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THE EFFECT OF USING VISUAL-PICTURE SEQUENCES TOWARDS STUDENTS' ABILITY IN ENGLISH WRITING DESCRIPTIVE TEXT

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Abstract

This research is aimed to find out the effect of using visual-picture sequences towards students' ability in English writing descriptive text at the eighth grade students of SMP Islam Al-Ulum Terpadu in the academic year of 2022/2023. In this research, the researcher took two classes as the sample with their parallel classes and there were 60 students. Each class consists of 30 students and the entire population is taken as a sample then, divided into two groups. The instrument used in this thesis was an essay test. In collecting the data, the writer used pre-test and post-test. Before conducting post-test, the writer gave treatment. After getting enough data, the researcher calculated the data using ttest. Based on the computation, the mean score of pre-test in control group is 38 and the mean of post-test is 63. Meanwhile the mean score of pre-test in experimental group is 57 and the mean of post-test is 85. The results showed that the observed t was higher than the table value $2.5 > 1.67$ at a significant level of 0.05 and the degree of freedom (df) was 58. The null hypothesis was rejected and the alternative was accepted. So, it can be stated that the hypothesis "the use of picture in teaching writing of descriptive text at the eighth grade students of SMP Islam Al-Ulum Terpadu in the academic year of 2022/2023 is accepted". Based on the result finding, it can be concluded that the data presented is there is an effectiveness of using visual-picture sequences towards students' writing ability in English writing descriptive text. The researcher hopes that the result of this study will be useful for students and English teacher in education field. The English teacher should improve their competencies by improving their material mastery, making use of appropriate and interesting media, so, their students' English ability will be developed.
Keywords : Visual-Picture Sequences, Writing Ability, Descriptive Text.

INTRODUCTION

Writing is a medium of human communication that involves the representation of a language through a system of physically inscribed, mechanically transferred, or digitally represented symbols. There are really only four main types of writing: expository, descriptive, persuasive, and narrative. In this research I focussed on descriptive text. Writing is one of language skills besides speaking, listening, and reading. Writing has always occupied a place in most English language course (Fauziawati, 2010: 45).

Descriptive text is a kind of text with the purpose to gave information. The context of this kind of text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well (Gerot and Wignell, 1994).

However, in SMP Islam Al-Ulum Terpadu, descriptive text is a learning material in grade 7 and was repeated in grade 9. The most important thing is that they must know what descriptive text is. The descriptive text describes something in detail, such as objects, animals, or people. Especially at Al-Ulum, students' abilities are different. The school was automatically one of the influencing factors. It turns out that students at Al-Ulum do not have too many difficulties. So the problem for the teacher at Al-Ulum in providing learning materials about descriptive texts is that they

have difficulty finding vocabulary. Then the student has not understood how to compose a text in descriptive text. To help students understand sentence structures requaries learning media. According to Sanjaya (2008: 204), the word "media" is based on Latin and is the plural version of the word "medium," which means "delivery" or "mediator."

The major writing systems — methods of inscription — broadly fall into four categories: logographic, syllabic, alphabetic, and feature. Another category, ideographic (symbols for ideas), has never been developed sufficiently to represent language. There are many definitions of picture. Some of the definition are: a) Picture is a visual representation; b) Picture is a clear and telling mental image; c) Picture is a situation treated as an observable object; d) Picture is a representation of a person or scene in the form of a print or transparent slide; recorded by a camera on light-sensitivematerial; e) Picture is illustration used to decorate or explain a text; f) Picture is graphic or vivid verbal description. From the definition above, the researcher concludes that picture is very suitable to be applied to the students of senior high school until universities level as a method/technique in writing skill. It is very helpful for the students in generating and organizing their ideas in writing through pictures.

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In this research, I'll use pictures sequences. There are many definitions of sequence. Spivey (2005) in Baso (2016), explains that Sequencing is the process of putting events, ideas, and objects in a logical order. Picture Sequencing is cutting several sequential pictures from magazines, picture books, comic books, or the newspaper's comics section.

