THE EFFECT OF USING PICTURE AND PICTURE MODEL IN WRITING SKILL ABOUT DESCRIPTIVE TEXT

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Abstract

The objective of the research is to find out the significant the effect of using picture and picture model in writing skill about descriptive text at grade X SMA Negeri 4 Kisaran in 2022/2023 academic year. This type of research was experimental research design. The population of this research is the students of grade X. The sample of this study was about 68 students. The research were X 1 and X 5 which were taken by sample random sampling the X 5 experimental group taught by peer response strategy X 1 as control group taught by conventional way. The study findings demonstrate that the experimental group's writing ability score for narrative text was higher than that of the control group. Based on calculation of the t- test is the score product moment degree of freedom (df) = n-2 = 34-2 = 32 the results obtained are $t_{hitung} > t_{table}$, namely $t_{hitung} = 4,160$ and $t_{table} = 1,692$, then 4., 160 > 1,692. The significance 0,000 <0.05. (H_0 is rejected and Ha is accepted).

Key words: Picture and picture, Descriptive Text, Writing skill

INTRODUCTION

Language is the ability possessed by humans to communicate in the form of sound and movement in conveying information. Language is not a random behavior but a systematic one in which a certain sequence is accepted as a given meaning.

Language serves as a medium of communication between people from different countries around the world, and one of the most important aspects of communication is the ability to communicate effectively with one another. English in its function as a global language is the most important language and is closely related to various aspects of human life and how it is experienced by individuals. English has taken on an increasingly important role in every aspect of contemporary life. Consequently, English needs to be included in the curriculum of all levels of education, from elementary school to university.

There are four language skills that must be mastered, namely: listening, speaking, reading, writing. The main function of language is as a means of interacting with humans, a tool for thinking, and conveying the meaning of belief in society. Aside from being a means of communication and interaction, language also has an important meaning as a learning method within the scope of the language itself.

According to Huy (2015), Writing provides many benefits for students. First, writing is a good way to help develop students' ability to use vocabulary and practice grammar, increasing students' ability to use language. Second, writing is an important tool to support speaking skills and reading texts more effectively."

According by Blaylock (2006) cited in (Exdriko et al., 2011). A descriptive text usually has two main sections: first identification it is about how to introduction of a person, place, animal, or object will be described. And second it is about description of something such as animal, things, place or person by describing it. Feature, forms, colors, or anything related to what the writer describe. Descriptive text also has characteristic or language features such as adjectives and compound adjective dominant to use and using the simple present tense.

While according to Derewianka (2000) as cited in (Kasini & Pusparaini, 2019) "Descriptive text is give an account of how something works or reasons for some phenomenon". Based on observations and Interview at SMAN 4 Kisaran senior High School, which would be held from 1 to 8 December 2023, within one week. This study found several problems that had to be corrected, namely the students' vocabulary about English was lacking, and they don't know how to develop ideas in writing descriptive text.

This is because the process of learning to write descriptive texts still uses conventional methods, so that students have difficulty expressing their ideas and imagination in written form. Referring to this, the teacher should apply the learning model to the material. Learning models are components that support concepts, learning objectives, materials or themes, steps or procedures, methods, tools or learning resources, and evaluation techniques. The picture and picture type learning model is a learning model that uses paired or sequential pictures to form a logical sequence.

Kurniasih & Sani (2016) stated that Picture and Picture model is a cooperative learning model or prioritizes the existence of groups using image media paired or sorted into logical sequences. The advantage of this model is that images are the main factor in achieving development indicators because images are very important to be used to clarify understanding, through pictures of children knowing things that they have never seen. The steps for implementing the picture and picture type learning model according to Pradina & Hastuti (2017) are: (1) the teacher explains to students the basic competencies to be achieved. (2) The teacher presents material to students according to the theme and subject matter. (3) The teacher shows pictures of activities related to the material. (4) The teacher appoints students in turn to put the pictures into a logical sequence. (5) The teacher asks the reason for the order of the pictures. (6) Based on the order of the pictures the teacher explains the material according to the competencies that he wants achieved. (7) The teacher asks students to draw conclusions or summaries based on learning outcomes.

METHOD

The research was conducted at SMA Negeri 4 in the 2022/2023 academic year. Located on Jl. Beautiful Nusa Kec. West Range City, Kab. Sharpen. The research began in May 2023. All 216 students of grade X at the school made up the population of this study. The sample used in this study consisted of 34 students in class X Science 1 and 34 students in class X Science 5. This study used a random sampling technique.

According to Sugiyono (2012), Sample random sampling is a method used to select samples from a population at random so that each member of the population has the same

opportunity to be taken as a sample. The sample is expected to represent the population and in this study the sample was randomly selected using a lottery technique. In this study in class X Ipa 5 using the picture and picture model while in class X Ipa 1 using the conventional method.

