

The Effect of Picture And Picture Media in Writing Procedure Text on Ninth Grade Students of SMP N 1 Tebing Tinggi

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Abstract

The object of this research was to determine the effect of picture and picture media in writing procedure text on ninth grade students at SMP N 1 Tebing Tinggi. This research focuses on the effect of using picture media to help students write procedure text with the theme about how to make a cup of coffee. This research used quantitative research with a quasi-experimental research design. The population of this study was the grade ninth students of SMP N 1 Tebing Tinggi with a total of 297 students. The sample of this study was divided into two classes, namely the experimental class (IX 4) consist of 33 students who used the picture and picture media and the control class (IX 2) consist of 33 students who used the conventional media (textbooks). Data collection instruments used writing tests for pre-test and post-test. H. Douglas Brown's writing assessment rubric was used this research, which includes several aspects: content, organization, syntax, vocabulary, and mechanics. The alpha formula was used to analyze the data, by conducting descriptive analysis. The result of data analysis using the arikunto formula that the value of $6,63 > 1,669$. Based on these findings, H_a was accepted and H_o was rejected. Therefore, it can be concluded that the picture and picture media significantly affects the students writing at SMP N 1 Tebing Tinggi in writing procedure text.

Keywords: Writing, Procedure Text, Picture and Picture Media

1. PENDAHULUAN

Teaching language is expected to help learners overcome problems in teaching such as approach, strategy, method, model, technique, and media that will empower them to have a deep understanding. These items, along with all of the integration in teaching, help to strengthen learners' teaching abilities. Learners have gained proficiency in English teaching through intensive research and ongoing exploration of teaching languages.

In the Indonesian educational system, English is integrated into the curriculum of junior high school, senior high school, vocational school, and university. The curriculum is called the English Curriculum. The purpose of the curriculum is to develop language skills such as listening, speaking, reading, and writing. In this research, the researcher focuses on the writing aspect. According to Brown, L., and Cash (2011:246), who state that the ability to write could be developed, people who are proficient in writing have no difficulty expressing their ideas. On the other hand, those who have poor writing will have a lot of difficulty expressing their ideas in English. As a result, it can be concluded that the ability to express ideas in writing is essential. Writing is used by educated people to record, convince, report, and influence others. This goal can only be achieved if one can compose his ideas clearly and easily understand them.

According to Harmer in Wibowo (2013:10), writing is used as an idea or practice tool to help students practice and work with the language they have learned before. Writing is influenced by elements such as vocabulary, grammar, organization, spelling, and punctuation, in addition to being a process to obtain a product. In improving the students' ability to use English skills such as writing, they have to choose appropriate vocabulary to arrange words into a sentence and develop it into a paragraph. Besides that, it also has to use a compatible tense to express an event that occurred at a certain time. In English, there are many types of text, such as narrative, descriptive, procedural, expository, and so on. One genre of writing that is taught in senior high school is procedure text. A procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.

Based on a teaching practice with one of the English teachers at SMP Negeri 1 Tebing Tinggi ninth grade students on October 3, 2022, the researcher discovered that the students cannot write in the standard language and do not have a standard vocabulary. Students often mix the language they use daily with their local language. Apart from the students, the teacher is still not using interesting models and learning media attention and directly involving students in the learning activities, so students are less eager in the activities, and learning has been centered on the teacher rather than the students. In this case, the students have difficulty writing. From the data of English teachers, it was found that the result of their writing, especially in procedure text material, is only on average 70. Apparently, their score is still below the standard; while the criterion of minimum mastery (KKM) for ninth grade students of SMP Negeri 1 Tebing Tinggi is 75.

Based on the data from the teaching practice, it is necessary to implement innovative learning activities in order to improve the quality of learning English by using a teaching model. Actually, there are many models that can be used in teaching writing procedure texts, such as: picture and picture, problem solving, think-pair-share, guide note taking, make a match, inquiry, student team achievement division, and so on. One of the models in increasing the students' writing skills, especially in writing procedure texts, is the picture-and-picture model. So, in order to address the issue, the researcher devised an alternative action to improve English learning achievement on aspects of writing ability at Ninth Grade Students of SMP Negeri 1 Tebing Tinggi by employing pictures and pictures as models. By using this teaching model, the researcher believes this model makes the students interested in writing, which has to be developed.

