



THE EFFECT OF USING STILL PICTURES ON STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT

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Abstract

This study aims to find out whether students' achievement through using still Pictures is higher than the students' achievement through motion pictures in writing procedure text. The research of the study was conducted by experimental research. The subject of this study was the students of SMA Swasta Abdi Negara Binjai class X² and X³ consisted of 30 students for each class. The research was conducted in two groups. They are experimental group using treatment still pictures and control group using treatment motion pictures. To collecting the data was taken from writing test. Based on the calculation, it shows that the reliability of the test was 0,81 categorized as very high reliability. Then, after analyzing the data, it was found that the value of t_o was 3.644 with the degree of freedom (df) =58 at the level of significance $p(0,05) = 2,004$. It means that t_o is higher than t_t ($3,644 > 2,004$). It was found that teaching procedure text by using still pictures is higher than using motion pictures. Still pictures have a significant effect on students' achievement in writing procedure text. It is suggested that English teacher use still pictures as one of alternatives media in teaching procedure writing.

Keywords: *Still Pictures, Writing Achievement.*



A. Introduction

People as social human being can't stay alone in the world, they need the presence of the other people to socialize, interact and communicate. Language is needed to communicate because the language can't be separated in human's life and no people live without language. The people use the language to express their ideas either spoken or written way. English language is used by the member of world society in communication.

In Indonesia, English language was taught to students from elementary school until university level as a compulsory subject. In learning English, the students have to able to achieve the four language skills, namely listening, speaking, reading and writing skills. From these four language skills, writing is the focus on this thesis.

Based on Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan : KTSP), students in Senior High School are expected to be able to write a text of procedure, description, narration, exposition, spoof, news item, recount, report, etc. But the reality based on the observation that has done at SMA Swasta Abdi Negara Binjai, many students have difficulties in writing.

The Minimum Criteria Mastery (Kriteria Ketuntasan Minimum (KKM)) which is used in that school is 75. It can be concluded that the student's score in two semesters was still low, there were many students with underscore standard found and still far to achieve the minimum competence score.

Based on the writer's experience on the observation and the interview on 30th March and 2nd April 2014 in SMA Swasta Abdi Negara Binjai, most of students have difficulty in teaching and learning process, especially in writing procedure text. Teachers give lessons only with theory and exercises in student worksheet and in that school didn't have a textbook, so that the students feel bored, and do not understand what is being taught. Most of students were not able to write procedure text well, they just follow the lessons without having to know how to write it. In this era of globalization, most students only copies of material from the internet. The learning process is also monotonous; they didn't have ideas



about what they want to write. Students also did not seriously follow a given learning process. Some of the students' writing score still unsatisfactory because the scores were not fulfilled the KKM, and many of the students think that writing especially writing an English text is difficult. The other obstacles that writing teachers have to overcome is a reluctance on the part of their students to engage in writing activities any enthusiasm.

The failure of the students in writing caused by the media of teaching and learning process. Teacher must be able to create suitable media for a better, interesting and helpful teaching and learning process. In the former, the teacher just taught writing through lecturing. The students became passive and they just listen the teacher explanation without doing something. It made writing became boring.

To solve the problem above, the writer finds an alternative way. One of the alternative ways is using Still Pictures. There are many kinds of media in teaching and learning process. But still pictures one of media that can be one alternative in teaching and learning English. Still Pictures is more focused on image which is not move, such as photos and so on. In this case, power point is not used to make the pictures dubbed or even moved. Pictures are used to help presenting information to the class. Students are able imagine and think what they want to write in a procedure text. Picture also can give the chronological steps in making or doing something. So, Pictures are able to help the students to understand and generate their idea in writing sentence and write a story based on the pictures they see. To make the students interested in the materials, using still pictures is expected to make them understand the step to make the sentence linked together. By using this media, the teacher can create an interesting way in learning writing.

Berta, the 2012 academic year student of state university of Medan had done a study with title "*Improving Student's Achievement in Writing Procedural Paragraph by Using Still Pictures*". She was conducted to see how the application of pictures can improve the students' achievement in writing, particularly writing a procedure text. In this study, the writer focuses on the use *Still Pictures* to improve the student's ability in writing



procedure text. By this media, she expects the students are able to write the example of procedure text and also to complete their task about it. The researchers hope that *Still Pictures* can be a strategy which tries the students to build an active learning, joyful learning and interesting learning teaching process especially in writing procedure text.

Considering the background above, the writer interests to do a study with title "The Effect of using Still Pictures on Students' Achievement in Writing Procedure Text. The writer wants to conduct the research to find the effect of Still Pictures media on students' achievement in writing procedure text.

Based on the background of the study, the problem of the study is formulated as the following: "Is the students' achievement in writing procedure text taught by using Still Pictures higher than the students' achievement thought by using motion pictures?"

Teaching is not only about considering the material to be given, but also about students' mental condition. Mental problem which is found the most among the students is shyness. Shy students should be encouraged to take part in the teaching learning process. Based on the problem above, the writer wants to apply still pictures instead of motion pictures to improve students' achievement in writing, particularly in writing procedure text.

In using Still Pictures, first the teacher will give pre-test to find the high achievers and lower achievers. Based on the results, the teacher explains the material about procedure text with Social Functions, Generic Structure and Grammatical features using Still Pictures, Then, the teacher shows some pictures as a media for writing procedure text, Then, the teacher gives example about procedure writing based on the pictures, After that, The teacher gives opportunity to pay attention and read the text of procedure entitled "How To make Banana Milkshake" and shown by the students in the class by using still pictures, The teacher gives opportunity to pay attention and read the text of procedure entitled "How To make Banana Milkshake" and shown by the students in the class by using still pictures, Then, the teacher gives opportunity to ask the question that relate with material, and the last, The teacher asks the students to



write a procedure text based on the pictures which is prepared. After that, the teacher collects every work and then giving suggestions to their work. The teacher may repeat the treatment till of students' writing is good enough and every students has the same understanding about the material. As the post - test, the teacher asks the students to write a procedure text individually based on their experience. They can't help each other anymore.

