CHAPTER I

INRODUCTION

This chapter consist of background, focus, objective, and significance of the research. Each the those points was be discussed in trun in the following.

A. Background

Writing is the activity of combining words that are processed in such a way as to convey ideas, thoughts and feelings in the form of language symbols so that they become a product in the form of written work. In the writing stage, students are trained to be able to think critically and think creatively (Nurlaela, 2023). Just like wise students at school must also master writing skills, starting from recognizing letters, words and the arrangement or series of words into a sentence (Silaswati & Purwanti, 2021).

Text writing skills in learning English are very crucial, especially at every level of education in Indonesia because of the use of the language as a foreign language or second, after Indonesian (Faiza & Erowati, 2021; Munggaraning & Westhisi, 2019). In learning English, students are said to have good text writing skills if able to use English in writing in accordance with writing rules, context, and specified topic (Engliana et al., 2020; Koswara, 2021; Ratnawati, 2020).

Learning with extensive material requires a way so that students can understand the material easily. Therefore, we need an interesting, innovative, concise and easy learning media students can use to add references and insight in understanding the material independently and easily (Pudjiastuti et al., 2020). Improving the ability to write sentences is influenced by students' understanding in arranging words into coherent sentences as well as the suitability of the learning media applied by teachers in the learning process in the classroom. Single image media has an impact positive impact on students' ability to write sentences correctly. Because with a single image media it can evoke, encourage, strengthen and mobilize all potential for students which is directed at creating high desires and increasing enthusiasm in achieving learning completion (Simah et al., 2021). The use of picture media can improve student learning outcomes, especially in improving the ability to write English texts and is very effective and strategic to apply to young children because it really supports their cognitive abilities and helps the growth of their imagination and fantasy (Azizah et al. 2020).

Although there have been many studies on the use of picture-based activities in improving writing skills, there is a need to explore the effectiveness of different types of activities in more depth. Further research could compare different types of picture-based activities, such as creating stories, picture descriptions, or developing dialogs, to determine which ones are most effective in improving students' English writing skills. However, further research is needed to understand how such activities can be effectively used to facilitate students' creativity development in the context of English language learning. Based on information obtained from

observation, it is true that writing is considered a difficult skill for students. Picture-based activities were chosen as one of the effective efforts used. In this study using themes in each treatment by using clustering technique. In this study using quantitative pre-experimental research methods. Whereas in the previous study, it was not explained about the theme in the picture that was made as a treatment and then used a Quasi experimental method.

Based on information obtained from observations and teaching for 5 months during *Kampus Mengajar 4 (KM 4)* activities for class VIII.2, the researcher carried out an English language learning process, where in each class there would be 1 student who would be a companion during *Kampus Mengajar 4 (KM 4)* activities and the researcher herself would be the class VIII.2 supervisor. During *Kampus Mengajar 4 (KM 4)* activities, researchers often carry out English language lessons in class, so that researchers find several students who are not good at writing English. Therefore, researchers found that similar problems that were discussed previously also occurred at this School. That is the difficulty of the VIII.2 student of UPTD SMP Negeri 11 Parepare in writing skill, this happens because most students face difficulties in writing sentences or vocabulary in English.

The conclusion, it is true that writing is considered as the difficult skill to students but there are some efforts that can be done to overcome this problem. Based on discussions between researchers and teachers about how to overcome students' difficulties in writing English, picture based activities were chosen as one of the effective efforts used. To overcome students' writing difficulties in the English learning process. This picture based activity is recommended because it has

many benefits in it. Using media in the form of image will make it easier for students to express their ideas (Maulidah, 2020). Another benefit is that picture series conducted stimulate the students to develop and use their imagination so that they will be able to write well. It conducted also help the students expressing the ideas they have in mind into readable writing works.

The concept of picture based activities is a learning approach that used pictures or visual stimuli as the main means to facilitate the learning and teaching process, picture-based activities encourage creativity and imagination. Students can interpret and respond to images in their own unique ways, allowing for diverse perspectives and expressions of learning. Images can capture students' attention and engage them in learning activities. Visual stimuli are often more interesting and engaging for students than text alone, so they are more likely to actively participate in the learning process. When information is presented both verbally and visually, students are more likely to remember and recall the material at a later date. Hence, in this study, the researcher conducted a Research regarding Implementing Picture Based Activities to Enhance the Students' English Writing Skill of the 8.2th Students of UPTD SMP Negeri 11 Parepare.

B. Problem Statement

Based on the background above, the researcher formulated the problem as: Can the implementation of picture based activities enhance the students' English writing skill?

C. Objective of the Research

Based on the formulation of the problem above, the purpose of this study is: To find out whether the implementation of picture based activities to enhance the students' English writing skill.

D. Significance of the Research

The significance of the research consists of to three parts.

1. For Students, the researchers hope that the Implementing of picture-based activities can make it easier for students to understand how to write English texts in an interesting way, so that students can easily improve their writing of English texts.

2. For Teachers, the researchers hope that teachers can carry out interesting, creative and innovative picture-based learning so that it motivates students to improve their English writing skills.

3. For Researchers, this research can provide benefits and insight for future researchers.

E. Scope of the Research

The scope of the research was restricted by discipline, content, and activity.

1. By discipline, this research is applied in terms of English, especially in learning english writing skills.

2. By contents, this research was be conducted to improve understanding and proficiency in practicing English writing skills through picture based activities. Where the curriculum used in the school is a *kurikulum merdeka* which consists of learning achievements in Fase D, fase D is a guide prepared to help students learn English more effectively and have fun, so it is designed with interactive and creative learning methods.

3. By activity, the researcher conveys the purpose of learning and then provides a picture based activitie to develop his imagination into a picture-based activities to form english writing skill. In the last activity, the researchers concluded about the material.