In the teaching-learning process, the teacher chooses an appropriate medium. When teaching writing, particularly in Junior High School, the teacher should consider using the proper strategies and how the students receive the techniques. One visual learning media is required to make the teaching-learning process understandable, exciting, and motivating for students' writing skills.

Various teaching methods can improve students' writing skills during the learning process. The teacher should be able to assist students in improving their writing abilities. Using an image to illustrate a learning process might help students overcome writing issues and develop their ability to construct good sentences. Hopefully, this medium was help students overcome their writing issues, which stem from a lack of command of grammar and vocabulary. It has a positive impact on their writing.

limitation of the problems in this research can be formulated as follow: "Is there any significant effect using visual-picture sequences toward students' ability in writing descriptive text at the eighth grade students of SMP Islam Al-Ulum Terpadu in the academic year of 2022/2023?"

Based on the statement of the problem, the objective of the research is: to find out the effect of using visual-picture as media to improve the writing ability of descriptive text is effective or not at the eighth grade students of SMP Islam Al-Ulum Terpadu in the academic year of 2022/2023.

RESEARCH METHOD

In this chapter, the researcher discussed the research design, population and sample of the research, the procedure of the research, variable and indicator of the research, the technique of collecting data, and the method of analyzing data.

In this research, the researcher uses the quantitative research to analyze the data. It is quantitative because it emphasizes systematic measurement and quantification of variables and the data to be obtained is numerical and analyzed using statistical computations. The quantitative approach emphasizes the analysis of numerical data processed by statistical methods.

According to Kaswan and Suprijadi (2016: 11), "Quantitative research design is a deductive theory-based research process that focuses primarily on testing theories and specific research hypotheses that consider finding differences and relationships using numeric data and statistical methods to make specific conclusions about phenomena."

The researcher used quantitative research with the experimental design. According to Sugiyono (2016: 72), "Experimental research design can be interpreted as research methods used to find the effect of certain treatment in control conditions." The researcher conducted this research with pre-test and post-test designs.

This research consists of two different groups, namely experimental group and control group. The experimental group is the group that receives writing descriptive text by using visual-picture. While, the control group is the group that receives writing desciptive text without using visual-picture. Both groups gave pre-test and post-test to show the differences.

Table 1

Design of the Research

Group	Pre-Test	Treatment	Post-Test
Experimental Group	T_1	X	T_2
Control Group	T_1	Y	T_2

Where :

T_1 = Pre-test

T_2 = Post-test

X = Writing descriptive text by using visual-picture

Y = Writing desciptive text without using visual-picture

This research conducted in SMP Islam Al-Ulum Terpadu. It is located at Jl. Tuasan No. 35 Medan, Sidorejo Hilir, Kecamatan Medan Tembung, Kota Medan Provinsi Sumatera Utara. It was done in the eighth grade of Junior High School.

According to Arikunto (2010: 173), stated that the population is set of collection all elements process one or more elements of interest. Also Johnson in Kaswan and Suprijadi (2016: 15) defined that population as the entire group of entities or persons to which the result of a study is intended to apply. The population of this research is the eighth grade. There are five classes, each class consists of 30 students.

Total all population are 150. Because the population is relatively large, the researcher took 60 samples. Arikunto (2006: 131) said that if population is less than 100 respondents we can take all of, but if more than 100 respondents we can take 10%, 15%, 20%, 25%, or more than.

Data collection techniques have important rules for doing all of the research. This study used a test as a data collection instrument. Data is collected using an essay test consisting of one question with a score of 100 for the experimental group and the control group in the pre-test and post-test. The test gave to the experimental group and control group. The time given is 40 minutes. Students use time effectively to complete the test. The results of the research were valid.

The components are content, organization (identification, description), vocabulary, grammatical features (action verb, specific participation, simple present tense, and adjective), and mechanics.