The instrument of data Collection is the Test Question Instrument, in conducting this research, this study used essay tests. As stated by Ngalim Purwanto, (1991: 35) said that the test requires the ability of students to really understand the problem and realize their ideas through written language, so that the type of essay test is more of a strength test. This study aims to improve the ability to write descriptive text through image models and images, several images are displayed to increase creativity in writing. Test questions will be given to students, to find out whether the questions to be given are valid and reliable. These questions were tested on class X students of SMA N 4 Kisaran. The questions given are in the form of essay tests. Testing this question was carried out to obtain valid and reliable questions so that in the end valid and reliable research results were also obtained.

Tests employing narratives will be used to obtain data. Pre-test and post-test are the two sections of the test. The purpose of the pre-test is to gauge students' comprehension of a subject that will be covered in a traditional classroom setting. The purpose of the post exam is to determine whether the subject was understood after being taught via a picture and picture model. In this study, students took an assessment in the form of an essay using descriptive text in which they gave answers by writing descriptive text.

Validity of the Test

Validity is the most important consideration in both the development and evaluation of measurement equipment. According to the definition provided by Arkunoto (2012), validity is a measurement that reflects the extent to which an instrument is valid. A measure test was carried out by the researcher in order to ascertain whether or not the results of the test are accurate. In order to determine whether or not the test is adequately validated, the researcher relied on three types of validity: content validity, construct validity, and item validity.

This study would ask a series of questions to evaluate the appropriateness of the questions posed by students using item validity. The validity of the test items themselves is used as a benchmark for their overall validity. In this particular scenario, the researcher uses SPSS to determine the validity of each item by calculating the data obtained from the trial.

Reliability of the Test

It used the Spearman Brown formula in (Sugiyono, 2016) to determine the reliability of the test, and the formula is as follows:

Where:

r_i = Reliability

r_{xy} = Correlation between the two halves

Technique of Collecting Data

   1. Obsevation

According to Sutrisno Hadi (Hadi, 1986) Observation is a complex process, where a process is composed of various biological and psychological processes. Including the process of observation and memory. This data collection technique is used when the research deals with human behavior, work processes, natural phenomena and then when the number of respondents to be observed is not too large.

2. Interview

Structured interviews are used as a data collection technique in which the researcher has prepared instruments and the researcher knows exactly what information will be obtained from the respondents (Sugiyono, 2010). In this study, the researcher conducted structured interviews with 10th grade English students. Teacher about the problems faced by students.

3. Pre test

Before starting the treatment, students will be given a pre-test to measure students' ability to write descriptive text. At this stage, the research conducted reading tests on students, using topics related to the material, to determine their writing abilities before the research began..

4. Treatment

After giving the pre-test to students, treatment will be carried out, which will involve using games to improve students' writing skills.

It will be held three times, and the length of each meeting will be two and a half times longer than the teaching hours spent in one meeting at school. The following is an outline of the typical steps involved in a treatment procedure:

1. Pre-teaching activities must be completed before class starts

   Before starting each new lesson, the teacher would ask one of the students to pray aloud for them. After that, the teacher evaluates students' readiness to learn based on their attendance records and decides whether they ready or not. Before starting a new session on a different subject, teachers can inspire their students by reviewing the previous lesson with them and moving on to the next topic.

2. Post-teaching activities

   At this point in the process, teachers evaluate their students' level of understanding of the topic. The teacher provides feedback and incentives to students who have completed the learning process using a variety of different methods, such as by giving awards to students for what they have done. This is done to motivate students who have completed the learning process. Afterwards, teachers and students shared their thoughts on what they had found as a result of their combined efforts and what they had learned as a result of those efforts.

5. Post-test

As part of this research step, an assessment and examination of student writing was carried out to assess whether or not there was an increase in students' writing ability as a result of receiving the picture and picture learning model. After students have finished reading background material relevant to the subject, the researcher will ask them to draw conclusions based on their own words. The children successfully completed the task.

Technique of Data Analysis

The t-test is the analytical method used in this study, with scores from the pre-test and post-test used for the experimental and control groups. In class X SMA N 4 Kisaran, an investigation was carried out with the aim of finding out whether the use of pictures and images had an effect or not on the level of students' writing skills. The t-test formula will be used in the data collection process that will be carried out. Researchers will use the SPSS 20 application in the t test

RESULT AND DISCUSSION

a. Result

May 2023 is the date of this study. A test which includes pre-test and post-test is used to collect data. In both assessments, there was one question in the form of an essay and three different types of questions about descriptive text. The research was conducted at SMA X Negeri 4 Kisaran . The sample consisted of 34 students of class X 5 as the experimental group and 34 students of class X 1 as the control class. Test is given to students. The research data is intended to find out whether there is an effect of the picture and picture model on students' writing abilities. The results of conventional methods and picture and picture models are entered into the data.

This table below shows the students' score in pre-test and post-test in the experimental group and control group at SMA Negeri 4 Kisaran.