CHAPTER II

LITERATURE REVIEW

This part conducted explain some related literature reviews that contain some ideas from previous research studies.

A. Some Related Research Findings

Several previous research findings related to this learning activity research from different perspectives:

Humans must be able to speak well and have language skills there are 4 skills, including listening skills, speaking skills, reading skills and writing skills. Fourth These skills cannot be separated from one another and these four skills are one unit in learning Indonesian (Dewi, et al, 2019). Views writing skills as a constructive process, where writers actively develop their understanding of a topic through writing. They emphasize the importance of collaborative learning and reflection in improving the quality of writing (Bereiter and Scardamalia, 2019). Highlight the importance of developing writing skills at an early age as a foundation for strong literacy abilities in the future. They emphasize the importance of introducing children to different types of texts and giving them opportunities to write creatively (Purcell et al., 2020). The application of the picture series method picture series was able to attract interest and attention to writing, so the used of picture series in learning activities can attract interest, enthusiasm, and provide an

increase in student learning, including in learning writing skills (S Sukmawati,2024).

This research explores the use of images in foreign language learning. They found that image-based activities could increase students' learning motivation and understanding of the material (Kuo et al., 2019). Define writing skills as the ability to produce quality written text, including the use of appropriate vocabulary, organizing ideas well, and writing with grammatical and clear sentences (Graham and Perin, 2019). Series image media can be a means that leads to the development of the ability to think (cognitive), act (affective), and skill in writing narrative essays (psychomotor). This research is recommended for teachers, students, schools and further research in the use of series image media in the teaching and learning process, especially in Indonesian language subjects (Wibowo et al., 2020). Picture and picture is a learning method that uses pictures that are paired or arranged in a logical order (Hamdani & Daswati, 2020).

From several research results from previous researchers, it can be concluded that picture based activities can improve students' English writing skills, making it easier for students to carry out English learning.

B. Some Partinent Ideas

a. Picture Based Activities

1. Definition of Picture Based Activities

Picture based activities can stimulate creativity and help trainees develop critical thinking skills (kim & kim, 2019), images in interventions for children with developmental disorders. The research results show that picture-based activities are effective in improving children's communication abilities and social skills (Dixon et al., 2019). "Learning pictures" as a tool to illustrate abstract or complex concepts in learning. They emphasize the importance of images that are informative and integrated with text or learning content to improve student understanding (Schnozt & Horz, 2022).

The effectiveness of using "learning pictures" in STEM (Science, Technology, Engineering, and Mathematics) learning. According to their research, relevant and task-oriented images can facilitate the understanding of complex scientific concepts (Tabbers et al., 2023), "learning pictures" in the context of cognitive load theory. They emphasized that images presented in an appropriate manner can help reduce students' cognitive load and increase learning efficiency (Chandler & Swealler, 2024).

2. Charachteristic of Picture Based Activities

According to Istarani (2011) says that the learning model Picture and Picture has the characteristics of being active, innovative, creative and fun.

1) Active

In this picture and picture learning model, students or students become more active, this is due to the method In this lesson the teacher uses picture media in providing learning, so that students become more active and curious become bigger. Apart from that, in implementing this method a person Students are also encouraged to be able to design or combine images as the learning media used, thus students not only listen to the teacher but also follow learning more actively.

2) Innovative

In this model a student and teacher become teachers more active, this is because it uses an internal update learning process, not only the teacher explains it to the students take notes.

3) Creative

In this case, during the learning process using the picture method and picture besides teachers, students also become more creative. Because it's deep in this activity, there is direct interaction between students, how about someone the teacher gives a picture, shuffles it and a student is encouraged to put it back together again. In this activity one Students are encouraged to be more creative to reduce feelings bored. Teachers as teachers are also encouraged to be more biased creative, how a

teacher can present something pictures or slides that can make students more interesting interested in the learning process.

4) Fun

Maybe some teachers think this model will causing commotion in the class because there are too many students activity. However, for students, if the teacher applies the method in this learning, students will be more interested and happy during the learning process. This is because in this model can also be called a model of learning while playing, so that students not experiencing serious levels of boredom.

 3. Steps of Picture Based Activities

Steps to the picture and picture learning model according to Istarani (2011) there are seven steps, namely:

1) The teacher conveys the competencies to be achieved.

2) Present the material as an introduction.

3) The teacher shows/shows the pictures related to material.

4) The teacher points/calls students in turn to assemble/sort the images into a suitable sequence logical.

5) The teacher asks the reason/basic rationale for the sequence of pictures the.

6) From the reasons/sequence of the pictures, the teacher begins to instill them concept or material, according to the competency to be achieved.

7) Students are invited to conclude/summarize new material just accept it.

4. Advantages and Weaknesses of Picture Based Activities

Advantages and Weaknesses of the Picture and Picture Model Istarani (2011) advantages and disadvantages of the picture and learning model picture is:

1) The material taught is more focused because it is at the beginning of learning the teacher explains the competencies that must be achieved and the material in detail short first.

2) Students grasp teaching material more quickly because the teacher shows it pictures about the material studied. Can increase power students' reasoning or thinking power because students are told by teachers to Analyze existing images.

3) Can increase student responsibility, because the teacher asks questions students' reasons for ordering the pictures.

4) Learning is more impressive, because students can observe directly pictures prepared by the teacher.