Determining and analysis the students' ability by using passing grade standard at SMP Islam Al-Ulum Terpadu of the students is 75, based on range of scores in writing descriptive text as follows:

Table 2

Range of Scores

No.	Scores	Categories

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1.	91-100	Very Good
2.	83-90	Good
3.	75-82	Sufficient
4.	66-74	Less
5.	<66	Fail

Based on the table above, it is clearly that if the score level 91-100 are categorized into very good. If the score level is 83-90, its categorized into very good. If the score level is 75-82, its categorized into sufficient. If the score level is 66-74, its categorized into less. Last, if the score level is <66, its categorized into fail.

There are three stages in doing experiment research, namely:

1. The pre-test gave before the treatments. First, the researcher came to the class. Then, the researcher explained to students what they have to do. Finally, the researcher distributed the instruments and asked them to do the test.
2. The researcher held the Post-tests after all treatments all done. This test is used to measure students' ability being given treatments. The result is analyzed statistically.

The data were analyzed by using descriptive method. This technique is called descriptive quantitative. The researcher found out the frequency of students' ability in writing descriptive text. To know of percentage of students' ability in writing descriptive text, the researcher used Sudijono formula (2004:43) as follows:

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

Where:

P : percentage
F : Number of frequency
N : Number of respondents/sample

To test the significant of the references of the two group, the writer used the test formula on level 0,05 Best (in Tarigan 2020) is applied. The formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Explanation:

t   : Total score
Mx : The mean of experimental group
My : The mean of control group
Dx^2 : The deviation of experimental group
Dy^2 : The deviation of control group
Nx : The total sample of experiment group
Ny : The total sample of control group

RESEARCH RESULTS

The Researcher decided class VIII B as the control group. The students' in control group were thought without using visual picture sequences. In this research the control class was consist of 30 students.

Table 3
Score of Pre-Test of Control Class

N o.	Students Initial	C	O	V	L U	M	TOTAL SCORE
1	AF	18	10	10	10	2	50
2	AKCH	15	10	8	5	2	40
3	ADR	13	7	8	5	2	35
4	AS	15	10	10	8	2	45
5	AA	8	5	5	5	2	25
6	ACA	10	15	10	8	2	45
7	AASS	13	8	7	5	2	35
8	ASM	13	8	7	5	2	35
9	DZF	13	7	8	5	2	35
10	DA	12	8	8	5	2	35
11	FLF	15	12	6	5	2	40
12	FFY	12	9	6	6	2	35
13	IPD	15	10	8	10	2	45
14	IFU	20	8	5	5	2	40
15	KPD	12	8	8	5	2	35
16	KN	20	10	8	5	2	45

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No.	Inisial	C	O	V	LU	M	Total Score
17	KPC	10	8	5	5	2	30
18	MAR	20	10	10	8	2	50
19	MAJ	10	10	6	7	2	35
20	MDFP	10	8	5	5	2	30
21	MFWA	12	10	8	8	2	40
22	MHI	12	8	4	4	2	30
23	NPA	13	7	5	3	2	30
24	NAH	12	12	8	6	2	40
25	NA	20	10	8	5	2	45
26	SARA	13	8	6	6	2	35
27	TSS	10	10	8	5	2	35
28	ZARH	11	9	8	5	2	35
29	ZRR	15	15	8	5	2	45
30	ZR	15	10	8	5	2	40
	TOTAL						1140
	MEAN						38

Table 4
score of Post-Test of Control Class

No.	Inisial Siswa	SCORE					TOTAL SCORE
		C	O	V	LU	M	
1	AF	25	15	16	11	3	70
2	AKCH	25	12	12	8	3	60
3	ADR	26	12	12	7	3	60
4	AS	27	15	15	10	3	70
5	AA	24	12	11	10	3	60
6	ACA	22	8	12	10	3	65
7	AASS	28	15	10	9	3	65
8	ASM	23	12	10	7	3	55
9	DZF	24	12	9	7	3	55
10	DA	2	1	1	8	3	60
11	FLF	25	15	10	7	3	60
12	FFY	27	15	15	10	3	70
13	IPD	20	15	15	12	3	65
14	IFU	25	12	10	10	3	60
15	KPD	26	17	12	12	3	70
16	KN	26	14	12	10	3	65
17	KPC	20	15	10	12	3	60
18	MAR	25	17	15	10	3	70
19	MAJ	23	13	10	11	3	60
20	MDFP	20	12	10	10	3	55
21	MFWA	22	15	10	15	3	65
22	MHI	24	16	12	10	3	65
23	NPA	23	12	10	7	3	55
24	NAH	22	18	10	7	3	60
25	NA	25	13	12	17	3	70
26	SARA	23	12	12	10	3	60
27	TSS	23	15	12	12	3	65
28	ZARH	22	14	15	11	3	65
29	ZRR	25	17	15	10	3	70
30	ZR	20	14	11	12	3	60
	TOTAL						1890
	MEAN						63

