THE EFFECT OF USING PICTURE MEDIA TO IMPROVE STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT OF SEVENTH GRADE STUDENTS AT SMPN 7 BANGKALAN

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Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi pengaruh penggunaan media gambar terhadap peningkatan prestasi menulis siswa dalam teks deskriptif pada siswa kelas tujuh di SMPN 7 Bangkalan. Desain penelitian kuantitatif pra-eksperimental digunakan, melibatkan 107 siswa dari empat kelas. Cluster sampling digunakan untuk memilih sampel yang representatif. Data dikumpulkan menggunakan pre-test dan post-test untuk mengukur kemampuan menulis siswa sebelum dan setelah intervensi. Perlakuan, yang dilakukan sebanyak tiga kali, melibatkan penggunaan media gambar untuk meningkatkan keterampilan menulis siswa. Analisis statistik dilakukan menggunakan uji t satu sampel di SPSS 29. Temuan menunjukkan bahwa penggunaan media gambar secara signifikan meningkatkan kinerja menulis siswa. Skor rata-rata post-test di kelas eksperimen (80,37) lebih tinggi daripada di kelas kontrol (77,70). Pengujian hipotesis menunjukkan nilai signifikansi $0{,}000 < \alpha = 0{,}05$, menunjukkan pengaruh signifikan media gambar terhadap prestasi menulis deskriptif siswa.

Kata Kunci: Media Gambar, Menulis Deskriptif, Prestasi Menulis

Abstract:

This research aims to explore the effect of using picture media on improving students' writing achievement in descriptive texts among seventh-grade students at SMPN 7 Bangkalan. A quantitative pre-experimental design was employed, involving 107 students from four classes. Cluster sampling was used to select a representative sample. Data were collected using pre-tests and post-tests to measure students' writing proficiency before and after the intervention. The treatment, conducted three times, involved the use of picture media to enhance students' writing skills. Statistical analysis was performed using a one-sample t-test in SPSS 29. The findings revealed that the use of picture media significantly improved students' writing performance. The average post-test score in the experimental class (80.37) was higher than in the control class (77.70). Hypothesis testing showed a significance value of $0.000 < \alpha = 0.05$, indicating a significant impact of picture media on students' descriptive writing achievement.

Keywords: *Picture Media, Descriptive Writing, Writing Achievement*

PENDAHULUAN (12pt)

Writing skills are essential for academic success, especially for seventh-grade students at SMPN 7 Bangkalan, who focus on crafting descriptive texts. Despite its importance, students face numerous challenges, such as limited vocabulary, difficulties in sentence construction, and struggles with overall text organization. These issues are compounded by insufficient English grammar knowledge, lack of writing ideas, limited motivation, and inadequate teaching resources. Addressing these challenges requires a holistic approach that incorporates cognitive and affective dimensions in writing instruction.

Research indicates that diverse teaching methodologies and media, particularly visual media, can significantly enhance writing skills. Images, in particular, possess a powerful visual appeal that stimulates imagination and aids memory retention. Visual stimuli help students develop observational skills, enrich their vocabulary, and construct more coherent and detailed descriptive texts. The use of picture media is well-suited to the cognitive and artistic developmental stages of seventh-grade students, making learning more engaging and interactive.

Conducting research on the use of picture media for improving descriptive writing skills in seventh-grade students is pertinent. At this transitional stage, students benefit from multisensory learning experiences that foster critical thinking and creativity. Visual representations not only inspire students but also help them internalize and conceptualize information more effectively. Observing pictures enhances students' ability to describe details vividly and with greater depth.

The research aims to explore how picture media can be an effective tool in enhancing descriptive writing skills among seventh-grade students at SMPN 7 Bangkalan. By incorporating visual media into teaching, educators can address various writing challenges, increase student involvement, and boost emotional engagement. This study seeks to provide valuable insights into the effectiveness of multimedia tools in writing instruction, contributing to the broader discourse on innovative educational practices. The research title, "The Effect of Using Picture Media to Improve Students' Writing Achievement in Descriptive Text of Seventh Grade Students at SMPN 7 Bangkalan," reflects the study's focus on leveraging visual learning preferences to create a dynamic and effective learning environment.

METODE PENELITIAN

Quantitative research is a type of study in which data is expressed in numerical terms and analyzed using statistical techniques. Commonly employed in experimental and survey research, this approach involves a specific framework formulation. Ontologically, positivism asserts that reality can be segmented, independently studied, eliminated from other objects, and controlled (Arifin & Nurdyansyah, 2018).

