

The Effect of Using Photographic Image on Students' Writing Ability at Secondary School

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ABSTRACT

The objectives of the research were to investigate the students' writing ability in descriptive text taught without using Photographic Image, to investigate the students' writing ability in descriptive text taught by using Photographic Image and to investigate whether there is a significance difference on students writing ability in descriptive text taught by using Photographic Image to compared the students in the control group. In this research, the researcher design was an quasi-experimental research. The population of the research was the eighth grade students of SMP Negeri 4 Koto Gasib in academic year 2021/2022. The total number of population was 38 students. The sample researcher taken from two classes (VIII 1 20 students and VIII 2 18 students). In this research, the researcher used pre-test and post-test to collect the data to find out the students' writing ability in descriptive text. The technique of analyzing data was an independent sample T-test through SPSS version 23. The researcher found that Sig. (2 tailed) was 0.001 less than 0.05. it means that H_a is accepted and H_o is rejected. In other words, there is a significant difference in students' writing ability in descriptive text between taught without and by using Photographic Image at the eighth grade students of SMP Negeri 4 Koto Gasib.

KEYWORDS: photographic image, writing ability, quasi experiment

1 INTRODUCTION

Writing is one of English skills that should be taught integratedly. According to Harmer (2004), writing is an important skill for anyone who speaks a foreign language as well as anyone who speaks their native language. Nuryanto (2016) also stated writing is one of four macro-skills that important and influential for people. Writing happened when there are purpose and experiences of the writer itself. Writing emphasizes the strength of people to put the topic together. It is important to provide the people the space to make their own meanings within a positive and cooperative environment. Writing is step series of collecting ideas and constructing them so it can be presented clearly, comprehensively and contextually to the reader.

According to Emilia (2008), descriptive text is a kind of text that has a purpose to give the information about something or someone. An important think about descriptive text is the text should describe what the thing looks like, not based on speaker opinion

only. Skill mastery writing a descriptive text can help students in training sensitivity, because with writing skills descriptive text, students can explain actually an object or certain atmosphere. In addition, students can write in detail the elements, characteristics, and structure of the form something concretely in essay form that can be informed to readers. According to Hartina (2018) The purpose of writing descriptive text is to invite readers to enjoy, feel, understand, and presenting objects, people, scenes, activities or the atmosphere.

Reading skill can be easy for some people, but it can be difficult for another people, and it mostly happen to Indonesian students since English is not their mother-tongue. For example, the students' find difficulties when the teacher ask them about some information that do not purely mention in the text but still in the context. They had lack of vocabularies, and it affects their ability in understanding the text.

However, after the researcher observing and conducting interview with an English teacher at SMP Negeri 4 Koto Gasib the students often found some difficulties in writing. The students usually felt difficult to organize their ideas in the use of vocabulary, grammar and mechanics. Furthermore, many students' made some mistakes and faced difficulties to build and develop their imagination.

However, after the researcher observing and conducting interview with an English teacher at SMP Negeri 4 Koto Gasib the students often found some difficulties in writing. The students usually felt difficult to organize their ideas in the use of vocabulary, grammar and mechanics. Furthermore, many students' made some mistakes and faced difficulties to build and develop their imagination. Therefore, in order to solve the problems above, the researcher assumes to try another technique in teaching writing descriptive text. One of the alternative ways that researcher can apply in the classroom is that use photographic image as a media in teaching writing descriptive text. According to Rivai (2009) photographic image are one of the most well-known teaching media in every teaching activity. This is due to its simplicity, without the need for equipment, and does not need to be protected to observe it.

2 METHODOLOGY

The type of the research was an experimental research. According to Cresswel (2012), experiment is testing an idea (or practice or procedure) to determine whether or not it influences an outcome or dependent variable. In this research, the researcher was used quasi experimental research. Cresswel (2012) a quasi experimental design involves the use of an intevention, but not random a ssignment of participant to groups, the researcher use quasi-experimental design beacuse the technique sampling that was used was cluster random sampling. In addition, there are pretest and posttest design approach in the quasi-experimental design that is the researcher assigns intact groups the experimental and control treatment. In other words, in this research there are two classes, they are control class and experimental class which given pretest and posttest.

