Descriptive Text (An Action Research of the Eighth Grade Students at SMPN 7 Tasikmalaya)." Cimy, Nessia Annisa Citra (2010:42) concludes, that "Pictures can improve the students' writing ability especially in descriptive text."

Therefore the writer tries to use the picture media as a visual aids to make the instruction of writing easier and make the students interested in English writing text, especially in narrative text. Based on the description above, the writer is interested in doing the research entitled, "The Influence of Using Picture Media on the Students' Writing Ability in Narrative Text (An Experimental Study at the Second Grade of *MTs Negeri Mandalawangi*). This research is conducted to determine the influence of using picture media on the students' writing ability especially in narrative text.

RESEARCH METHODOLOGY

This research uses an experimental method. It functions to find out the effect of a treatment. In this research, the writer wants to know the effect of using picture media on the students' writing ability in narrative text.

This research has two variables: they are independent and dependent variables. The independent variable of this research is the use of picture media, symbolized by X, because this variable is presumed to have an effect to another variable. The dependent variable of this research is the students' writing ability in narrative text, symbolized by Y, because dependent variable is an effect from another variable.

SETTING and PARTICIPANTS

The population of this research is all of the second grade students of *MTs Negeri Mandalawangi* in the academic year of 2011-2012. The total numbers of population are 240 students, divided into 6 classes. From the population above, the writer takes class VIII E consisting of 31 students as the sample of this research by using cluster random sampling technique.

DATA COLLECTION METHOD

To collect the data, the writer uses a test. In this research the writer gives a test to the students before and after the treatment using picture media (pre-test and post-test). Pre-test is used to know the students' writing ability in narrative text before the treatment, and post-test is used to find out the students' writing ability in narrative text after the treatment.

In this research, the writer uses a written test as the research instrument, in which the students are asked to make a narrative text based on the topics provided by the writer. The tests are used to measure the students' writing ability. The test that are given by the writer are performative test.

RESEARCH DESIGN

In this research, the writer uses one group design. In one group design, the sample is given a test before and after the treatment. The design of this research, as follows:



The steps in one group design are giving pre-test to the students before the treatment using picture media. Then, they are giving the treatment using picture media. At the end of learning, the students are given post-test. Furthermore, the results of post-test is compared from the result of pre-test to find out the effect of using picture media on the students' writing ability especially in narrative text.

DATA ANALYSIS

After collecting the data, the writer analyses it by using t-test to find out whether there is a significant influence of using picture media or not on the students' writing ability in narrative text. The formula is as follows:

$$T_{\text{observed}} = \frac{\bar{D}}{S_{\bar{D}}}$$

$$t_{\text{tabel}} = \left[1 - \frac{1}{2} \alpha \right] [n - 1]$$

Notes:

\bar{D} = The average of subtraction result between the value of pre-test and the value of post-test

$S_{\bar{D}}$ = The standard deviation of the average of subtraction result between the value of pre-test and post-test

α = The tangible level

n = The total numbers of data

(Hernawan, 2009:53)

DISCUSSION

To get the result of this research, the data are obtained from the results of the students' pre-test and post-test. The researcher analysed it by using t-test, and the kind of test is matched t-test to examine the hypothesis of this research.

Before examining the hypothesis the writer calculated the normality of the test. The writer used χ^2 test because the total numbers of data were more than 30. The hypothesis of normality test is as follows:

H_0 : The sample taken from the population has normal distribution.

H_a : The sample taken from the population has no normal distribution.

The rule of examining the hypothesis: H_0 is refused if $\chi^2_{\text{observed}} \geq \chi^2_{\text{table}}$.

In this research the researcher gets the data from the results of the students' writing ability in narrative text. The form of the data is test result.

Table 1
The results of the students' Pre-test and Post-test

| Subject | Pre-Test (X) | Post-Test (Y) |
|----------------|---------------------|----------------------|
| 1. | 34 | 64 |
| 2. | 44 | 51 |
| 3. | 55 | 70 |
| 4. | 53 | 72 |
| 5. | 71 | 87 |
| 6. | 44 | 57 |
| 7. | 53 | 77 |
| 8. | 34 | 64 |

| Subject | Pre-Test (X) | Post-Test (Y) |
|---------|--------------|---------------|
| 9. | 42 | 72 |
| 10. | 63 | 77 |
| 11. | 60 | 84 |
| 12. | 66 | 82 |
| 13. | 70 | 88 |
| 14. | 34 | 56 |
| 15. | 41 | 64 |
| 16. | 53 | 82 |
| 17. | 54 | 76 |
| 18. | 57 | 77 |
| 19. | 61 | 86 |
| 20. | 36 | 54 |
| 21. | 52 | 69 |
| 22. | 51 | 58 |
| 23. | 70 | 82 |
| 24. | 54 | 70 |
| 25. | 54 | 75 |
| 26. | 42 | 57 |
| 27. | 55 | 70 |
| 28. | 67 | 68 |
| 29. | 62 | 71 |
| 30. | 49 | 62 |
| 31. | 52 | 67 |

Based on the table 1, the writer found that the highest score of pre-test was 71 and the lowest score was 34. And the writer got the students highest score of post-test was 88 the lowest score was 51. From the frequency distribution of observation and expectation the writer found that the value of χ^2_{observed} and the value of χ^2_{table} of pre-test were 2.65 and 7.81, The writer obtained the value of post-test $\chi^2_{\text{observed}} = 5.2$ and the value of $\chi^2_{\text{table}} = 7.8$, this results are explained that the data has normal distribution.