Based on the table above, it can be seen that the sum of the scores of students in the control class pre-test was 1140 with a mean score of 38 and post-test 1890 with an average score of 63. Based on the table above, it can be seen that there is three students who got the highest score of 50 in the pre- test, there were students who got the lowest score of 25 in the pre-test. There was one student who got the

highest score with 70 in the post-test, and there were four students who got the lowest score with 55 in the post- test.

The result of pre-test and post-test acquired by students of experimental group was displayed in table:

Table 5
score of Pre-Test of Experimental Class

No.	Students Initial	SCORE					TOTAL SCORE
		C	O	V	LU	M	
1	ANSK	20	13	10	5	2	50
2	ANAS	20	12	11	5	2	50
3	DS	25	15	8	5	2	55
4	DI	30	20	13	10	2	75
5	DAL	20	12	11	5	2	50
6	DSA	20	11	11	6	2	50
7	FM	23	14	10	6	2	55
8	GZ	20	15	8	5	2	50
9	HRAP	25	15	10	8	2	60
10	JAH	30	16	12	5	2	65
11	KQBS	20	15	15	8	2	60
12	KBU	22	16	10	5	2	55
13	KG	30	15	10	5	2	65
14	MRA	30	20	10	8	2	70
15	MSBL	25	15	10	8	2	60
16	MAFH	30	15	10	8	2	65
17	MF	20	15	10	8	2	55
18	MIA	26	15	10	7	2	60
19	NDI	30	15	5	8	2	60
				0	5		
20	RRH	22	16	11	9	2	60
21	RRS	15	15	10	8	2	50
22	RAH	18	12	11	7	2	50
23	SAA	20	15	15	8	2	60
24	SM	25	16	10	7	2	60
25	SNKH	24	16	11	7	2	60
26	THR	17	13	11	7	2	50
27	UNQ	19	11	10	8	2	50
28	WS	21	19	10	8	2	60
29	YW	20	10	10	8	2	50
30	ZH	20	12	8	8	2	50
TOTAL							1710
MEAN							57

Table 6
Score of Post-Test of Experimental Class

No.	Students Initial	SCORE					TOTAL SCORE
		C	O	V	LU	M	
1	ANSK	27	17	12	20	4	80
2	ANAS	25	15	10	16	4	70
3	DS	27	17	12	20	4	80
4	DI	30	20	16	20	4	90
5	DAL	25	17	13	16	4	75
6	DSA	30	17	14	20	4	85
7	FM	27	17	12	20	4	80
8	GZ	27	17	12	20	4	80
9	HRAP	30	17	14	20	4	85
10	JAH	30	20	16	20	4	90
11	KQBS	30	17	14	20	4	85

No	Initials						Score
12	KBU	27	17	12	20	4	80
13	KG	30	17	14	20	4	85
14	MRA	30	20	16	20	4	90
15	MSBL	30	17	14	20	4	85
16	MAFH	30	20	16	20	4	90
17	MF	30	17	14	20	4	85
18	MIA	30	20	16	20	4	90
19	NDI	30	17	14	20	4	85
20	RRH	30	20	16	20	4	90
21	RRS	30	17	14	20	4	85
22	RAH	27	17	12	20	4	80
23	SAA	30	20	16	20	4	90
24	SM	30	20	16	20	4	90
25	SNKH	30	20	19	22	4	95
26	THR	30	17	14	20	4	85
27	UNQ	30	17	14	20	4	85
28	WS	30	20	16	20	4	90
29	YW	30	17	14	20	4	85
30	ZH	30	17	14	20	4	85
TOTAL							**2550**
MEAN							**85**