In order to find out whether there was a significant effect using photographic image in teaching students' writing descriptive text at SMP Negeri 4 Koto Gasib the data was analyzed statistically. To analysis the data the researcher was used score of pot-test for Experimental classes and control classes. These scores was analyzed by using

statistical analysis. The researcher was focus on the items in Brown's elements of writing to analyze the students' test in writing descriptive text. The elements score of writing adapted from Brown (2007) as shown below:

Table 1 *Element score of writing adapted from Brown*

Aspect	Score	PerformanceDescriptive	Weighting
Content(C)30% - Topic - Detail	4	The topic is complete and clear and the details are relating to the topic	3X
	3	The topic iscomplete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to thetopic	
	1	The topicisnotclear and the details are not relating to the topic	
Organization(O) 20%	4	Identification is complete and descriptions are arranged with proper Connectives	2X
- Identification - Description	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete	
	1	Identification is not complete and descriptions are arranged with misuse of Connectives	
Grammar(G)20%	4	Very few grammatical or agreement Inaccuracies	2X
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement Inaccuracies	
	1	Frequent grammatical or agreement Inaccuracies	
Vocabulary(V) 15%	4	Effective choice of words forms	1,5X
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and word Forms	
	1	Very poor knowledge or words,words form,and not understandable	
Mechanics(M) 15%	4	It uses correct spelling,punctuation and capitalization	1,5X
	3	It has occasional errors of spelling,punctuation and capitalization	
	2	It has frequent errors of spelling,punctuation and capitalization	
	1	It has dominated by errors spelling punctuation and capitalization.	

$$\text{Score} = \frac{3C + 20 + 2G + 1.5V + 1.5M}{40} \times 10$$

After classifying the elements items from Brown using SPSS 23, the researcher will provide a score classification. The researcher was applied the classification of the students scores from Arikunto (2009), it can be shown below:

Table 2 *The classification of students' score*

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

3 RESULT

a. Students' Writing Ability on Descriptive Text Taught Without by Using Photographic Image.

The data of students' writing ability on descriptive text taught without using photographic image were gotten from pre-test and post-test of VIII 2 Class at SMP Negeri 04 Koto Gasib as an control class taken from sample this class (18 students).

Table 3 *The Score of Students' Writing Ability Without Using Photographic Image*

NO	Students	Control Class					
		Pre Test			Post Test		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	STUDENT 1	40	40	40	70	50	60
2	STUDENT 2	60	60	60	60	60	60
3	STUDENT 3	62	38	50	90	50	70
4	STUDENT 4	45	45	45	65	55	60
5	STUDENT 5	0	0	0	85	55	70
6	STUDENT 6	55	55	55	85	85	85
7	STUDENT 7	50	40	45	55	35	45
8	STUDENT 8	75	75	75	65	65	65
9	STUDENT 9	70	60	65	80	70	75
10	STUDENT 10	70	50	60	70	60	65
11	STUDENT 11	90	70	80	75	55	65
12	STUDENT 12	75	75	75	92	68	80
13	STUDENT 13	70	50	60	85	55	70
14	STUDENT 14	70	70	70	50	50	50
15	STUDENT 15	0	0	0	70	70	70
16	STUDENT 16	95	75	85	85	55	70
17	STUDENT 17	50	60	55	75	55	65
18	STUDENT 18	70	70	70	90	60	75
	TOTAL	1047	933	970	1347	1053	1200
	MEAN	58.16	51.83	53.8	74.8	58.5	66.6

Table 4 *Score Classification of Students' Pre-Test in Control Class*

Pre-Test				
No	Category	Score	Frequency	Percentage (%)
1	Very Good	80-100	2	11.1%
2	Good	66-79	4	22.2%
3	Enough	56-65	4	22.2%
4	Less	40-55	6	33.6%
5	Fail	30-39	2	11.2%
Total			18	100%

In table 4, it can be seen that there was 2 students were at very good category, with the percentage was 11.1%. 4 students were at good category, with the percentage 22.2%. 4 students were at enough category, with the percentage 22.2%. 6 students were at less category, with the percentage 33.6%. 2 students were at fail category, with the percentage 11.1%. In conclusion, the majority of the students in control class were classified as less category.

Table 5 *Score Classification of Students' Post-Test in Control Class*

Post-Test				
No	Category	Score	Frequency	Percentage (%)
1	Very Good	80-100	2	11.1%
2	Good	66-79	7	39.1%
3	Enough	56-65	7	39.1%
4	Less	40-55	2	11.1%
5	Fail	30-39	-	-
Total			18	100%

In table 5, it can be seen that there was 2 students were at very good category, with the percentage was 11.1%. 7 students were at good category, with the percentage 39.1%. 7 students were at enough category, with the percentage 39.1%. 2 students were at less category, with the percentage 11.1%. There was no student fail category, with the percentage 0%. In conclusion, the majority of the students in experimental class were classified as enough category.

b. Students' Writing Ability on Descriptive Text Taught by Using Photographic Image.

