IMPLAMENTING PICTURE BASED ACTIVITIES TO ENHANCE THE STUDENTS' ENGLISH WIRTING SKILL

[1]Mutiara Khadijah Tasha

Universitas Muhammadiyah Parepare

[1] mutiarakhadijahtasya04@gmail.com

ABSTRACT

This research is based on students' writing skill before and after writing picture based texts with some given themes. The purpose of this research is to find out whether image-based activities can improve the writing skill of grade 8.2 students at UPTD SMP Negeri 11 Parepare after being given treatment picture based activities in writing English texts.The researcher used a descriptive quantitative pre-experiment design. This research was conducted for five meetings. The first meeting was the pre-test, the next three meetings were the treatment, and the last meeting was the post-test. The population of this study was students UPTD SMP Negeri 11 Parepare. While the sample consisted of 11 students from VIII.2 classes who were taken as samples using total sampling.The results of quantitative descriptive analysis showed that students' writing skill improved when using picture based activities. This result was shown by the average score of Pre-test (34.54) and Post-test (81.36). After conducting the t-test calculation, the researcher found that the Null Hypothesis (H0) was rejected and the Alternative Hypothesis (H1) was accepted. This means that the use of Picture based activities as media can improve students' writing ability in writing English texts.

Keywoard: Writing, Picture, English Learning

Introduction

Writing is one of the four language skills and many believe that it is the most complex one compared to the three other skills, i.e., listening, speaking, and reading. In English as a foreign/second language (EFL/ESL) context, the teaching of writing began along with the introduction of the Grammar Transla tion Method (GTM) which signalled the beginning of the methodology of language teaching.(Cahyono & Widiati, 2015). Writing in a foreign language is even more challenging because it deals with the target language's rules which include grammar and usage rules, vocabulary, and discourse (Hung, 2006) which in most cases are different from those of one's first language.(Yuliana et al., 2016).

The picture and picture is a form of active learning that uses images by sorting them into a logical and systematic sequence, such as arranging pictures in a row, showing several pictures, providing an explanation of the information from the pictures.(Adha et al., 2021). picture-and-picture learning model can influence student learning motivation. Upon analyzing previous research, similarities, and differences can be identified with this study. The similarity lies in the utilization of the picture and picture interactive model to enhance student learning motivation, while the difference lies in the research location and subject of study. This study aims to determine the impact of the picture-and-picture interactive learning model on student learning motivation and measure the increase in learning motivation during science classes.(Putri & Setiyawati, 2023).

English learning is also an important consideration. The tasks given take into account the situation of the condition and the student's psychological state. Tasks given can be homework, tasks, individuals, and groups. Some stages can be done in speaking classes, such as warming up, preparation, speaking practice, task presentation, error correction, and feedback.(Kartakusumah et al., 2022). English learning program for individuals to stimulate their interest in learning English such as an English camp. In the context of Indonesia, an English camp is recognized as a creative activity conducted out door in which individuals stay in an area and in tents temporarily for learning English together using various methods and strategies.(Kaharuddin Bahar et al., 2019)

METHODE

In this research, the research was conducted use the pre-experimental design by using approach Quantitative Descriptive method to collect data. Group or classe use a pre-experimental design with a pre-test and post-test. There is only one group in this design, and no control or comparison group. Researchers conducted use a one-group pre-test and post-test design with pre-experimental methods. Researchers conducted choose a class that uses pictures for its teaching.

FINDING AND DISCUSSIONS

The results of the research data analysis are based on data obtained from the learning activities of students who were taught implementing picture-based activities for classes 8.2 of UPTD SMP Negeri 11 Parepare. The results obtained are presented using quantitative descriptive. The pre-test and post-test scores are used as data sources for this analysis. The pre-test was carried out at the beginning of the meeting to see students' writing abilities before being introduced to the picture-based activities and treatment. While the post-test is given after receiving treatment.

The section,researchers ed showed the process writing the picture based activities the student. Therefore, in this section the analysis of students' scores and values from the Pre-test and Post-test

Table 4. 1 Score of Students Writing in Pre-test

Number Of Students	Content	Vocabulary	Grammar	Mechanic
1	10	15	15	10
2	10	10	10	10
3	10	10	10	10
4	10	10	10	10
5	5	10	10	5
6	10	5	10	5
7	5	10	5	10
8	10	5	5	5

9	5	10	5	5
10	5	5	10	10
11	10	10	10	10
Jumlah	90	100	100	90
	8,18 %	9,09 %	9,09 %	8,18 %

