



Implementing Picture Based Activities to Enhance the Students' English Writing Skill

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Abstract:

This research is based on students' writing skill before and after writing picture based texts with some given themes. The purpose of this research is to find out whether image-based activities can improve the writing skill of grade 8.2 students at UPTD SMP Negeri 11 Parepare after being given treatment picture based activities in writing English texts. The researcher used a descriptive quantitative pre-experiment design. This research was conducted for five meetings. The first meeting was the pre-test, the next three meetings were the treatment, and the last meeting was the post-test. The population of this study was students UPTD SMP Negeri 11 Parepare. While the sample consisted of 11 students from VIII.2 classes who were taken as samples using total sampling. The results of quantitative descriptive analysis showed that students' writing skill improved when using picture based activities. This result was shown by the average score of Pre- test (34.54) and Post-test (81.36). After conducting the t-test calculation, the researcher found that the Null Hypothesis (H0) was rejected and the Alternative Hypothesis (H1) was accepted. This means that the use of Picture based activities as media can improve students' writing ability in writing English texts.

Keywords: *Writing, Picture, English Learning*

Abstract

Penelitian ini didasarkan pada keterampilan menulis siswa sebelum dan sesudah menulis teks berbasis gambar dengan beberapa tema yang diberikan. Tujuan dari penelitian ini adalah untuk mengetahui apakah kegiatan berbasis gambar dapat meningkatkan keterampilan menulis siswa kelas 8.2 di UPTD SMP Negeri 11 Parepare setelah diberikan perlakuan kegiatan berbasis gambar dalam menulis teks bahasa Inggris.. Peneliti menggunakan desain pra-eksperimental kuantitatif deskriptif. Penelitian ini dilakukan selama lima kali pertemuan. Pertemuan pertama adalah pre-test, tiga pertemuan berikutnya adalah perlakuan, dan pertemuan terakhir adalah post-test. Populasi penelitian ini adalah siswa UPTD SMP Negeri 11 Parepare. Sedangkan sampel terdiri dari 11 siswa dari VIII.2 kelas yang diambil sebagai sampel dengan menggunakan total sampling. Hasil analisis deskriptif kuantitatif menunjukkan bahwa kemampuan menulis siswa meningkat ketika menggunakan kegiatan berbasis gambar. Hasil ini ditunjukkan oleh skor rata-rata Pre-test (34,54) dan Post-test (81,36). Setelah melakukan perhitungan uji-t, peneliti menemukan bahwa Hipotesis Nol (H0) ditolak dan Hipotesis Alternatif (H1) diterima. Hal ini berarti bahwa penggunaan Picture based activities sebagai media dapat meningkatkan kemampuan menulis siswa dalam menulis teks bahasa Inggris.

Kata Kunci: Menulis, Gambar, Pembelajaran Bahasa Inggris

Introduction

Writing is the activity of combining words that are processed in such a way as to convey ideas, thoughts and feelings in the form of language symbols so that they become a product in the form of written work. In the writing stage, students are trained to be able to think critically and think creatively (Nurlaela, 2023). Just like wise students at school must also master writing skills, starting from recognizing letters, words and the arrangement or series of words into a sentence (Silaswati & Purwanti, 2021).

The picture and picture is a form of active learning that uses images by sorting them into a logical and systematic sequence, such as arranging pictures in a row, showing several pictures, providing an explanation of the information from the pictures.(Adha et al., 2021). picture-and- picture learning model can influence student learning motivation. Upon analyzing previous research, similarities, and differences can be identified with this study. The similarity lies in the utilization of the picture and picture interactive model to enhance student learning motivation, while the difference lies in the research location and subject of study. This study aims to determine the impact of the picture-and-picture interactive learning model on student learning motivation and measure the increase in learning motivation during science classes.(Putri & Setiyawati, 2023).

English learning is also an important consideration. The tasks given take into account the situation of the condition and the student's psychological state . Tasks given can be homework, tasks, individuals, and groups. Some stages can be done in speaking classes, such as warming up, preparation, speaking practice, task presentation, error correction, and feedback.(Kartakusumah et al., 2022). English learning program for individuals to stimulate their interest in learning English such as an English camp. In the context of Indonesia

an English camp is recognized as a creative activity conducted out door in which individuals stay in an area and in tents temporarily for learning English together using various methods and strategies.(Kaharuddin Bahar et al., 2019)

Literature Review

Picture based activities can stimulate creativity and help trainees develop critical thinking skills (kim & kim, 2019), images in interventions for children with developmental disorders. The research results show that picture-based activities are effective in improving children's communication abilities and social skills (Dixon et al., 2019). "Learning pictures" as a tool to illustrate abstract or complex concepts in learning. They emphasize the importance of images that are informative and integrated with text or learning content to improve student understanding (Schnozt & Horz, 2022). The effectiveness of using "learning pictures" in STEM (Science, Technology, Engineering, and Mathematics) learning. According to their research, relevant and task-oriented images can facilitate the understanding of complex scientific concepts (Tabbers et al., 2023), "learning pictures" in the context of cognitive load theory. They emphasized that images presented in an appropriate manner can help reduce students' cognitive load and increase learning efficiency (Chandler & Swealler, 2024). According to Istarani (2011) says that the learning model Picture and Picture has the characteristics of being active, innovative, creative and fun.