There are many efforts that have been made by the teachers, the school, or the government to improve students' achievement to the maximum, such as completing the learning facilities, improving the quality of educators through certification programs by the government, providing learning resources in the form of books and media, providing motivation to students, the teachers' way of teaching, and forming research groups. But the problem still cannot be solved, and the teachers should develop their abilities to find a good method or model to teach some English lessons.

If this problem is not solved, it will have a significant effect on educational goals, such as the failure of the students in examinations; student motivation is low, and students may become bored with the teaching and learning processes. In order to assist students in writing procedure text, the researcher will try to use pictures and picture models. So, the researcher wants to help the students by giving them new information and knowledge about the technique of writing procedure text.

Pratama (2012 p.1) stated that writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way. Through writing, the message is created and delivered to the readers. It is expected that the message will be understood easily by the readers. Therefore, before writing, we can need to know what writing is, and what for writing is. Kern Richard in Aulia (2017 p.14) stated writing is functional communication, making learners possible to create imagined worlds of their own design. It means that, though writing, to convey specific purpose learners can express thought, feeling, ideas, experiences, etc.

In writing, the students must understand genres of texts, and they should know many kinds of genres such as narrative, descriptive, report, explanation, exposition, procedure, spoof, and recount text. The procedure text will be chosen by the researcher in this research. According to Anderson in Ulvah Sari (2022:9), literature is a piece of art that gives the reader or listener instructions on how to do something. Its purpose is to provide instructions on how to make something, complete a task, or travel. According to Walter, "procedure text" is a guideline or instruction, which is presented or followed to achieve a desired result, usually through a series of sequential steps. It is supported by Siahaan in Winda (2017: 16), which says that "Procedure text is any written English text in which the researcher describes how something is accomplished through a sequence of action or step."

Based on some of the descriptions above, the researcher concludes that procedure text is any genre that tells us how to do or make something and usually includes the steps. According to Ruswinarsih (2015: 15), "the communicative purpose of this text is to tell how to do and make something in chronological order." It means that, the purpose of a procedure text is to tell the reader how to do or make something. The information is presented in a logical sequence of events that is broken up into small, sequential steps.

Setiawan in Nasution (2021:5) the language features found in a procedure text are:

Sentence in imperative form. Example: Turn right!

The sentence, in simple present tense form. Example: They are fresh banana,

Sometimes use future form. Example: In this recipe, you will need sugar,

The meaning is purposed to the person. Example: First (you) cut a banana into small slices,

Using adverb of manner. Example: Clearly, well, carefully,

Using linking word to connect sentence in text. Example: First, when, before,

Sometime procedure text consists of picture or diagram.

One of the learning models that can motivate the students to learn is the picture-and-picture model. The "picture and picture" model is a learning model that employs paired or sorted images in a logical sequence. "Picture and picture is a series of teaching materials by showing concrete pictures to students so that students can understand clearly about the essential meaning of the teaching materials presented to them," writes Istarani (2012: 6). Next, Suprijono (2015: 125) says that, "the picture-and-picture model is a teaching model that uses media images and pairs or sorts them into a logical sequence." In using the picture and picture model, there are several steps that the teacher needs to pay attention to, as the opinion of Huda (2014:237) states that, "Some steps in the picture and picture model are: a) presentation of

competence; b) presentation of the material; c) presentation of the picture, d) ordering the picture; and e) conclusion."

2. METODE

Research Design

In this research, the researcher will use quantitative methods. Pardede & Herman (2020:87) state that quantitative refers to describing variables, testing relationships between variables and determining causal interactions between variables. In this research, the researcher will use an experimental design to take the data. Goddard and Melville's in Azurah (2018:20), state experimental research deals with cause and effect. In this research, the researcher will apply the experimental group is the group that gets treatment using Picture and Picture Media, while the control group is the group that gets treatment using textbooks media (conventional media).

Time and Place of The Research

The researcher will conduct at SMP Negeri 1 Tebing Tinggi which is located in Jl. Dr.Sutomo No. 15,Rambung, Kec.Tebing Tinggi Kota, Kota Tebing Tinggi, Sumatera Utara. The researcher will research on October from 23rd until November 3rd 2023.