Table 1. The Students' Writing Ability Score Pre Test and Post Test in Experimental Class

NO	Students Name	Pre Test Experimental	Post Test Experimental
1	ATS	45	63
2	ADS	40	70
3	AAR	70	78
4	CNS	50	74
5	DAP	58	60
6	DF	60	65
7	EEM	45	55
8	EA	65	80
9	FAM	60	65
10	ITJ	55	70
11	IA	85	92
12	JAS	63	65
13	JS	50	80
14	KAD	70	91
15	KM	50	83

16	KA	43	63
17	LOG	50	74
18	LK	75	87
19	MAB	60	80
20	MAA	53	73
21	MSP	68	73
22	MS	70	75
23	NOA	83	87
24	NIA	75	83
25	NBR	53	63
26	PLS	46	75
27	RAM	80	92
28	RAL	35	56
29	SA	53	71
30	SSL	85	89
31	SAP	48	55
32	VTS	45	72
33	VF	50	81
34	WS	37	50

Table 2. Descriptive Statistics Students' Writing Skill Score in Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETETST	34	35	85	58.09	13.966
POSTTEST	34	34	92	67.91	13.877
Valid N (listwise)	34				

Based on Tables 4.1 and 4.2 above, it can be seen that the number of respondents (N) in the experimental class was 34 respondents. Of the 34 respondents, the smallest (minimum) score for the pretest was 35 and 34 for the minimum score for the final test. And the biggest

(maximum) score in the pretest is 85 and for the posttest is 92. The average score of students in the pretest is 58,09 and after being given treatment using peer response it increases 28.85% so that the average score becomes 67,91 in the post test. The posttest value which is higher than the pretest value indicates that the use of the Picture and Picture model has a significant effect on the Writing Ability of the Experimental Class.

Table 3. The Students' Writing Skill Score Pre Test and Post Test in Control Class

NO	Students Name	Pre Test Experimental	Post Test Experimental
1	AS	40	59
2	AG	57	74
3	AE	46	75
4	AD	42	47
5	AS	62	57
6	BA	42	49
7	CO	66	73
8	CW	45	50
9	DP	32	40
10	D	75	79
11	FP	44	34
12	FS	38	56
13	GA	55	45
14	GD	70	75
15	JG	35	43
16	JM	35	52
17	KI	65	65
18	KT	63	71
19	MH	43	55
20	M	55	61
21	MA	55	58
22	MI	66	70
23	MQ	59	50

24	NJ	50	61
25	NM	67	75
26	RC	40	40
27	RR	67	68
28	RT	56	61
29	SF	70	89
30	SP	57	57
31	TT	50	54
32	TI	68	75
33	VM	56	60
34	VY	72	84

Table 4. Descriptive Statistics Students' Writing Skill Score in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETETST	34	32	75	54.21	12.257
POSTTEST	34	34	89	60.65	13.468
Valid N (listwise)	34				

From table 3 and 4 above it can be seen that the number of respondents (N) in the control class is 35 respondents. Of these 35 respondents was can be seen that the smallest (minimum) value for control class pretest was 40 and 50 for the minimum score on the posttest. Biggest (maximum) score in pretest is 72 and for posttest is 75. The average value of 35 respondents for the pretest is 51.06 while the posttest about 64,17. Using SPSS version 20.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writting _Postest	Equal variances assumed	3,474	,067	3,745	68	,000	7,257	2,147	3,973	12,541
	Equal variances not assumed			3,745	61,993	,000	7,257	2,147	3,965	12,549

After doing statistical analysis with the t-test calculated using the SPSS version 20 program, the results obtained are $t_{hitung} > t_{table}$, namely $t_{hitung} = 3.745$ and $t_{table} = 1,692$, then $3,745 > 1,692$. The significance $0,00 < 0.05$. With Thus Ho is rejected. This means, there is a significant difference in the value of the results student learning between classes that apply the Peer Response Strategy and those that do not apply the Peer Response Strategy. So, the Peer Response Strategy is effective and significant on the writing ability English narrative text.

2. Discussion

The teacher was able to create teaching materials with the use of the Peer Response approach when assessing the writing abilities of the experimental group and control group. After applying the research data to the SPSS 20 program, the experimental group outperformed the control group in terms of scores, and the students were able to write narratives.

Where the mean of experimental students was 0,63 in pre-test. After giving treatment of Peer Response strategy the mean score was being 0,66 in post-test. While the mean of control students' score was 0,58 in pre-test. After giving treatment by using conventional technique the mean score was being 0,53 in post-test. It implies that Peer Response strategy is effective to students' writing with narrative text.

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CONCLUSION

The pupils' feedback regarding the writing outcomes of their other pals was also very well received. Their speaking and the engagement of the pupils both demonstrated their confidence. It was discovered that adopting the peer response strategy for teaching writing could boost students' learning outcomes.

It is clear from the discussion in the preceding chapter that utilizing peer feedback can make it easier for students to compose narrative material. Before using the peer response, relatively few students authored narrative text, in contrast to the students' competence of writing narrative text after using the peer response. Students' scores on the post-test outperformed those on the pre-test, demonstrating that using peer reaction in learning activities makes them more adept at crafting narrative writings.

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1. Peer response when creating narrative texts using general structures, students.
2. Students were motivated and interested in engaging and being active in learning to produce narrative texts with peer reaction, according to the findings of observations and interviews.
3. As seen by post-test results that are greater than those from the pre-test, students have improved in both their ability to write and comprehend narrative texts.