

THE EFFECTIVENESS OF USING PICTURE CARD IN WRITING DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS OF SMP WAHIDIYAH KEDIRI IN ACADEMIC YEAR 2019/2020

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Abstrak

Picture card is a piece of representation of anything is like an object or scene, animal, and general idea which produce by drawing, painting, or photograph for using according to our need. This research is generally to find out the effectiveness of using picture card in writing descriptive text to the seventh grade students of SMP Wahidiyah Kediri in academic year 2019/2020. The researcher use Quasi-experimental applied in VII A. This research had been done in six meeting, the first meeting is pre-test, four meeting is the treatment, and the last meeting is post-test. The researcher uses quantitative method with analyzed the data by using T-test. The result shows that there is significance different between students are taught by using Picture Card and without Picture Card. The data analysis shows that $T_{count} > T_{table}$ ($2,651 > 1,664$), H_a is accepted. In the Pre-test, the average score of VII A class (Experiment Class) is 65 and VII B class (Control Class) is 62. In the Post-test, the average score VIIC class (Experiment Class) is 74 and VIID class (Control Class) is 65. The result shows that the average score of Experiment Class is higher than Control Class in Post-test..

Kata Kunci: isi, format, artikel.

PENDAHULUAN (TIMES NEW ROMAN 10, BOLD, SPASI 1, SPACING BEFORE 12 PT, AFTER 2 PT)

Introduction

English is spoken by people from all over the world, everybody knows English even though they cannot speak or write this language well. Aleksander (2015) stated that there are four skills of English, they are speaking, reading, writing, and listening. Based on Rijal and Arifah (2015) stated writing is productive skill in English because the teacher must use the suitable strategy to make the class very effective.

Suryani (2016) stated writing is a medium of human communication that represents language with symbols and sign. For language that utilize a writing system can complement spoken language by creating durable version of speech for future reference or transmitted across distance. In other words, writing as a tool used to make language readable. Within a language system, writing depends on many the same structures as speech, such as vocabulary, semantics, and grammar, with the added dependency of symbols or a system. Suryani (2016) stated that the product of writing activity is called a text, and the interpreter of this text is called a reader. Among the four skills of language taught in school, writing is difficult to be learned and taught. Richards and Renandya

(2002) stated writing is the most difficult for second or foreign language learners to master. Writing is not only drawing several words on a piece of paper and formulating letter together, but a process of combination and product. It needs a specialization to make good product of writing. Based on Ilmi (2015) stated that producing good writing, writers should fulfill some rules. They are vocabulary, grammar, choices of word, and paragraph organization. This process also needs some competencies and skill, writing skill cannot develop naturally like speaking skill, but it needs to be learned and trained. Writing skill needs some practice and continuous training.

According to Chairena (2007)
in teaching writing, especially for

junior high school student, the teacher should pay attention not only how they can implement the right techniques but also on how the techniques are the techniques accepted to the students. The goal is to make the teaching learning process to be understood, interested, and motivated for the students writing skill is need one of visual learning media. The teacher must selecting appropriate media in teaching learning process.

Based on Mrs. Latifah the teacher of SMP Wahidiyah has been using translating the text, but it is not effective. The students were boring and not interested in the learning provided by the teacher. The students had problem with their writing skills and difficulties to generate and organize their ideas in the written form. It could be identified by several indicators in the class related to their writing skill such as: student face difficulties in starting make composition, they could not expressing their ideas, and the main problem that leads to the low interest in writing is the lack of media that can give them a big image of the story they want to write.

Many techniques in teaching learning process to improve students writing skill. The teacher should be able to support the students to expend their writing skill. Using the picture can solve the problem of difficulties in writing and to create the students' idea to make good sentences. Hopefully, the media can solve the students' difficulties in writing that caused the lack of the mastery in grammar and vocabulary. It becomes good influence for their writing.

Research Design

In this research, the researcher apply an experimental research with a quantitative approach. The purpose of an experiment to manipulate treatment conditions in way that will reveal which conditions are responsible for what occurs to objects and how many those conditions contribute to the observe result. This research will not be a true experimental, but quasi experimental. A quasi experimental will be used. The researcher will use already assembled groups such as classes.

An experimental research involved two groups: experimental group and control group. The experimental group both control group the consisting of seventh grade students of SMP Wahidiyah Kediri.

The implementation of picture card will be held in the experimental group to check the students' achievement in every meeting. Then, the researcher gives them treatment. The last, researcher takes Post-test to the students. The purpose to know how about the result of students' writing skill after getting treatment.

In this study, there are independent and dependent variable. The independent variable is the use of picture card as teaching media, the dependent variable is students' writing ability achievement.

Table 3.1. Design of the Research

R/E

R/C

Where:

R/E = Experimental group

R/C = Control group

O1 and O3 = Pre-test

O2 and O4 = Post-test

X1 = Treatment (picture card)

X2 = Non picture card media

(conventional media)

The instrument used in this research is a test of writing ability focusing on descriptive text. The test will be made based on the course outline of the seventh grade of junior high school curriculum for the seventh grade in developing the test.

The treatment of this research is the use of picture card. It will applied in the experimental group. The teacher will use other media in teaching learning process.