Table 6 *The The score of Students' Writing Ability On Descriptive Text Using Photographic Image*

NO	Students	Experimental Class					
		Pre Test			Post Test		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	STUDENT 1	65	55	60	80	40	60
2	STUDENT 2	75	65	70	85	55	70
3	STUDENT 3	50	50	50	75	75	75
4	STUDENT 4	80	50	65	75	85	80
5	STUDENT 5	85	75	80	90	70	80
6	STUDENT 6	50	40	45	85	85	85
7	STUDENT 7	75	75	75	80	60	70
8	STUDENT 8	90	50	70	90	90	90
9	STUDENT 9	75	55	65	80	80	80
10	STUDENT 10	50	50	50	65	65	65
11	STUDENT 11	80	50	65	95	85	90
12	STUDENT 12	55	55	55	65	45	85
13	STUDENT 13	75	75	75	80	60	70
14	STUDENT 14	75	75	75	70	90	80
15	STUDENT 15	60	50	55	80	70	75
16	STUDENT 16	80	60	70	85	85	85
17	STUDENT 17	60	80	70	75	65	90
18	STUDENT 18	50	60	55	85	95	60
19	STUDENT 19	45	45	45	90	90	90
20	STUDENT 20	45	35	40	85	65	75
	TOTAL	1320	1150	1235	1615	1455	1555
	MEAN	66	57.5	61.75	80.75	72.75	77.75

Table 7 *Score Classification of Students' Pre-Test in Experimental Class*

Post-Test				
No	Category	Score	Frequency	Percentage (%)
1	Very Good	80-100	1	5%
2	Good	66-79	7	35%
3	Enough	56-65	4	20%
4	Less	40-55	5	25%
5	Fail	30-39	1	5%
	Total		20	100%

From the table 7, it can be seen that there was 1 students were at very good category, with the percentage was 5%. 7 students were at good category, with the percentage 35%. 4 students were at enough category, with the percentage 20%. 5 students were at good category, with the percentage 25%. a student was at enough category, with the percentage 5% In conclusion, the majority of the students in experimental class were classified as good category.

Table 8 *Score Classification of Students' Post-Test in Experimental Class*

Post-Test				
No	Category	Score	Frequency	Percentage (%)
1	Very Good	80-100	11	55%
2	Good	66-79	6	30%
3	Enough	56-65	3	15%
4	Less	40-55	0	0%
5	Fail	30-39	0	0%
Total			20	100%

In table 8, it can be seen that there was a student was at very good category, with the percentage was 55%. 6 students were at good category, with the percentage 30%. 3 students were at enough category, with the percentage 15%. There was no students at less and fail category, with the percentage 0%. In conclusion, the majority of the students in experimental class were classified as very good category.

c. *The Difference of Students' writing Ability between Descriptive Text Taught Without and By Using Photographic Image*

Table 9 *The Difference Between the Students' Post-Test Scores in Experimental Class and Control Class*

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment Class	20	77.75	9.662	2.161
	Control Class	18	66.67	9.701	2.287

It can be seen in table 9, that the mean of post-test in experimental class was 77.75 and 9.662 was the standard deviation. The mean of post-test in the control class was 66.67 and 9.701 was the standard deviation. so, the mean and the standard deviation of post-test score in experimental and control class were significantly different. Therefore, the researcher used independent sample T-test. It can be seen in the following table:

Table 10 *Independent Sample T-Test of Post-Test in Experiment and Control Class*

Independent Samples Test										
		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
hasil belajar	Equal variances assumed	.166	.686	3.524	36	.001	11.083	3.145	4.705	17.462
	Equal variances not assumed			3.523	35.551	.001	11.083	3.146	4.700	17.466

From the table 10 it can be seen significance of Levene's test is 0.686, it means when sig. Value is large than 0.005, the first line of the table (Equal Variance Assumed) is used to analyze if there any significant effect of both classes' writing ability on descriptive text of using Photographic image.

4 CONCLUSION

Referring to the data analysis and data presentation in chapter IV, finally the researcher concludes that the answers of the formulation of the problem are as follows:

1. The average score of students' writing ability in descriptive text taught without using Photographic Image of the eighth grade students' at SMP Negeri 4 Koto Gasib was at enough category.
2. The average score of students' writing ability in descriptive text taught by using Photographic Image of the eighth grade students' at SMP Negeri 4 Koto Gasib was at very good category.
3. From the analysis of the independent sample T-tes formula, it was found that was a significant difference of using Photographic Image on students' writing ability in descriptive text of the eighth grade students at SMP Negeri 4 Koto Gasib.

Based on the result of the research, the use of photographic image has given a large effect to the students' writing ability in descriptive text. It means Photographic Image can be an alternative technique that can be implemented in writing classrooms.

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