Weaknesses of the picture and picture learning model:

a) It's hard to find good and high quality pictures according to the lesson material.

b) It is difficult to find pictures that match your reasoning power or students' competencies.

c) Both teachers and students are not used to using pictures as the main material in discussing a subject matter.

d) Unavailability of special funds to find or organize desired images.

b. Writing Skills

1. Definition of Writing Skills

The ability to put one's thoughts into words in sentences that are clear and complete so that these ideas can be successfully conveyed to the reader is known as writing skills. There is no doubt that people have different skills. Based on the outcomes that have been achieved, this is evident. He must be aware of his students' potential as teachers. Teachers will definitely find it easier to direct students' potential to be developed and processed in this way, resulting in special skills that students possess. The four components of language-related skills are listening skills, speaking skills, reading skills, and writing skills. There is a close connection between these skills. The four language skills are said to be inseparable from one another (Janna, 2020).

Writing skills are language skills that are It is used for face-to-face and indirect communication with others. Writing is both creative and expressive. This writing ability cannot be acquired by accident; rather, it must be developed through extensive and consistent practice. Writing requires extensive knowledge and a logical mindset (Sb, 2015). Writing skills are a person's ability to express thoughts, ideas or information through writing clearly, regularly and effectively. They also emphasize the importance of understanding text structure and using appropriate grammatical rules in writing (Brown & Bailey, 2019).

Writing skills as a complex cognitive process, involving planning, writing, and revising text. They emphasize the importance of understanding the audience, the purpose of writing, and the communication context in developing effective writing skills (Flower & Hayes, 2020). even though learning to write can be integrated or integrated into every learning process in class, writing skills are sometimes only taught when learning to write. Internal or external integrations are possible. Learning to write is integrated with other language skills through internal integration. Writing can also be integrated externally with subjects other than English (Sorenggana, 2018).

2. Benefits of Writing

By writing a lot of benefits that can be obtained. The benefits of writing can felt by themselves and others who read the writing. Komaidi (2007) put forward six benefits of writing, which are as follows. Firstly, for raise curiosity (curiocity) and train sensitivity in seeing the reality around. Second, through writing activities,

encourage someone to look for references such as books, magazines, newspapers and journals. Through these activities, will add insight and knowledge of what is written. Third, through writing activities, trained to arrange thoughts and arguments in a coherent, systematic, and logical manner. Fourth, through writing activities, psychologically will reduce the level of tension and stress. Fifth, through writing activities, if the written results are published by the mass media or published by a publisher, will get inner satisfaction because his writing is considered useful for others. In addition, also received an honorarium (award). Sixth, get popularity when the writing is read by many people. This will get satisfaction alone and feel valued by others.

The special benefit of writing activities for academics is being able to provide idea to a global problem. Language can refer to life experiencen man. All life experiences are expressed when talking, interacting with others, and write it through written language. (Oktaria, et al, 2017).

3. The purpose of Writing

The writer makes a writing certain has a purpose. There are some purposes in writing. According to Hartin in Syarifuddin (2012), the purpose of writing is:

a. Assignment purpose: someone writes because of being asked.

b. Altruistic purpose: to entertain the readers or avoid readers from being sad.

c. Persuasive purpose: to convince reader about a truth of ideas.

d. Informational purpose: giving information to the reader.

e. Self - expressive purpose: to introduce the author to the reader.

f. Creative purpose: to achieve artistic values.

g. Problem solving purpose: to explain, explore, closely observe and make ideas and thoughts clear and acceptable by reader.

It is helpful to keep in mind some of the many uses we are likely to make of writing. For example, on a personal level, most of us use writing to make a note of something (things we have to do or wants other to do, like our shopping list) and to keep records of things we want to remember. We send messages and write letters to friends, and a view of us keeps diaries. Most of us have to fill in forms from time to time and occasionally we write format letters.

4. The Component of Writing

Writing is one of communication skill which is an important way to carry out ideas, feeling and experience to the other, but learning to write in foreign language is not easy matter, because it has some component or aspect to extend indirectly message. In writing the target language, the learners who want to master the language have to pay attention to some aspects of writing in order that they are able to write well.

There are some components that should be considered in writing activity by the researcher. It is very important to understood because the written form will be evaluated that is good or not form the components of writing. According to Frangelina (2017) mentioned there are five components of writing, they are:

1) Dealing with the content

The students were able to develop their writing adequately and relevant to the topic. The students could develop the idea into more complex one. They started to add some supported information in their writing.

2) Dealing with the organization

The students were able to produce and to enhance a well-organized and cohesive text. Their writings were well written and well read. The idea was clearly sated and supported.

3) Dealing with the vocabulary

The students were able to use correct and appropriate words. Student's mastery of vocabulary had obviously improved. They were accustomed to open the dictionary to find the words. Sometimes, they discussed with friends in choosing the appropriate words.

4) Dealing with the language use

Many students were able to distinguish nouns, verbs, and adjectives. They also had been able to use be (Is, Am, Are) properly. In addition, they were able to use the simple present tense appropriately.
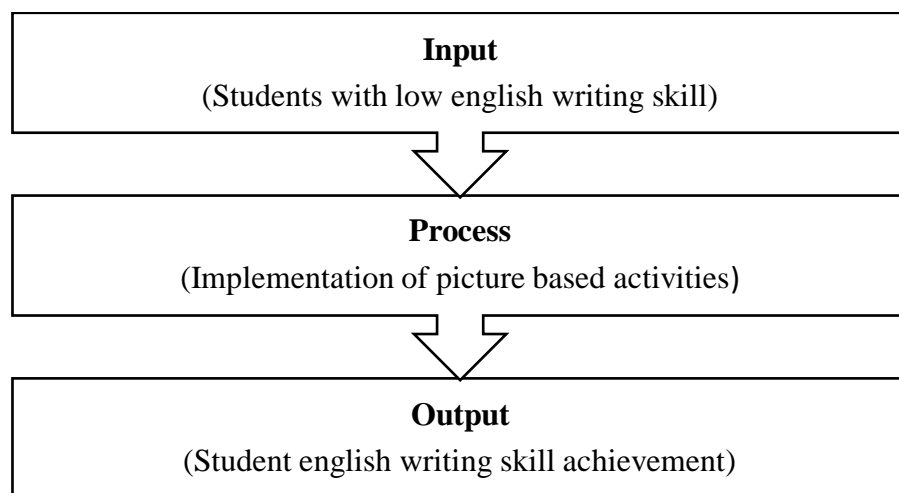
5) Dealing with mechanic

The students were able to use correct punctuation and capitalization well. They got used to put full stop in the end of sentences. Then, they were able to use capital letter appropriately. They always paid attention to the spelling of the words.