1) Active

In this picture and picture learning model, students or students become more active, this is due to the method In this lesson the teacher uses picture media in providing learning, so that students become more active and curious become bigger. Apart from that, in implementing this method a person Students are also encouraged to be able to design or combine images as the learning media used, thus students not only listen to the teacher but also follow learning more actively. 2)

Innovative

In this model a student and teacher become teachers more active, this is because it uses an internal update learning process, not only the

teacher explains it to the students take notes.

3) Creative

In this case, during the learning process using the picture method and picture besides teachers, students also become more creative. Because it's deep in this activity, there is direct interaction between students, how about someone the teacher gives a picture, shuffles it and a student is encouraged to put it back together again. In this activity one Students are encouraged to be more creative to reduce feelings bored. Teachers as teachers are also encouraged to be more biased creative, how a teacher can present something pictures or slides that can make students more interesting interested in the learning process.

4) Fun

Maybe some teachers think this model will causing commotion in the class because there are too many students activity. However, for students, if the teacher applies the method in this learning, students will be more interested and happy during the learning process. This is because in this model can also be called a model of learning while playing, so that students not experiencing serious levels of boredom.

3. Steps of Picture Based Activities

Steps to the picture and picture learning model according to Istarani (2011) there are seven steps, namely:

- 1) The teacher conveys the competencies to be achieved.
- 2) Present the material as an introduction.
- 3) The teacher shows/shows the pictures related to material.
- 4) The teacher points/calls students in turn to assemble/sort the images into a suitable sequence logical.
- 5) The teacher asks the reason/basic rationale for the sequence of pictures the.
- 6) From the reasons/sequence of the pictures, the teacher begins to instill them concept or material, according to the competency to be achieved.
- 7) Students are invited to conclude/summarize new material just accept it.

4. Advantages and Weaknesses of

Picture Based Activities

Advantages and Weaknesses of the Picture and Picture Model Istarani (2011) advantages and disadvantages of the picture and learning model picture is:

- 1) The material taught is more focused because it is at the beginning of learning the teacher explains the competencies that must be achieved and the material in detail short first.
- 2) Students grasp teaching material more quickly because the teacher shows it pictures about the material studied. Can increase power students' reasoning or thinking power because students are told by teachers to Analyze existing images.
- 3) Can increase student responsibility, because the teacher asks questions students' reasons for ordering the pictures.
- 4) Learning is more impressive, because students can observe directly pictures prepared by the teacher.

Weaknesses of the picture and picture learning model:

- a) It's hard to find good and high quality pictures according to the lesson material.
- b) It is difficult to find pictures that match your reasoning power or students' competencies.
- c) Both teachers and students are not used to using pictures as the main material in discussing a subject matter.
- d) Unavailability of special funds to find or organize desired images.

b. Writing Skills

1. Definition of Writing Skills

The ability to put one's thoughts into words in sentences that are clear and complete so that these ideas can be successfully conveyed to the reader is known as writing skills. There is no doubt that people have different skills. Based on the outcomes that have been achieved, this is evident. He must be aware of his students' potential as teachers. Teachers will definitely find it easier to direct students' potential to be developed and processed in this way,

resulting in special skills that students possess. The four components of language-related skills are listening skills, speaking skills, reading skills, and writing skills. There is a close connection between these skills. The four language skills are said to be inseparable from one another (Janna, 2020).

Writing skills are language skills that are used for face-to-face and indirect communication with others. Writing is both creative and expressive. This writing ability cannot be acquired by accident; rather, it must be developed through extensive and consistent practice. Writing requires extensive knowledge and a logical mindset (Sb, 2015). Writing skills are a person's ability to express thoughts, ideas or information through writing clearly, regularly and effectively. They also emphasize the importance of understanding text structure and using appropriate grammatical rules in writing (Brown & Bailey, 2019).

Writing skills as a complex cognitive process, involving planning, writing, and revising text. They emphasize the importance of understanding the audience, the purpose of writing, and the communication context in developing effective writing skills (Flower & Hayes, 2020). even though learning to write can be integrated or integrated into every learning process in class, writing skills are sometimes only taught when learning to write. Internal or external integrations are possible. Learning to write is integrated with other language skills through internal integration. Writing can also be integrated externally with subjects other than English (Sorengana, 2018).