Research Population and Sample

The population in this research are students of class IX SMP Negeri 1 Tebing Tinggi. There are 9 classes and each class contains about 33 students. The total number of students is around 297 students. Two samples were obtained, namely class IX-4 as the experimental group, and class IX-2 as the control group. The experimental group will get the treatment that is taught by using Picture Media for procedure text, and the control group will get the treatment that is taught with textbooks (conventional media) for procedure text.

Research Instrument

Creswell (2012:151) states " an instrument is a tool to measure, observe, or document quantitative data ". The instrument of this research is subjective test. In this test, students are expected to be able to write procedure texts so that they get a good achievement assessment in writing procedural texts.

Technique of Data Collection

In this research, the researcher uses tests to collect data and measure students' writing on the procedure text. The tests given to students are pre-test and post-test. The researcher will give the same test for pre-test and post-test in the experimental class and control class.

3. PEMBAHASAN dan HASIL

The goal of this research is to investigate the effects of Picture and Picture Media on students writing procedure text of ninth grade students at SMP Negeri 1 Tebing Tinggi. The researcher used pre-test and post-test in this research to find out the significance of Picture and Picture Media in the experimental class (IX-4) after the treatment. The researcher found that the experimental class (IX-4) outperformed students who were taught by using textbooks as learning media in this research. The benefit of using Picture and Picture Media was that it can draw students' attention out to be involved in writing process. Picture media also provides clearer description about what happened. Picture media also represents the details of events.

The description of the data collected from 33 students in experimental class on table 4.1 shows that the average pre-test score was 59.9 before the implementation of Picture and picture media. Furthermore, after the application of picture media to the students, the mean value of the post-test was 76.3. The control class is shown in Table 4.3, with a pre-test average value of 56 and a post-test average value of 59.8. Based on these data, the mean score of students in the experimental class (IX-4) was higher than the mean score of students in the control class (IX-2). In accordance with this finding, the experimental class increased by 16.4 points, from 59.9 to 76.3. The control class increased by 3.8 points from 56 to 59.8. This result shows that the experimental class (IX-4) had a higher point increase than the control class (IX-2).

In the experimental class (IX-4), the lowest and highest results were 48 and 79. The lowest and highest scores in the control group (IX-2) were 44 and 74 respectively. The experimental class obtained an average score of 76.3 while the control group obtained an average score of 59.6. The standard deviation for students in the experimental class was 1.38, while the standard deviation for students in the control class was 1.21. The standard error is 0.32. At the 5% significant level, the t-test (51) outperformed

the t-table (1.669), and the Alternative Hypothesis (Ha) was accepted. In accordance with the research data analysis, Picture and Picture Media has a significant influence on Writing Procedure Text at SMP Negeri 1 Tebing Tinggi.

This research is related to previous studies, among others, Ruswinarsih (2015) *The Use of Pictures in Improving Writing Procedure Text Ability of the First Year Students of SMPN 5 Dumai*, *The Effect Of Using Pictures On Students' Writing Ability By Tenth Grade Students Of SMK Swasta PAB 2 Helvetia Medan*, and *The Effect Of The Using Picture And Picture Model on Students' Writing Ability in Procedure Text at tenth grade of SMA Negeri 1 Angkola Timur*. They investigated the impact of picture media in students writing. They showed that Picture and Picture Media has a significant impact on students writing procedure text. Therefore, the researcher determined that Picture and Picture Media has a significant impact on Students Writing Procedure Text, based on previous research and t-test results in this research analysis.

4. KESIMPULAN

Based on the hypothesis testing, it is found out that the t-test is 51 and the t-table is 1.669 (t-test > t-table). The outcomes of preceding chapter's findings indicated that Picture and Picture Media had a significant influence on ninth-grade students' writing procedure text of SMP Negeri 1 Tebing Tinggi. The data from hypothesis testing with a level of significance of 0.05 demonstrated that the students' mean post-test score for students in experimental class after using the Picture and Picture Media was 76.3. This result is higher than the mean pre-test score of 59.9. At a significance level of 5% ($\alpha = 0.05$), the test result is 51, while the table result is 1.669, indicating that test > t-table. As a result, the Alternative Hypothesis is accepted, whereas the Null Hypothesis is rejected.

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