There are some components of writing as the consideration to establish a good text in given by the experts. If the writers want to make a good writing, they should understand about these components and apply these to make the readers understand and the purpose from their mind delivered to the readers because good writing can be seen from how far the readers understand it.

C. Conceptual Framework

Figure 2. 1: Conceptual Framework

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┌─────────────────────────────────────────────┐
│                    Input                     │
│     (Students with low english writing skill)│
└─────────────────────────────────────────────┘
                       ↓
┌─────────────────────────────────────────────┐
│                   Process                    │
│      (Implementation of picture based        │
│                 activities)                  │
└─────────────────────────────────────────────┘
                       ↓
┌─────────────────────────────────────────────┐
│                   Output                     │
│     (Student english writing skill           │
│                achievement)                  │
└─────────────────────────────────────────────┘
```

1. Input

   This section shows how the initial ability of each student who on average has a low ability category in English writing skill. So from this basis, the researcher tried to solve the problem of low English writing skill of 8.2th students of UPTD SMP Negeri 11 Parepare through a picture-based activities.

2. Process

   In this section the researcher conducted use one class. Researchers conducted provide material in the form of images with different themes at each meeting. In this research process, the researcher conducted hold five meetings.

3. Output

   In this section, the researcher hopes that by using picture based learning, the English writing skills of class 8.2th students at UPTD SMP Negeri 11 Parepare conducted improve.

D. Hypothesis

1. Null Hypothesis: There is no significant improvement of the students' English writing skill after being taught by Implementing of Picture based activities.

2. Alternative Hypothesis: There is significant improvement of the students' English writing skill after being taught by Implementing of Picture based activities.

CHAPTER III

RESEARCH METHOD

A. Research Design

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. Researchers explained as follows:

$$O_1 \; X \; O_2$$

O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Campbell dan Stanley 1963)

B. Location and Time of Research

This research conducted be conducted in one of the schools in Parepare, precisely at UPTD SMP NEGERI 11 Parepare, Jl. H. Syamsul Alam Bulu No. 42, Lompoe, Bacukiki sub-district, Parepare.

C. Variable of the Research and their Operational Definitions

1. Research Variabel

There are two variables in this study, namely the independent variable and the dependent variable.

a. The independent variable of this research is Picture based activities as a strategies to improve writing skill.

b. The dependent variable of this research is the students' English writing skill.

2. Operasional Definition of Research Variable

1) Picture Based Activities

The use of picture based activities is the independent variable because it can affect students' ability to write English text using pictures at UPTD SMP Negeri 11 Parepare. Then students can describe the picture-based activities given by the researcher by choosing several themes such as school environment, best friends and family. Then students can write down ideas from the picture which was then be put together into a short essay in the form of English text. Students was be assessed based on their content, vocabulary, grammar and mechanics in writing after doing the picture-based activities.

2) Writing Skill

Variable dependent in this research is students' writing skill. Students' writing skill in this study refers to students' intelligence in writing or expressing ideas properly and correctly.In this research, several indicators are used as assessment materials to determine how students' writing skill have improved, they are:

a. Students understand what they write about, students can think about ideas and can develop ideas coherently well.

b. Grammar in students' writing is precise and organized according to the rules of writing.

c. Students can learn a lot of new vocabulary.

d. Students can use writing mechanics such as capitalization, period, and comma placement well and correctly.

e. Students can organize paragraphs according to the applicable generic structure.

D. Population and Sample

1. Population

The population of this research is students of class VIII.2 SMP Negeri 11 Parepare for the 2024 academic year. The total population is 22 students consisting of 2 classe.

2. Sample

Researchers used total sampling in determining the sample. According to Arikunto (2006:120) total sampling is taking samples that are the same as the total population. The population in this research was class VIII.2 students, totaling 11 people, so the sample in this research was 11 students.

E. Instrument of the Research

The instrument of this research is a writing test. This writing test is to determine students' writing achievements in English. At the pre-test stage students conducted be given a writing test whose theme has been determined by the researcher to determine students' initial English writing abilities, while at the post-test stage it is to determine students' improvement in English writing. The following themes are determined, namely the school environment, friends and family.