This research is using quantitative research Pre-experimental method. The experimental research is a type of study in which at least one variable is intentionally manipulated to investigate cause-and-effect relationships. In this type of research, the researcher actively manipulates certain variables to observe the impact on other variables, aiming to establish a clear

understanding of causal relationships (Amir & Sartika, 2017).

There are 4 classes and the total of number student is 107 of students in 7th grade of SMP N 7 Bangkalan would be the population in this research. On the other hand, a sample represents a portion or a small fraction of the objects/subjects within a research population. It is a subset used to study and draw inferences about the larger population. The research focuses on students attending Junior High School 7 in Bangkalan, considering them as the entire group under investigation.

In this study, a cluster sampling approach was utilized to select a representative sample for investigation. The target population comprised 7th-grade students at SMP N 7 Bangkalan, and the sampling process involved dividing the population into clusters based on variations in students' writing abilities.

The research instruments utilized in this study, entitled "The Effect of Picture Media to Improve Students' Writing Achievement in Descriptive Text of Seventh Grade Students at SMPN 7 Bangkalan". The primary focus lies on tests, specifically pre-tests and post-tests, to gauge the impact of employing picture media on students' writing proficiency.

The process of data collection in this research involves the utilization of tests, a method recognized for measuring an individual's abilities (Mulyatiningsih, 2011). Tests, in this context, serve as a structured means of gauging students' writing achievement. In the initial phase of the data collection process, a pre-test was administered to the participating students. The pre-test served as a baseline assessment of the students' writing skills before any intervention or treatment was introduced. Each student was given a fixed timeframe of 20 minutes to complete the pre-test. After the completion of the pre-test, the treatment phase commenced and was implemented three times during the course of the study. The treatment involved the use of picture media as an instructional tool to enhance students' writing skills. The repetition of the treatment aimed to reinforce the potential impact of picture media on writing achievements over multiple instances. Each session of the treatment was followed by a specific period to allow students to integrate and apply the concepts introduced through picture media. The treatment sessions were designed to progressively build on the previous ones, creating a cumulative effect on the students' writing abilities.

Following the completion of the treatment sessions, a post-test was administered to the students. Similar to the pre-test, the post-test consisted of assessing students' writing skills within a 20-minute timeframe. The post-test aimed to capture the students' progress and improvements in writing abilities after the exposure to the treatment using picture media.

In the analysis of experimental research data investigating "The Effect of Using Picture Media to Improve Students' Writing Achievement in Descriptive Text of Seventh Grade Students at SMPN 7 Bangkalan," a one-group pretest-posttest design is employed, involving two sets of measurement data: the pretest (O1) and the posttest (O2). The chosen statistical tool for data analysis is the one-sample t-test, executed using the Statistical Package for the Social Sciences (SPSS) 29.

The primary hypothesis under scrutiny is singular and centers on

discerning whether a significant difference exists between the mean values of the pretest and posttest scores. The application of the one-sample t-test in SPSS 29 facilitates a comprehensive examination of this hypothesis. This statistical test allows researchers to assess whether the observed difference between the pretest and posttest scores is statistically significant, thereby providing insights into the effectiveness of employing picture media in enhancing students' writing skills.

To execute this analysis, the researcher would input the pretest and posttest scores into SPSS, ensuring that each participant's scores are appropriately paired. Subsequently, a one-sample t-test would be conducted, comparing the mean difference between the pretest and posttest scores against a null hypothesis suggesting no significant difference. The output generated by SPSS 29 would include crucial statistics such as t-values, degrees of freedom, and p-values, enabling the researcher to determine the statistical significance of the observed difference.

Interpreting the results, a significant p-value would indicate that there is a notable difference between the pretest and posttest scores, supporting the hypothesis that the use of picture media has an impact on students' writing achievement. Conversely, a non-significant p-value would suggest a lack of statistical evidence to reject the null hypothesis, implying that the intervention with picture media did not produce a significant improvement in students' writing skills. Overall, the application of the one-sample t-test in SPSS 29 serves as a robust analytical approach to assess the efficacy of the picture media intervention in enhancing students' writing achievement as outlined in the research objectives.

HASIL PENELITIAN DAN PEMBAHASAN

Based on the conducted research, data were collected three times during the study period. The experimental class utilized picture media in the learning process, while the control class followed conventional teaching methods. This study was conducted in April 2024 at SMPN 7 Bangkalan, located on Jalan Raya, Markolak Timur, Kramat, Bangkalan, Madura. The researcher sampled two classes, namely class 7A and class 7B. The objective of this research was to describe the impact of using picture media on the writing achievement of seventh-grade students at SMPN 7 Bangkalan.