Meanwhile, in using motion pictures, the teacher also will give pre-test. The pretest is applied to know the prior knowledge of students about the materials. After that, the teacher explains the material about procedure text with Social Functions, Generic Structure and Grammatical features. Then, the teacher shows example about procedure text of motion pictures using portable (laptop), Then, the teacher asks the students to write a procedure text individually. If the students have problems, they just can ask the teacher. The teacher should be able to make sure that every student same understanding about the material by herself/himself. The teacher also gives suggestions to the students' writing . The post test is also writing a procedure text individually.

The writer also elaborates the point of advantages and disadvantages of still pictures and motion pictures.

Still pictures will be an effective way to improve students' writing achievement. Still Pictures can be given as a point for the learners to get ideas in writing procedure text. We don't need much time to prepare the media because we can easily find or make the pictures. Meanwhile, if we use motion pictures, we need much time in learning process and in that school also didn't have LCD, projector, and etc. It is expected that students' anxiety becomes lower and learning motivation can be higher if using still pictures.

Therefore, using still pictures in teaching procedure text, it is hoped that the student will be able to improve their writing ability. Based on the explanation above, it can be predicted that the students' writing ability by using still pictures is higher than those through motion pictures.



B. Method

The research was conducted by experimental research. For the purpose to collect data, two groups was used. They are experimental and control groups. The experimental group was the group that received the treatment by using still pictures, while in control group was the group that received by using motion pictures. The design could be figured as the following:

Table 3.1
Experimental Research Design

Group	<i>Pre-test</i>	Treatment	<i>Post-test</i>
Experimental group	X1	Using Still pictures	X2
Control group	Y1	Using motion pictures	Y2

The population of this study is the students grade XI at SMA Swasta Abdi Negara Binjai academic year 2013/2014, which consist of three classes and total number of students is 90 students.

The sample of this study was taken by random sampling using lottery technique. Two classes (XI⁻² and XI⁻³) were chosen as a sample of this study. Each class consists of 30 students was chosen by using lottery technique.

The experimental group was taught how to write procedure text by using still pictures while the control group was taught how to write procedure text by using motion pictures.

Technique of Analyzing the Data

In this research, the data was from the experimental and control group. The data was analyzed by using "**t-test for independent sample**".

The formula of t-test was presented as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum dX^2 + \sum dY^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

In which:

M_x : mean of experimental group



- M_Y : mean of control group
 X : the deviation square of experimental group
 Y : the deviation square of control group
 N_X : The total number samples of experimental group
 N_Y : the total number samples of control group

C. Result and Discussion

The formula of t-test and distribution table was applied in order to discover whether the hypothesis was accepted or rejected. The basis of testing hypothesis is as follows:

$H_a : \bar{\mu}_1 > \bar{\mu}_2$, it means that teaching English by using Still Pictures significantly affects on the students' achievement in writing procedure text. In other words, H_a is accepted if the t -observed $>$ t -table.

After calculating the data, it was found that t -observed was 3,644 It means that t -observed was higher than t -table (2.004) with the level of significance of $\alpha = 0.05$ and the degree of freedom (df) = 58.

Based on the calculation of t-test, it can be concluded that H_a is accepted and H_o (Null Hypothesis) is rejected. It means that the hypotheses formulated students' writing achievement by using Still Pictures is higher than taught by using motion pictures is really true in this research.

From the result, it could be concluded that difference was statistically significant. Therefore, based on the computation there was significant difference between teaching speaking descriptive text using and without Semantic Mapping Strategy.

In this research, it was found out that the using still pictures on teaching procedure text had given a significant effect to the students' achievement in writing procedure text than using Motion pictures.

The students which taught by using still pictures got higher score than students which taught by using motion pictures and 90% students' score exceeding the KKM (>75).

The result of the t-test shown that, the t-test was higher than t-table ($3.644 > 2.004$) with df 58 at level significance 0.05. The experimental



group was taught by Using Still Pictures while the control group was taught by Using Motion Pictures.

Based on theoretical and statistic finding, the research was concluded that Using Still Pictures has significantly affected on the students' achievement in writing procedure text.

Based on the research which the researcher has done, the researcher found out that there are some advantages of using Still Pictures in teaching writing, they are:

- 1) Pictures can be given as a point for the learners to get ideas.
- 2) Pictures encourage the learners to understand the information that has served.
- 3) Pictures can motivate the students to develop their knowledge in teaching learning process.
- 4) Pictures can made as a media in teaching and learning process.
- 5) Pictures can make the students focus to the information that has served.

D. Conclusion and Suggestions

Conclusion

The result of calculation of t-test showed that t_0 3,644 with the degree of freedom (df) = 58 is higher than t-table 2.004 at the level significance ($p = 0,05$) which implies that the alternative hypothesis is accepted. It can be concluded that there is a significant effect of using still pictures on the students' achievement in writing text.

The students' achievement through using still pictures is higher than the students' achievement through motion pictures in writing procedure text.

Suggestions

Based on the result of the study, the suggestion can be stated the following:

1. It is suggested to the teachers to using still pictures in teaching procedure text as the interesting media in teaching media. Because by using still pictures can improve the students' achievement in writing procedure text.



2. It is suggested to the teacher guide the students in writing procedure text so they can practice more in writing procedure text easily.
3. It is suggested to the readers to know the importance of using Still Pictures to improve the writing achievement.

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