The implementation of the

picture cards will held in the experimental group. To check the students' achievement in every meeting, the researcher will check their writing at the end of each meeting. There are three sections in each meeting: pre-test, treatment, and post-test.

1. Pre-test

The pre-test will be given to students before doing the treatment to know students' writing mastery. The researcher will be given test to students to make conversation with the researcher. Here the researcher will give 20 questions of multiple choices.

2. Treatment

After getting the result of pre-test, the researcher give treatment to all students. The treatment is teaching writing by using picture card. There are five in this research meetings.

a. The first meeting, the researcher will give pre-test and explain the material and media that will be applied in the class.

b. The second meeting, the researcher will make a group for the students and divides for picture card to each group and ask the students to arrange the word to be good sentences.

c. The third meeting, the researcher will ask each group to arranges the simple paragraph.

d. The fourth meeting, the researcher will give a picture card followed by clearer instruction that reminded the students to be

careful in writing terms of content, organization, grammar, vocabulary and mechanics.

e. The last meeting, the students are doing post-test by using written test.

3. Post-test

The researcher will give post-test to all students to know students writing mastery after taught by using picture card. The evaluation of post-test is same with pre-

test. The researcher will be used rating to decide score of those components. After getting score of those components, the researcher will amount the value from all components by the following formula:

Table 3.5. adapted from Arikunto (2013: 35)

$$\text{Value} = \frac{\text{True score}}{\text{Total score}} \times 100$$

Discussion

In teaching writing a teacher can use many media. One of the media in writing is picture card. Picture card can help students get ideas to writing and make them interested in writing. Acquiring writing skill with interesting media is the first step to make them more enthusiastic.

The purpose of this research was find out the differences in the writing ability between the students who have been taught by using Picture Card in writing descriptive text have higher ability than those who have taught without using Picture Card for seventh grade students of SMP Wahidiyah Kediri in academic year 2019/2020.

Based on the observation, in SMP Wahidiyah Kediri, the English teacher uses Power Point Presentation and list vocabulary. The teacher write on whiteboard or show in Power Point slide some words then the students memorize it. That method uses to increase writing and the students only imagine the objects what meant is. Then, it makes students bored, so that some of them are reluctant to memorize the teacher. To make it easier for the students to understand of the English writing, the teacher can motivate the students and using technique that fun for them in teaching writing.

The result of this research was proved by the students' involvement in the teaching and learning process such as giving appropriate responds to the researcher's instructions. It is in line with the theory proposed by Nation (2001) that word cards are beneficial for vocabulary learning with Alqahtani (2015) stated that find out the appropriate techniques which implemented to the students and suitable material in order to gain the target language. So, some techniques can use to help their students practice writing more interest.

Based on the data analysis above, it was revealed that Picture Card had a significance effect on students writing descriptive text. Picture Card also as a tool to improve writing. In experimental class, the researcher uses Picture card and the control class without using Picture card. Based on the hypothesis, Picture Card more effective than without using Picture Card, because there is significant difference in writing score. The mean of

experiment research is 74 was higher than the mean of control class which was 65. It means there was significant difference in experiment class.

In addition, the researcher also conducted the independent sample test in order to find out whether there was any effect of using Picture Card on students' writing ability. It showed that the p-value or sig (2- tailed) was 0,010 which was lower than 0,05. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. So, it can be said that there is an effect on using Picture Card on students' writing ability in writing descriptive text.

Conclusion and Recommendation

In this research, the researcher applied Picture Card to teach Descriptive text in experimental group. The researcher used Picture Card in every meeting to develop and explore the students' ideas. Students easier to write words that appropriate with the topic and they can make a good paragraph. The researcher did pretest in both of groups, and then did treatments in experimental class. Every meeting, the students make paragraphs based on the topic for an experimental class by using Picture Card. After the treatment done, the researcher did post-test to get the students' score in writing.

There is significant differences

between students was teach using Picture card and the students without using Picture Card. The mean of score post-test in experiment class was 74 and 65 was score post-test in control class.

From the statements above, it can be concluded that Picture Card is effective to teach writing descriptive text. Students who are taught by using picture card can develop and explore their ideas in writing descriptive text than the students who are taught without picture card.

The finding of this research shows that there is significant different between the students writing whom are taught by using picture card and the students writing whom are taught without picture card. So, the researcher tries to give some recommendation for the teacher, students, and other researcher.

The various media be used teacher to make the students interested in teaching English

especially in writing. Teacher can choose an appropriate media based on the situation. The research shows that picture card is better in teaching writing, it is recommended for teacher to use picture card in teaching writing. The teacher should be able create an interesting media to make the students easier in understanding writing descriptive text.

For the students, they can increase motivation and interest in learning writing especially in descriptive text

by using picture card and to increase writing ability, the students have to develop their knowledge and do many exercises in order to get a better achievement to improve writing achievement. In other hand the student can solve the problem about the difficulty and confusing in arranged the sentence by using picture card.

For other researcher the use of picture card as media in teaching learning process is expected to make an improvement in implementing picture card in other field. The result of this research can be a reference for another researcher who wants to conduct a research about teaching writing

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