Before applying different treatments to the two classes, the researcher administered a pretest. Each student was asked to complete a task focusing on writing descriptive paragraphs. The results of the pretest were then calculated by the researcher. The outcome indicated that the pretest data were normally distributed and homogeneous, allowing the researcher to proceed with the treatment. The experimental class was exposed to the use of picture media, while the control class received conventional teaching methods. Based on the considerations of the English subject teacher, taking into account the characteristics of classes 7A and 7B, as well as the similarity in pretest scores between the two classes, class 7A was selected as the experimental group, which utilized picture media in learning. Meanwhile, class 7B

received conventional teaching methods as the control group. After both classes received their respective treatments, the researcher administered a posttest in the following sessions.

Based on the research results obtained, the data will be processed by conducting hypothesis testing. before hypothesis testing is carried out, data analysis prerequisite testing will first be carried out, namely:

a. Uji Normalitas pre test dan post test

The normality test is used to determine whether the distribution of data obtained from pre-test and post-test scores is normal or not. Using SPSS 29 to calculate the normality test results in the significance value (2-tailed) on the Kolmogorov-Smirnov test, which indicates whether the distribution of data is normal or not. A condition for data to be normally distributed is when the significance value obtained from the calculation is greater than the alpha level of 5% (significance > 0.05). The results of the normality test for the distribution of pre-test and post-test data on the ability to use media images in learning from both research samples can be presented in the following table:

Table 4.8
Results of Pre Test Normality Test of Experimental Class and Control Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kelas Eksperimen	.177	27	.230	.911	27	.224
Kelas Kontrol	.104	27	.200	.956	27	.306

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the Kolmogorov-Smirnov normality test table above, it is shown that the significant value for the pre-test in the experimental class is 0.230, and the significant value for the pre-test in the control class is 0.200. Similarly, the Shapiro-Wilk normality test shows that the significant value for the pre-test in the experimental class is 0.224, and the significant value for the pre-test in the control class is 0.306. This proves that both significant values from both the experimental and control classes are greater than the alpha value of 0.05. Because the significant values for both classes are greater than the alpha value of 0.005 (0.230 & 200 > α = 0.05 and 0.224 & 306 > α = 0.05), it can be concluded that the data from both classes are normally distributed.

Table 4.9
Results of Post Test Normality Test of Experimental Class and Control Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kelas Eksperimen	.087	27	.200	.962	27	.402
Kelas Kontrol	.163	27	.262	.967	27	.517

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction
Source: Primary data processed by SPSS 29

Based on the Kolmogorov-Smirnov normality test table above, it is shown that the significant value for the post-test in the experimental class is 0.200, and the significant value for the post-test in the control class is

0.262. Similarly, the Shapiro-Wilk normality test shows that the significant value for the post-test in the experimental class is 0.402, and the significant value for the post-test in the control class is 0.517. This indicates that both significant values from both the experimental and control classes are greater than the alpha value of 0.05. Since the significant values for both classes are greater than the alpha value of 0.005 (0.200 & 262 > α = 0.05 and 0.402 & 517 > α = 0.05), it can be concluded that the data from both classes are normally distributed.

a. *Homogeneity Test of pre test and post test*

After conducting the normality test and both sample classes are declared to have a normal distribution, the next step is to find the variance homogeneity values for the pre-test and post-test of both classes. The calculation of the Homogeneity test is performed using SPSS 29. The criteria for Homogeneity testing are as follows:

1) If the probability > 0.05, then Ho is accepted, meaning that the variances are considered homogeneous.
2) If the probability < 0.05, then Ho is rejected, meaning that the variances are considered heterogeneous.

The results of the homogeneity of variance test calculation can be presented in the following table:

Tabel 4.10
Results of the Homogeneity Test for Pre-Test between the Experimental and Control Groups

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Prestasi	Based on Mean	3.067	1	52	.086
	Based on Median	2.673	1	52	.108
Menulis	Based on Median and with adjusted df	2.673	1	51.985	.108
	Based on trimmed mean	3.081	1	52	.085

Source: Primary data processed by SPSS 29

Based on the Test of Homogeneity of Variance table, the Levene statistic value is 3.067 and the probability value (significance) is .086. Since the significance value 0.086 > α = 0.05, Ho is accepted. This indicates that both samples from the experimental and control groups are homogeneous in conducting the pre-test.

Table 4.11
Results of Post Test Homogeneity Test of Experimental Class and Control Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Prestasi Menulis	Based on Mean	.020	1	52	.889
	Based on Median	.033	1	52	.856
	Based on Median and with adjusted df	.033	1	51.098	.856
	Based on trimmed mean	.018	1	52	.894

Source: Primary data processed by SPSS 29

Based on the Test of Homogeneity of Variance table, the Levene statistic value is 0.020 and the probability value (significance) is .889. Since the significance value 0.889 > α = 0.05, Ho is accepted. This indicates that both samples from the experimental and control groups are homogeneous in conducting the post-test.