Figure 4.1 Pre-test scores
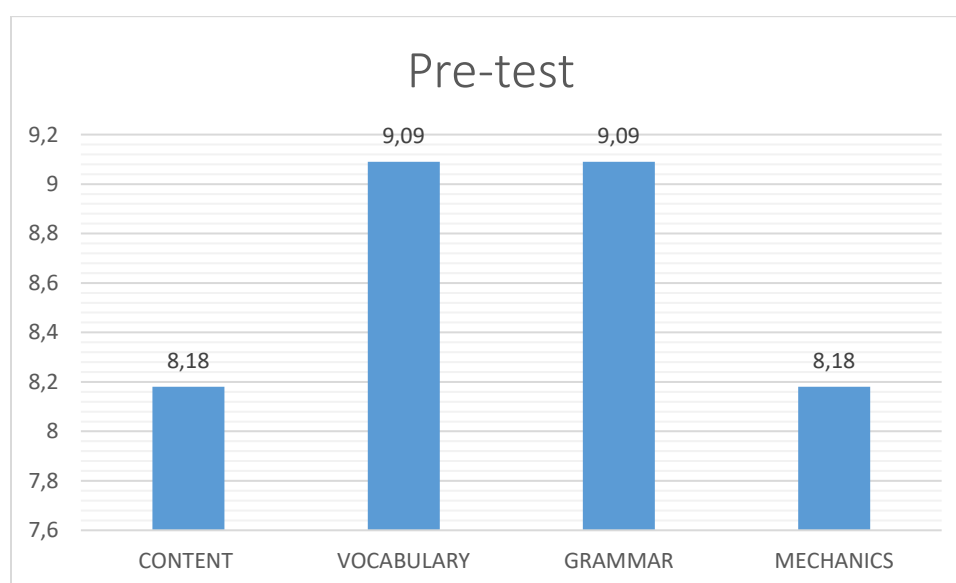
Based on the results of analyzing student scores on four aspects of writing, namely, content, vocabulary, grammar, mechanics. it can be seen that the score on the vocabulary and grammar aspect is 9.09% higher while the content and mechanics aspect is 8.18% lower.

Table 4. 2 Score of Students Writing in Post-test

Number Of Students	Content	Vocabulary	Grammar	Mechanic
1	25	25	25	25
2	20	25	20	25
3	25	25	20	25

4	20	20	20	25
5	20	20	20	25
6	20	20	20	25
7	20	20	15	25
8	15	20	20	25
10	20	15	20	25
11	20	20	20	25
Jumlah	225	230	220	275
	20,45 %	20,90 %	20 %	25 %

The table below shows the Overall Score of the Pre-experimental design.

Table 4. 3 Writing Score of the Pre-experimental design on Pre-test and Post-test

			Pre-test		Post-test	
No	**Classification**	**Score**	**F**	**%**	**F**	**%**
1	Very good	86-100	0	0	2	18,18
2	Good	71-85	0	0	9	81,82
4	Poor	41-55	1	9,10	0	0
5	Very poor	0-40	10	90,90	0	0
	Total		11	100	11	100

The table above displays the results of 11 students who received a pre-test by writing picture-based activities. Student results varied, as the researchers found, indicating that no student scored particularly high. Only 1 student, or (9,10%) of the total students, obtained sufficient clarity. And 10 students (90,90%) explained that it was inadequate. Because some students in this class did not understand the content of the written teks, they were categorized as adequate and inadequate. Students' pre-test writing achievement is still low. There are 11 students registered at UPTD SMP

Negeri Parepare School in classes 8.2. We can conclude that this class is still considered inadequate, not superior.

1. **The Mean Score and Standard Deviation of the Pre-Test and Post-Test**

The result of the mean Score and Standard Deviation of Students' Pre-test and Post-test Score are presented by the following table:

Table 4. 4 The Mean score and Standard deviation of Students' Pre-test and Post-test

The test of Pre-experimental	Mean Score	Standard Deviation
Pre-test	34,54	7,89
Post-test	81,36	6,36

The table above shows that the students' writing scores in the class VIII.2 have increased because the score of the mean score on the Post-test (81,36) is higher than the pre-test score (34,54).

To see more clearly the comparison of the average scores of the Pre-test and Post-test scores, the researcher presents a comparison diagram as follows:

Figure 4.3 Mean Value Comparison Diagram
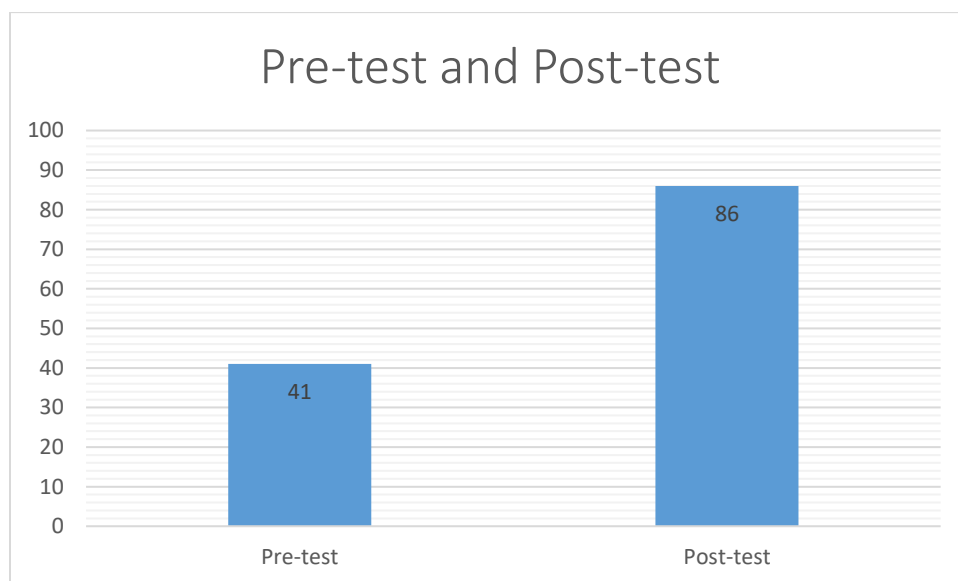
When given the pre-test, the value of vocabulary and grammar is higher (9.09) than the value of content and mechanics (8.18) then after being given the post-test, the value of mechanics has increased by getting the highest score (25), the value of content has also increased with a value (20.45) then the value of vocabulary with a value (20.9) and the last value of grammar with a value (20). From the explanation above, it can be concluded that students' writing scores have increased after being given the treatment.

Hypothesis Testing

Table 4.5 Hypothesis Testing

In Hypothesis Testing, researchers use the t-table formula with the level of significance set at α = 0.05

N	Test	t-test value	t-table value
11	Pre-test	**1,908**	2,228
11	Post-test	**3,317**	2,228

The table above shows that the t-test value in the post-test (3,317) is higher than the t-table value (2,228). This shows that implementing picture-based activities is effective in improving students' english writing skill.

Conclusion

In this research, researchers used a pre-experimental quantitative descriptive approach. This research was conducted to find evidence that students in class 8.2 of UPTD SMP Negeri 11 Parepare can write more detailed text when implementing picture-based activities images. Among the tangble resources that can be utilized in the classroom are picture. This content was created from scratch to help students write.

Based on the research results, it can be said that Implementing picture-based activities students' writing skills for better learning achievement at UPTD SMP Negeri 11 Parepare class 8.2. This improvement is very satisfying. The pre-test and post-test provisions are the data sources for this analysis. The results of the pre-test and post-test carried out by the researcher obtaineid a t-count value greater than the t-table value, this shows that the alternative hypothesis (H1) was

accepted, and the null hypothesis (H0) was rejected. In this case, the researchers concluded that Impelementing picture-based activities were able to improve students' writing skills.

Reference

Adha, T. K. R., Pujiono, M., & Erwani, I. (2021). Improving Basic Level Mandarin Conversation Skills Through the Picture and Picture Method for Students - Private High School Students Dharma Pancasila Medan. *Abdi Dosen : Jurnal Pengabdian Pada Masyarakat*, *5*(2), 315. https://doi.org/10.32832/abdidos.v5i2.872

Cahyono, B. Y., & Widiati, U. (2015). the Teaching of Efl Listening in the Indonesian Context: the State of the Art. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, *20*(2), 194. https://doi.org/10.15639/teflinjournal.v20i2/194-211

Kaharuddin Bahar, A., Pendidikan, J., Inggris, B., Tarbiyah, F., Keguruan, I., & Latif, I. (2019). Society-Based English Community (Sobat): Efl Learners' Strategy In Learning And Practicing English Outside The Walls. *Jurnal Ilmu Budaya* , *7*(2), 255–265.

Kartakusumah, B., Sya, M. F., & Maufur, M. (2022). Task and Feedback-Based on English learning to Enhance Student Character. *DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar*, *9*(1), 1–10. https://doi.org/10.30997/dt.v9i1.4684

Putri, A. W. D., & Setiyawati, E. (2023). The Effect of Picture and Picture Interactive Model to Increase Student's Learning Motivation in Elementary Science Learning. *Edunesia: Jurnal Ilmiah Pendidikan*, *4*(3), 1097–1108. https://doi.org/10.51276/edu.v4i3.518

Yuliana, D., Imperiani, E. D. A., & Kurniawan, E. (2016). English Writing Skill Analysis of First Year Indonesian Tertiary Students in a University in Bandung. *Jurnal Pendidikan Bahasa Dan Sastra*, *16*(1), 43. https://doi.org/10.17509/bs_jpbsp.v16i1.3061