Based on the table above, was seen the sum of the student's scores of pre-test in experimental class 1710 with a mean score of 57 and post-test in 2550 with a mean score of 85. Based on the table above, it could be seen that there was one student who got the highest score of 75 in the pre-test, while there was one student who got the lowest score of 50 in the pre-test. There were one student who got the highest score of 95 on the post-test, and there was one student who got the lowest score of 70 on the post-test.

After got the data and result of the test, then data was analyzed by applying test hypothesis by calculating data table below:

Table 7
Score of Post-Test of Experimental Class

No	Students Initials	Pre-Test	Post-Test	X= T2-T1
1	ANSK	50	80	30
2	ANAS	50	70	20
3	DS	55	80	25
4	DI	75	90	15
5	DAL	50	75	25
6	DSA	50	85	35
7	FM	55	80	25
8	GZ	50	80	30
9	HRAP	60	85	25
10	JAH	65	90	25
11	KQBS	60	85	25
12	KBU	55	80	25
13	KG	65	85	20
14	MRA	70	90	20
15	MSBL	60	85	25
16	MAFH	65	90	25
17	MF	55	85	30
18	MIA	60	90	30
19	NDI	60	85	25
20	RRH	60	90	30
21	RRS	50	85	35
22	RAH	50	80	30
23	SAA	60	90	30
24	SM	60	90	30
25	SNKH	60	95	35
26	THR	50	85	35
27	UNQ	50	85	35
28	WS	60	90	30
29	YW	50	85	35
30	ZH	50	85	35
TOTAL				**840**

Based on the table above, it could be seen that the differences in scores between the pre-test and post-test of the experimental group. In the pre-test highest score was 75 and the lowest score was 50, while in the post-test highest score was 95 and the lowest was 70. It could be counted that the total of X= T2-T1 was 840, in the order to find out the mean of the

experimental group the score was calculated as below:

$$MX = \frac{X}{NX}$$

$$= \frac{840}{30}$$

$$= 28$$

From the result calculated above that obtain mean score of the experimental group was 28. After that the researcher found the differences in scores between the pre−test and post−test control classes as table below:

Table 8
The Differences Score Between Pre-Test and Post-Test of Control Class

No	Initial of Students	Pre-Test	Post-Test	Y= T2-T1
1	AF	50	70	20
2	AKCH	40	60	20
3	ADR	35	60	25
4	AS	45	70	25
5	AA	25	60	35
6	ACA	45	65	20
7	AASS	35	65	30
8	ASM	35	55	20
9	DZF	35	55	20
10	DA	35	60	25
11	FLF	40	60	20
12	FFY	35	70	35
13	IPD	45	65	20
14	IFU	40	60	20
15	KPD	35	70	35
16	KN	45	65	20
17	KPC	30	60	30
18	MAR	50	70	20
19	MAJ	35	60	25
20	MDFP	30	55	25
21	MFWA	40	65	25
22	MHI	30	65	35
23	NPA	30	55	25
24	NAH	40	60	20
25	NA	45	70	25
26	SARA	35	60	25
27	TSS	35	65	30
28	ZARH	35	65	30

29	ZRR	45	70	25
30	ZR	40	60	20
	TOTAL			750

Based on the table above, it could be seen that the differences in scores between the pre-test and post-test of the control class. In the pre-test highest score was 50 and the lowest score was 25, while in the post-test highest score was 70 and the lowest was 55. It could be counted that the total of Y= T2-T1 was 750, in the order to find out the mean of the experimental group the score was calculated as below:

$$MY = \frac{Y}{NY}$$
$$= \frac{750}{30}$$
$$= 25$$

Then, the table below has shown the difference score of pre-test and post-test of control group.