The result of this research shows that there is an influence of using picture media on the students' writing ability in narrative text at the second grade of *MTs Negeri Mandalawangi*. It can be concluded here that there is the improvement of pre-test to post-test can be seen in table 1. This is proven by the result of analysing the data by using t-test with the significance level (α) 5%. After calculating the data by using t-test, the writer gets that the value of t_{observed} is -14.09 and value of t_{table} is 2.04. Thus, the value of $-t_{\text{table}}$ (-2.04) is higher than the value of t_{observed} (-14.09), and the

value of t_{observed} is smaller than the value of t_{table} (2.04) or $-t_{\text{table}} < t_{\text{observed}} < + t_{\text{table}}$ ($-2.04 < -14.09 < 2.04$). Therefore, the hypothesis H_0 is refused, and the hypothesis H_a is accepted. In other words, this research hypothesis, “There is an influence of using picture media on the students’ writing ability in narrative text at the second grade of *MTs Negeri Mandalawangi*”, is accepted. It shows that the use picture media can improve the students’ writing ability in narrative text at the second grade of *MTs Negeri Mandalawangi*.

To find the influence of using picture media on the students’ writing ability in narrative text, the reseacher uses $(eta)^2$ formula. The following formula are :

$$\begin{aligned} \eta^2 &= \frac{t^2}{t^2+df} \\ &= \frac{(-14.09)^2}{(-14.09)^2 + 30} \\ &= \frac{198.52}{228.52} \\ &= 0.86 \text{ or } 86\% \end{aligned}$$

(Taken from Hatch, and Lazaraton, 1991:292)

Regarding the explanation above, the result of using picture media on the students’ writing ability in narrative text is 86%. It means that there is the progress on the students’ writing ability in narrative text.

Based on the explanation of the research result that there is the improvement of pre-test to post-test. Therefore using picture media can influence the students’ writing ability in narrative text. By using this media, the students are encouraged to create and express their new ideas, so that their learning activity becomes more attractive and communicative, because of the use of picture media, the students are easy to express their ideas and find high understanding in learning especially on the students’ writing ability in narrative text. Thus, the students became more active in joining the teaching learning process. This is in line with Sukartiwi (1996), that says “There are some advantages of using media in teaching-learning process. Those are;

1. to increase the learners’ motivation.
2. to avoid the learners bored.
3. to make the learners easy to understand the instructional material.

4. to make the teaching learning process more systematic.”

Based on the description above, using media is to make teaching and learning process more effectively and the students can get the new ideas and find high understanding in learning especially on the students’ writing ability in narrative text.

Before doing the treatment the students were difficulties to express their ideas and got the clues. Another problems were student’s difficulties in using appropriate structure, vocabulary, punctuation and making sentence effectively. According to Hensel, (1996:5) “General problems of writing are as follows:

- 1) Problems with using commas
- 2) Other Punctuation Issues
- 3) Apostrophes
- 4) Subject-Verb Agreement (singular-plural issues)
- 5) Sentence Structure
- 6) Word Usage
- 7) Commonly Misused Expressions
- 8) General Styles Issues”

Therefore, the researcher used picture media on the students’ writing ability. The use of picture media can facilitate the students in English writing text, the students will get the idea, clue and the story line in making English writing text, especially in making narrative text. After using picture media the researcher found that there is the students’ progress in writing text especially narative text before and after using picture media. This case can be seen from the result of using (η^2)² formula, the result of using picture media on the students’ writing ability in narrative text is 86%. And another result is 14%, it is caused by students problem in writing as explained previously. According to Hatch, and Lazaraton (1991:292), “While the matched t-test allows us to test the difference in the two means of a group, it does not tell us how “important” this difference is. We can check this for any particular data set by applying a strength of association formula- η^2 .”

Based on the description above, it is clear that picture media is greatly appropriate to use in teaching writing skill, especially to improve the students’ writing ability in narrative text. Therefore, the writer hopes that English teacher

uses picture media in teaching writing skill, especially to improve the students' writing ability in narrative text.

CONCLUSION

Based on the result of this research, the writer concludes that the use of picture media in teaching writing can improve the students' writing ability in narrative text. In other words, picture media have a significant influence on the improvement of the students' writing ability in narrative text. It is proven by the result of examining the hypothesis by using t-test, which shows that there is a significant influence of using picture media on the students' writing ability in narrative text. Thus, the hypothesis of this research is accepted.

By using this teaching media, the students are encouraged to create, to develop, and to express their ideas and creativities, so that their learning activity becomes more active and communicative. Thus, it is clear that picture media are good teaching media to use in teaching writing skill, especially about narrative text.

At last, the writer suggest to the teachers are motivate the students to learn English hard, especially about writing skill in composing narrative text, explain the material to the students until they really understand it, use various teaching media to avoid the students feeling bored, use picture media as the alternative way in teaching writing to improve the students' writing ability in narrative text and keep improving their teaching skill to obtain the effective teaching learning activity and to achieve the goals of teaching. Furthermore, for the students are pay attention to the material being discussed, keep improving their writing ability, especially in narrative text and keep practicing to write various kinds of English texts.

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