In conclusion, both the pre-test and post-test sample classes have probabilities > 0.05, meaning that the variances of both samples are considered homogeneous.

b. Hypotesis Testing

Based on the results of normality and homogeneity tests, the obtained data are normally distributed, and both the experimental and control groups have homogeneous variances. Next, hypothesis testing can be conducted using SPSS 29 software. The hypothesis test for the post-test data of the experimental and control groups aims to determine the significant effect of using visual media in improving students' writing achievement in descriptive texts for seventh-grade students at SMPN 7 Bangkalan. The criteria for hypothesis testing are as follows:

H0: There is no significant influence on students' writing achievement by using images among seventh-grade students at SMPN 7 Bangkalan.

Ha: There is a significant influence on students' writing achievement by using images among seventh-grade students at SMPN 7 Bangkalan.

The results of the hypothesis testing calculations can be presented in the following table:

Table 4.11

Experimental Class t Test Results

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	37.395	8.268		4.523	.000
	Using Picture Media	.647	.124	.723	5.230	.000

a. Dependent Variable: Writing Achievement

[1]Primary data processed by SPSS 29

Based on the paired samples test table (hypothesis testing) in the experimental class, the probability value (significance) is 0.000. Since the significance value 0.000 < α = 0.05, Ho is rejected. This proves that there is a significant influence on students' writing achievement by using images among Seventh-Grade students at SMPN 7 Bangkalan.

Table 4.12

Control Class t Test Results

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	28.788	10.983		2.621	.015
	Using Picture Media	.699	.178	.618	.926	.501

a. Dependent Variable: Writing Achievement

Source: Primary data processed by SPSS 29

Based on the paired samples test table (hypothesis testing) in the control class, the probability value (significance) is 0.501. Since the significance value 0.501 > α = 0.05, Ho is accepted. This indicates that there is no significant influence on students' writing achievement by using images among seventh-Grade Students at SMPN 7 Bangkalan.

Discussion

1. Data analysis results

After conducting the tests, the research findings indicate a notable difference in the effectiveness of using visual media to enhance students' writing skills in descriptive texts among seventh-grade students at SMPN 7 Bangkalan. Specifically, the experimental group, which utilized visual aids, demonstrated significantly higher writing achievement compared to the control group. The average final score in the experimental group was notably superior to that of the control group. Additionally, statistical analysis revealed a significant impact of visual media on students' writing achievement in the experimental class. Conversely, the control group, which did not utilize visual media, showed no significant improvement in writing achievement. These findings highlight the influential role of visual aids in enhancing students' writing skills in descriptive texts at SMPN 7 Bangkalan.

The findings from (Mutiara Kasih & Kurniawan, 2021) research further support the notion that utilizing visual media can effectively enhance students' writing skills. In their study conducted at SMP Juara Pekanbaru, it was observed that students with initially low writing skills showed significant improvement after being exposed to scrambled pictures media as a learning tool. The research demonstrated notable increases in students' writing scores throughout the cycles, indicating the positive impact of using visual aids. This aligns with the results of the current study at SMPN 7 Bangkalan, where students in the experimental group, who utilized visual media, exhibited higher writing achievement compared to the control group. The consistent improvement seen in both studies underscores the importance of incorporating visual media into language learning activities to enhance students' writing skills effectively.

2. Learning with picture media

The research conducted can prove that the use of visual media contributes to improving students' writing achievement in descriptive texts. This is due to the suitability of the implementation procedures from planning to execution. In the planning process of enhancing students' writing achievement in descriptive texts using visual media, the aim is to develop ideas that have been depicted and write them into words. Then, each word is designed into sentences, and these sentences are described into English texts that have meaning and can be understood. This approach can effectively engage students in learning by using visual media to write descriptive texts.

The findings from (Maming et al., 2023) research further corroborate the effectiveness of utilizing visual media, specifically digital photographs, to enhance students' writing skills in descriptive texts. Their study conducted at SMP Negeri 1 Pangsid, South Sulawesi, demonstrated significant improvement in students' writing skills after incorporating digital photographs as a teaching and learning medium. The research revealed a notable increase in students' writing scores from the pretest to the posttest, indicating the positive impact of using digital photographs on their writing proficiency. This aligns with the results of the current study, which also found that the use of visual media significantly improved students' writing achievement in descriptive texts.