After that, students chose the theme they wanted, then the researcher explained to students to write down their personal experiences according to the theme they chose. In this test the number of words given by the researcher is 150-200 words with a time of 30 minutes. By conducting pre-test and post-test on students, researcher can determine students' ability to write English texts.

F. Procedure of Collecting Data

The collection of the data that can be used to determine the research's outcome is the most crucial aspect of this study. The following are some of the methods that conducted be used to gather data for this study:

1. Pre-test

   Pre-test is the measurement of the dependent variable before treatment is given. Pre-test is the first step in collecting data. In the first meeting, the researcher conducted a pre-test on students. Students were asked to describe one of the pictures with the theme (school environment, best friends, and family) consisting of at least 150-200 words for 30 minutes. The purpose of giving a pre-test is to determine the results of students' writing ability before being given treatment.

2. Post-test

   The post-test is given after students receive treatment. The post-test is exactly the same as the pre-test, namely students conducted be asked to describe picture with the same theme as the pre-test, which consists of minimum 150-200 words for 30 minutes. This aims to determine students' writing abilities before and after being given treatment.

G. Treatment

   The treatment was carried out after the pre-test was given, the treatment of meetings 1-5, the steps are the same, the only difference is the theme in each meeting: (meeting 1 theme is Habibie Ainun monument to true love, meeting 2 theme is SMP Negeri 11 Parepare, meeting 3 theme is President Joko Widodo, meeting 4 theme is Jalangkote cake, and meeting 5 theme is Traditional Bugis Bodo clothes) the steps are:

1. The researcher greeted students, check student attendance, and provide appreciation and motivation.

2. The researcher ask provided a picture with the theme.

3. The researcher explained to the students to write briefly about the theme of the picture that has been given according to their knowledge.

4. The researcher asked students to make a circle with the clustering technique by collecting as many ideas as possible about the theme they chose, for example if they chose a theme about President Joko Widodo then they should be able to collect ideas about President Joko Widodo and the results of the ideas collected will then make it easier for them to make an essay. From "Introduction to Data Mining" by Tan et al (2nd Edition, 2018): "Clustering is the division of data into groups of similar objects. Each group, called a cluster, consists of objects that are similar to each other and unlike objects in other groups

5. The researcher gave 30 minutes, with a word count of 150-200 words.

6. After students completed their assignments, the researcher asked them to collect them at the teacher's desk.

7. The researcher ended the meeting and invited students to close the meeting with prayer.

H. Technique of Data Analysis

In this study, data conducted collected after respondents (students) received treatment. Data are taken from pre-test and post-test student through quantitative analysis. The data will analyst using the following procedure:

1. Scoring the students' writing

Table 3. 1 : An analytical scoring rubric

Component of Writing	Definition	Score
Content (C)	Content is very relevant to the topic, details are very good and complete, very clear and informative.	5
	Content is relevant to the topic, details are good and fairly complete, clear and fairly informative.	4
	Content is moderately relevant to the topic, details are sufficient, basic information is adequately conveyed.	3
	Content is not relevant enough, details are lacking, basic information is not clear enough.	2
	Content is not relevant to the topic, almost no details, information is not well conveyed.	1
Vocabulary (V)	Vocabulary selection is very good and varied, idiomatic usage is very appropriate.	5
	Vocabulary selection is good and varied enough, idiomatic usage is appropriate.	4
	Vocabulary selection is adequate, variety is limited, some idiomatic usage is inappropriate.	3
	Vocabulary selection is poor, variety is very limited, many idiomatic uses are inappropriate.	2
	Very poor vocabulary selection, almost no variety, very inappropriate idiomatic usage.	1
Grammar (G)	Excellent use of grammar, almost no errors, very fluent.	5
	Good use of grammar, some minor errors, fairly fluent.	4
	Fair use of grammar, some distracting errors, fair fluency.	3
	Poor use of grammar, many distracting errors, less fluency.	2
	Very poor use of grammar, very many errors, no fluency.	1
Mechanics (M)	Almost no spelling, punctuation, and formatting errors.	5
	Some unobtrusive spelling, punctuation, and formatting errors.	4
	Some moderately distracting spelling, punctuation, and formatting errors.	3
	Many distracting spelling, punctuation, and formatting errors.	2
	Very many spelling, punctuation, and formatting errors that are very distracting.	1

(Adapted from Brown, 2007)

2. The formula used to determine student scores is:

$$P = \frac{N\ Score}{Max\ Score}\ x\ 100$$

Where:

p = Student's Score

N Score = Student's Correct Answer

Max Score = Maximum score that can be obtained by students

(Gay et al., 2012)

3. Student's t-test formula for 1 sample:

$$t = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$$