Table 9
The Calculation to Find the T-Test

No.	X	Y	Dx = (X-MX)	Dy = (Y-MY)	Dx²	Dy²
1	30	20	2	-5	4	25
2	20	20	-8	-5	64	25
3	25	25	-3	0	9	0
4	15	25	-13	0	169	0
5	25	35	-3	10	9	100
6	35	20	7	-5	49	25
7	25	30	-3	5	9	25
8	30	20	2	-5	4	25
9	25	20	-3	-5	9	25
10	25	25	-3	0	9	0
11	25	20	-3	-5	9	25
12	25	35	-3	10	9	100
13	20	20	-8	-5	64	25
14	20	20	-8	-5	64	25
15	25	35	-3	10	9	100
16	25	20	-3	-5	9	25
17	30	30	2	5	4	25
18	30	20	2	-5	4	25
19	25	25	-3	0	9	0
20	30	25	2	0	4	0
21	35	25	7	0	49	0
22	30	35	2	10	4	100
23	30	25	2	0	4	0
24	30	20	2	-5	4	25
25	35	25	7	0	49	0

26	35	25	7	0	49	0
27	35	30	7	5	49	25
28	30	30	2	5	4	25
29	35	25	7	0	49	0
30	35	20	7	-5	49	25
	TOTAL				830	800

Related to the data above table known standard deviation of the experimental and control groups the calculated below:

SDx

$$= \sqrt{\Sigma \frac{DX^2}{nx}}$$

$$= \sqrt{\Sigma \frac{830}{30}}$$

$$= \sqrt{27.6}$$

$$= 5.2$$

SDy

$$= \sqrt{\Sigma \frac{Dy^2}{ny}}$$

$$= \sqrt{\Sigma \frac{800}{30}}$$

$$= \sqrt{26,6}$$

$$= 5.1$$

The data above was calculated by applying the T-test as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Explanation:
t   : Total score
Mx : The mean of experimental group
My : The mean of control group
Dx^2 : The deviation of experimental group
Dy^2 : The deviation of control group
Nx : The total sample of experiment group
Ny : The total sample of control group
Where :
Mx = 28
My = 25
Dx^2 = 830
Dy^2 = 800
Nx = 30
Ny = 30

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{28 - 25}{\sqrt{\left(\frac{830 + 800}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{3}{\sqrt{\left(\frac{1630}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{3}{\sqrt{(28.1)(0.06)}}$$

$$t = \frac{3}{\sqrt{1.6}}$$

$$t = \frac{3}{1.2}$$

$$t = 2.5$$

Based on data the calculating above by using t-test score is therefore, the result of research t-test indicated that t-table was greater than t-test in which was t-table (2.5 > 1.67) with Df = 58 at a significant level 0.05. After analyzing the data hyphothesis (Ha) is accepted. It can be concluded that teaching and learning process using cooperative script method on reading comprehension skill is effective to be implemented.

Showed that test significance testing results. For the significance level (P) 0.05 and degree (Df)(Nx + Ny) -2 = (30+30) -2 = 58, showed that value of the T- test was higher than T-table. The result of the test clearly showed that there was a significant difference between the students' scores in the experimental class and control class after the treatment of using coopertaive script method. It indicated that the using of coopertaive script method was effective in effect students' English reading comprehension. It means that H0 was rejected and Ha was accepted because the T-test is higher than the T-table (2.5 > 1.67). Therefore hypothesis of the research was accepted.

CONCLUSION

There is an effectiveness of picture in teaching writing of descriptive text. The mean score of pre-test in control group is 38 and the mean of post-test is 63. Meanwhile the mean score of pre-test in experimental group is 57 and the mean of post-test is 85. The results showed that the observed t was higher than the table value 2.5 > 1.67 at a significant level of 0.05 and the degree of freedom was 58. The null

hypothesis was rejected and the alternative was accepted. So, it can be stated that the hypothesis "the use of picture in teaching writing of descriptive text at the eighth grade students of SMP Islam Al-Ulum Terpadu in the academic year of 2022/2023 is accepted".

Based on the result finding, it can be concluded that the data presented is there is an effectiveness of using visual-picture sequences towards students' writing ability in English writing descriptive text.

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