The consistent positive outcomes across both studies underscore the valuable role of visual media in facilitating the construction of ideas and enhancing students' writing skills effectively.

According to (Gayatri & Gaffar, 2023) writing descriptive texts in English is taught to students cooperatively using the chain word technique. First, the teacher provides teaching materials about the content or title, paragraph unity, vocabulary, grammar, then gives an example by mentioning the word "class". Then, each student has to say one word about the class, sequentially. Each student responds by mentioning words like beautiful, clean, books, windows, etc. Next, the teacher writes them on the board, and together with the students, connects each word to form a descriptive text, until it becomes a meaningful sentence and paragraph.

In the learning process, students are divided into 4 groups, each group is given a picture to create a descriptive text from that picture. They can describe the picture, and each person from each group has to come up with one word to be written on the board, which will later be rearranged into a sentence, then a short paragraph, and finally into a complete paragraph by their respective groups.

Students engage in activities using visual aids by observing images and describing them through discussion and organizing written words into a paragraph. After students finish discussing in groups, the activity continues with presentations from representatives of several groups to read out the descriptive text resulting from those sentences.

3. The results of students' descriptive writing skills using picture media

During the learning process, the learning system utilized is through the use of visual aids with the hope that students can discover their ideas and subsequently compose descriptive texts. The learning process is also student-centered, where the teacher serves merely as a facilitator for students in composing descriptive texts.

Broadly speaking, the implementation of the learning process using visual aids begins with studying the composition of texts, auxiliary verbs, conjunctions, verbs, and others. Then, students observe the pictures provided by the teacher. Working in groups, students complete worksheets together. Each group contributes words from each member. The words are then written on the board and later rearranged into a descriptive text until they form a sentence, then a short paragraph, until finally becoming a complete paragraph. The teacher acts as a facilitator while students engage in learning activities in the classroom. At the end of the core learning activity, the teacher provides reinforcement of the material, guidance, and conducts evaluations.

Learning in the control class is conducted using conventional methods. The methods used include lectures, question and answer sessions, and assignments (Ameliah et al., 2019). In conventional teaching, the teacher explains the material, and then students are given the opportunity to write descriptive texts based on their experiences. The teacher then provides worksheets for group work, where students write about each other's experiences and create poetry together. The teacher allows students to ask questions about any unclear points.

Learning with a conventional approach causes students to sit quietly and listen to the teacher's explanations, making them less active in the learning process. This results in students being less able to grasp the material taught, thus affecting their writing performance in descriptive texts, which is not optimal.

Based on the research conducted, the average pre-test score for the experimental class was 66.41 and for the control class was 61.41. After the treatment and conducting the post-test, the final score for the experimental class was 80.37, higher than the average score for the control class, which was 77.70. Looking at the average pre-test and post-test scores, the research results indicate an improvement in the final scores, reflecting an enhancement in students' writing performance in descriptive texts using pictures. This study proves that there is a significant influence on students' writing performance by using pictures in the Seventh- Grade Students of SMPN 7 Bangkalan. This research further strengthens previous studies conducted by Marginingsih et al., (2022), which found that teaching descriptive writing using pictures can improve student learning outcomes. Mahmud & Lasiyati (2020) also indicated that the use of visual media can enhance students' ability to write descriptive texts. These findings can be applied in English language teaching and learning activities. Additionally, (Wahono & Afifah, 2022) shighlighted the following points regarding the implementation of chain writing and picture media in teaching English descriptive texts: 1) Students actively engage in learning according to the lesson plan. 2) Both methods have their own strengths and weaknesses. 3) Implementing chain writing and picture media in teaching English descriptive texts yields excellent results in cognitive, affective, and psychomotor aspects.

SIMPULAN

Based on the research findings and data analysis, it can be concluded that the use of pictures significantly influences students' writing performance in descriptive texts among seventh-grade students of SMPN 7 Bangkalan. The results of the post-test indicate that the average writing performance of students in descriptive texts using pictures (experimental class) is higher compared to the average writing performance of students in descriptive texts taught through conventional teaching methods (control class). The average pre-test score obtained for the experimental class was 66.41, while for the control class it was 61.41. After implementing interventions in both classes, the average post-test score for the experimental class was 80.37, higher than the average score for the control class, which was 77.70. Hypothesis testing using the paired samples T-Test showed that at a significance level of 0.05, the probability value (significance) was 0.000. Since the significance value of $0.000 < \alpha = 0.05$, the null hypothesis (Ho) is rejected. This proves that the use of pictures significantly influences students' writing performance in descriptive texts among seventh-grade students of SMPN 7 Bangkalan.

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