Where:

t = value

t-count

$\bar{x}$ = sample mean

μ_0 = hypothesized value (tested value)

s = sample standard deviation

n = sample size

(Gosset W.S ,1937)

In the table below, the researcher made a student assessment table during the pre-test and post-test assessment in order to obtain the following data

Table 3. 2 Student's assessment Score

No	Name	Assessment Aspect				Value
					Score	
		Content	Vocabulary	Grammar	mekanics	$\dfrac{N\ Score}{20}\ x100$
1	S1					
2	S2					
3	S3					
4	S4					
5	S5					

(S1 = Student 1)

a. To calculate the average score between the pre-test and post-test results of the experimental and control groups, researchers used the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

(Gay, 2012)

Where:

X: The Mean Score

$\bar{x}$: The Sum of all Score or value

N: total number of students

b. To determine the improvement of students' speaking, researchers used the percentage technique

$$P = \frac{x2 - x1}{x2} x100\%$$

Where:

P   = Percentage

x1 = Pre-test mean score

x2 = Post-test mean score

c. In order to calculate the Sum of Square, the researcher utilized the following formula:

$$SS = \sum x^2 - \left(\frac{\sum x}{n}\right)^2$$

Where:

SS   = Sum of Square

$\sum x^2$ = The sum square of the sum score

$\sum x$ = The sum of all square

n   = The number of subjects

(Gay et al., 2012)

d. To determine the improvement of students' speaking, researchers used the percentage technique:

$$P = \frac{x2 - x1}{x2} x100\%$$

Where:

P = Percentage

x1 = Pre-test mean score

x2 = Post-test mean score

<div align="right">(Gay et al., 2012)</div>

e. To find the Degree of Freedom (df) of the test, the researcher utilized the following formula:

$$df = n_1 + n_2 - 2$$

Where:

Df = Degree of Freedom

n_1 = The number of subject experiment class

n_2 = The number of subject control class

<div align="right">(Gay et al., 2012)</div>

f. To calculate the standard deviation, researchers used the formula:

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

Where:

SD = Standard deviation

$\sum x^2$ = Sum of all deviations after squaring first

N = Number of Class

(Gay et al., 2012)

g. To determine the significant difference between the pre-test and post-test scores, researchers used the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 + 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t   = Test of significant difference

$\bar{X}_2$ = Mean of Experimental Class

$\bar{X}_2$ = Mean of Control Class

SS_1 = Sum of the Score Experimental Class

SS_2 = Sum of the Score Control Class

n_1 = Total Sample of Experiment Class

n_2 = Total Sample of Control Class

(Gay et al., 2012)

4. Classifying the score of the students

The information is categorized using the following scoring method.

Table 3.3 Scoring classification

No	Predicate	Classification	Score
1	A	Very Good	86-100
2	B	Good	66-85
3	C	Poor	46-65
4	D	Very Poor	0-45

(sumber: predicate score SMP Negeri 11 Parepare)

1. The students' achievement mean score

The researcher use formula to get the mean score of the students as follows:

$$\overline{X} = \frac{\Sigma x}{N}$$

Where:

$\overline{X}$: Mean score

$\overline{X}$ $\sum$X: Total of row score

N: The total number of samples

(Milss & Gay,2019)

2. Calculate the probability level

$$p = \frac{F}{N} \times 100$$

Where:

P: Percentage

F: Frequency

N: The total number of students

(Gay et el, 2012)

3. The formula of Standard Deviation

$$SD = \sqrt{\frac{SS}{N-1}} \qquad \text{Where } SS = \sum x^2 - \left(\frac{\sum x}{N}\right)^2$$

Where: SD   : The standard deviation

SS   : Sum of square

$\sum x^2$: The sum all square

$(\sum x^2)$: The sum square of the sum of score

N : The number of subject

(Mills & Gay, 2019)

4. Calculate the homogeneity of the data

Finding the differences of mean score between the pre-test and post-test by calculating the value of the t-test, the formula as follows:

$$t = \frac{\overline{x_1} - \bar{x}_2}{\sqrt{\left(\frac{ss1+ss2}{n1+n2-3)}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$ss1 = \sum x_1{}^2 - \frac{(\sum(x_1)^2)}{n1}$$

$$ss2 = \sum x_2^2 - \frac{(\sum(x_2)^2)}{n2}$$

Where:

t : Test of significance

$\overline{x_1}$: Mean score of experimental class

$\bar{x}_2$: Mean score of control class

$ss1$: *The sum of square of experimental class*

$ss2$: The sum of square of control class

$n1$: Total number of subject of experimental class

$n2$: Total number of subject of control class

$\sum x_1{}^2$: The sum of the all squares of experimental class

$\sum x_2^2$: The sum of the all squares of control class

$\sum(x_1)^2$: The sum of scores of experimental class

$\sum(x_2)^2$: The sum of scores of control class

(Mills & Gay, 2019)

5. The criteria of testing hypothesis the criteria for the hypothesis testing are as follows:

Table 3.4: Hypothesis Testing

Comparison	Hypothesis	
	H_0	H_1
t-test < table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay, 2020)

The following criteria were used to test the hypothesis:

According to the preceding table, (1) if the t-test value is less than the t-table value, the null hypothesis is accepted and the alternative hypothesis is rejected; and (2) if the t-test value is greater than the t-table value, the null hypothesis is rejected and the alternative hypothesis is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

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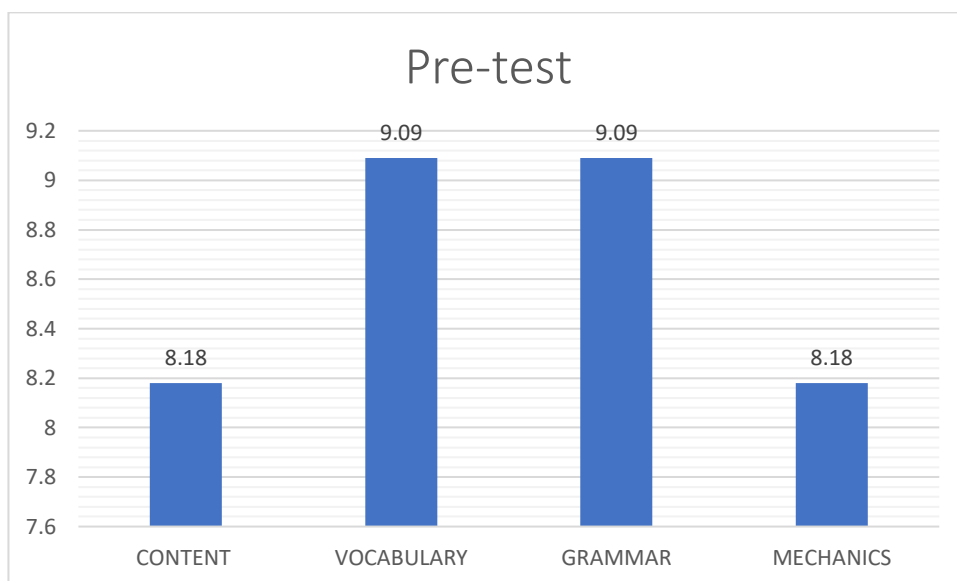
Based on the results of analyzing student scores on four aspects of writing, namely, content, vocabulary, grammar, mechanics. it can be seen that the score on the vocabulary and grammar aspect is 9.09% higher while the content and mechanics aspect is 8.18% lower.

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 %

Figure 4.2 Post-test scores
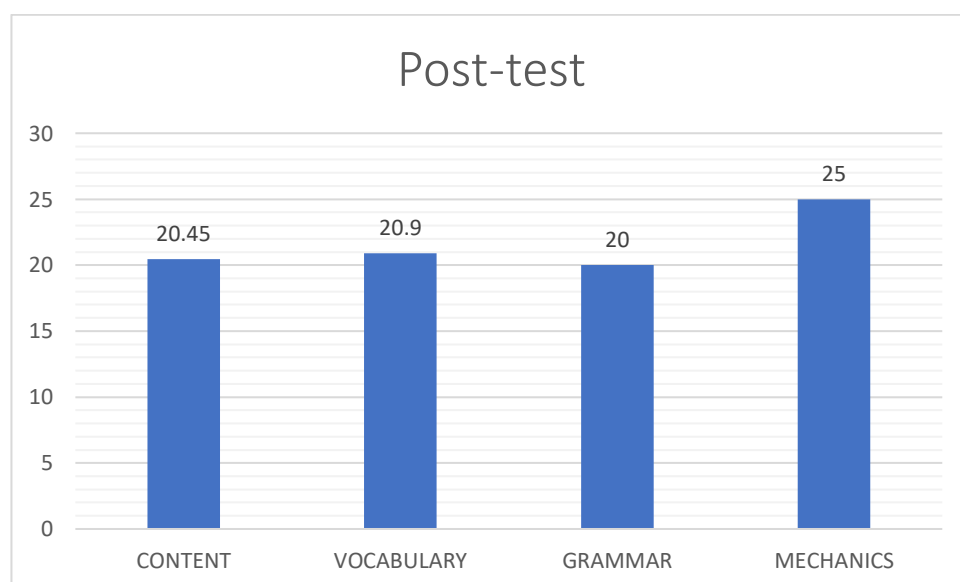
Based on the results of the analysis of student scores on four aspects of writing, namely, content, vocabulary, grammar, mechanics, it can be seen that the value on the mechanics aspect is higher than the value of other aspects, namely the post-test value of 25%.

Based on the explanation above, we can see that students' speaking Skills are low. To see the comparison, the Post-test scores of the two students was be presented as follows

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

No	Classification	Score	Pre-test		Post-test	
			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.

The results of 11 students' writing implementing picture-based activties are shown in the table above. Students gave correct answers to researchers, but the proportion of students increased. In the post-test, 2 students (18,18%) received a very good classification, 9 students (81,82%) received a good classification. Before the test, there were no students who received a very good score. reasonable categorization.

These findings indicate that students' writing on the post-test had a greater proportion and score than on the pre-test. This indicates that after receiving instruction via picture-based activities, students' writing abilities advance.

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
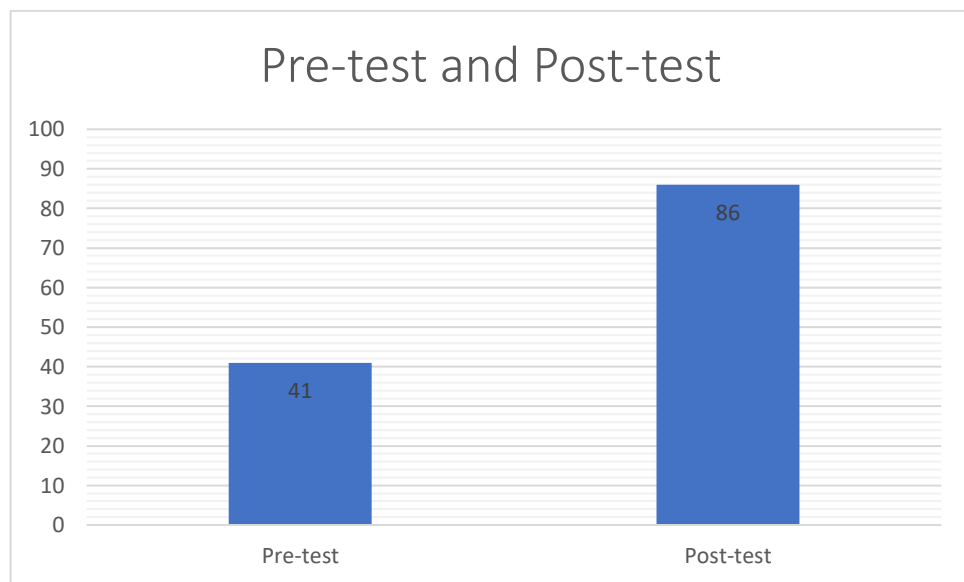
When given the pre-test, the value of vocabulary and grammar is higher (9.09) than the value of content and mechanics (8.18) then after being given the post-test, the value of mechanics has increased by getting the highest score (25), the value of content has also increased with a value (20.45) then 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.

2. Hypothesis Testing

Table 4.5 Hypothesis Testing

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

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.

B. Discussion

In this section, the researcher discusses the findings above. In UPTD SMP Negeri 11 Parepare, especially in the VIII.2, students' writing skills are categorized as very poor. This can be seen from the students' average score of 40 while the standard score of UPTD SMP Negeri 11 Parepare school is 75. The problem is caused by several factors such as students' lack of ideas and lack of interest in writing. Therefore, researchers are interested in using image-based activities as a medium to improve students' writing skill. According to Sanaky in Sundayana (2013) media can be a motivation for student learning because it creates flexible, fun, relaxed, and interesting conditions. That is, by providing media, students are no longer bored and can express their ideas in the form of writing.

In class VIII.2, the researcher gave treatment five times by choosing a theme that had been prepared by the researcher. Each meeting the researcher gave a different theme and students were asked to express their own ideas based on the theme. In the first stage, the researcher explained how to work on the treatment drawings given by using the clustering technique in "Data Mining: Concepts and Techniques" by Han, Kamber, and Pei (3rd Edition, 2011): Clustering refers to grouping a set of objects in such a way that objects in the same group (called a cluster) are more similar to each other than to objects in other groups, where by using the clustering technique students can collect as many ideas as possible by making a circle first and then writing the ideas in the circle area. In the pre-writing stage, the researcher asked students to make a list of words related to the picture based on the theme of each meeting as much as possible. And in the writing stage, the researcher distributed worksheets for students to develop their ideas into several paragraphs that would produce short essays.

After being given several treatments, there are some differences in the increase in the pre-test and post-test of students in class VIII.2 UPTD SMP Negeri 11 Parepare. before being given treatment on the pre-test value, the highest value is in the vocabulary and grammar value, namely (9.09) while the content and mechanics value gets a value of (8.18) which is lower. Then there was a significant increase in students' post-test scores where mechanics were included in the improved category after treatment with a score of (25), then for content scores also increased from before with a score of (20.45). then for vocabulary scores also

increased with a score of (20.9) and on grammar scores increased with a score of (20).

According to Zenger et al. (1991), there are several advantages of using pictures as media in teaching and learning English, including stimulating and motivating students to be more observant and express themselves; Cheap; Many are even free, and quite easy to find; Can be used individually or in groups; Can be displayed as long as necessary so that students can work at their own pace; Current and can bring reality into the classroom; Can be used to introduce, complement or summarize a unit.

The results of the study revealed that the use of picture-based activities can implementing students' English writing skills. This study shows that the hypothesis stating that the use of image-based activities is better than conventional methods in improving the writing ability of students in class VIII.2 UPTD SMP Negeri 11 Parepare. The truth of the hypothesis indicators in accordance with the results of the study, can be explicitly shown based on the standard score of SMP Negeri 1 Parepare is 76. Indicators of improvement in students' writing ability if they get a score above the expected is > 75.

After applying the t-test formula, the t-test calculation results for the pre-test (1.908) and post-test (3.317) are concluded with the t-table value with the degree of freedom (df) = 10 and the significance level a = 0.05. The t-count value for the pre-test (1.908) is smaller than the t-table value (2.228) and the t-count value for the post-test (3.317) is higher than the t-table value (2.228). The discussion above shows that the null hypothesis is rejected and the alternative hypothesis is accepted.

This means that picture-based activities are able to improve the English writing skills of students in class VIII.2 UPTD SMP Negeri 11 Parepare. Students who are taught by using picture-based activities have better writing skills than students who are taught by conventional methods.

The effectiveness of picture-based activities on students' English writing skills can be explained through a multimodal perspective. Mehrdad et al. (2022) asserted that the use of pictures in second language teaching can improve language comprehension and production by providing a rich visual context. The results of this study are in line with the multimodal learning theory further developed by Jewitt et al. (2021). They argue that the integration of visual and verbal modes can enhance cognitive processes and facilitate more effective language learning.

The findings of this study reinforce the results of a study conducted by Harizaj and Hajrulla (2021), who found that the use of pictures in teaching writing increased students' motivation and creativity. However, this study further showed specific improvements in linguistic aspects such as coherence and cohesion of the text. The results of this study have important implications for teaching practices. As suggested by Kusumaningrum and Widodo (2022), teachers can integrate picture-based activities in different stages of the writing process, from brainstorming to revision, to maximize their effectiveness. Although this study shows positive results, it is necessary to acknowledge some limitations. Ahmed (2021) reminds that the effectiveness of image-based learning may vary depending on individual learning styles and students' cultural backgrounds.

Kuo et al. 2019 explored the use of images in foreign language learning, they found that image-based activities can increase students' learning motivation and understanding of the material. and proven by the results of the study, researchers saw an increase before and after being given treatment regarding image-based activities. which can be seen on the back page of the appendix pre-test and post-test students as evidence of a significant comparison, that it is true that picture-based activities can improve students' English writing. This research is also supported by the opinion of previous researchers where the next researcher said the use of image media can improve student learning outcomes, especially in improving the ability to write English texts and is very effective and strategic to be applied in early childhood because it greatly supports cognitive abilities and helps the growth of their imagination and fantasy (Azizah et al. 2020).

CHAPTER V

CONCLUSION AND SUGGESTION

The first section of this chapter was a conclusion based on the research results and discussion. The second was a suggestion for additional research.

A. Conclusion

In this research, researchers used a pre-experimental quantitative descriptive approach. This research was conducted to find evidence that students in class VIII.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 VIII.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.

B. Suggestion

1. For the teacher

Teachers must be creative in ther creation and provision of teaching and learning resources. To ensure that pupils are not bored while studying, teachers must also incorporate a variety of media into their lessons.

2. For students

Active students are students who show enthusiasm when learning and can build positive activities so that learning is active, creative, and effective and also fun where students can practice improving their writing skills.

3. For future researchers

The researcher realizes that there are still many shortcomings in this research, such as the length of time in teaching, so the researcher anticipates that future researchers will overcome existing shortcomings to increase research efficiency, so the research duration of five meetings can be extended to more than five meetings. Future researchers can also be expected to examine sources and references related to other learning materials. To ensure that the research is carried out well, it is also intended that future researchers can also be prepared in taking samples, data collection and other procedures.

For future research can explore different types of picture, such as photographs, illustrations, or comics, and how each affects creativity and detail in students' writing. Consider also comparing the effectiveness of realistic versus abstract picture. For future research can investigate how picture with specific themes (for example, social, nature, or fictional images) affect students' writing

skills. Also, try to explore the difference in impact between images provided by the teacher and those chosen by the students themselves.

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