1. Benefits of Writing

By writing a lot of benefits that can be obtained. The benefits of writing can felt

by themselves and others who read the writing. Komaidi (2007) put forward six benefits of writing, which are as follows. Firstly, for raise curiosity (curiocity) and train sensitivity in seeing the reality around. Second, through writing activities,

encourage someone to look for references such as books, magazines, newspapers and journals. Through these activities, will add insight and knowledge of what is written. Third, through writing activities, trained to arrange thoughts and arguments in a coherent, systematic, and logical manner. Fourth, through writing activities, psychologically will reduce the level of tension and stress. Fifth, through writing activities, if the written results are published by the mass media or published by a publisher, will get inner satisfaction because his writing is considered useful for others. In addition, also received an honorarium (award). Sixth, get popularity when the writing is read by many people. This will get satisfaction alone and feel valued by others.

The special benefit of writing activities for academics is being able to provide idea to a global problem. Language can refer to life experienzen man. All life experiences are expressed when talking, interacting with others, and write it through written language. (Oktaria, et al, 2017).

3. The purpose of Writing

The writer makes a writing certain has a purpose. There are some purposes in writing. According to Hartin in Syarifuddin (2012), the purpose of writing is:

- a. Assignment purpose: someone writes because of being asked.
- b. Altruistic purpose: to entertain the readers or avoid readers from being sad.
- c. Persuasive purpose: to convince reader about a truth of ideas.
- d. Informational purpose: giving information to the reader.

Methods

Research Design

In this research, the research was conducted use the pre-experimental design by using approach Quantitative Descriptive method to collect data. Group or classe use a pre-experimental design with a pre-test and post-test. There is only one group in this design, and no control or comparison group. Researchers conducted use a one-group pre-test and post-test design with pre- experimental methods. Researchers conducted choose a class that uses pictures for its teaching.

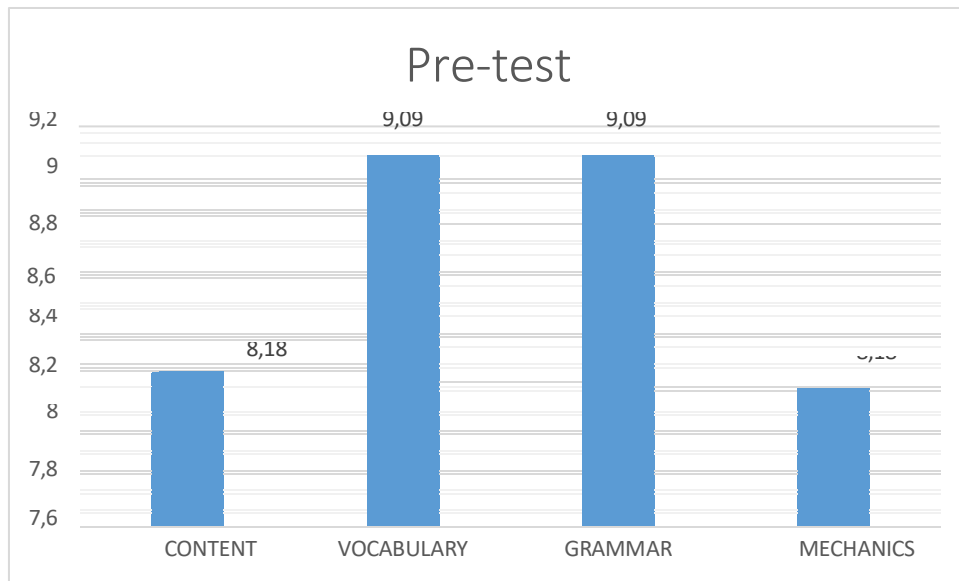
FINDING AND DISCUSSIONS

The results of the research data analysis are based on data obtained from the learning activities of students who were taught implementing picture-based activities for classes 8.2 of UPTD SMP Negeri 11 Parepare. The results obtained are presented using quantitative descriptive. The pre-test and post-test

Table 4. 1 Score of Students Writing in Pre-test

Number Students	Of Content	Vocabulary	Grammar	Mechanic
1	10	15	15	10
2	10	10	10	10
3	10	10	10	10
4	10	10	10	10
5	5	10	10	5
6	10	5	10	5
7	5	10	5	10
8	10	5	5	5
9	5	10	5	5
10	5	5	10	10
11	10	10	10	10
Jumlah	90	100	100	90
	8,18 %	9,09 %	9,09 %	8,18 %

Figure 4.1 Pre-test scores



Based on the results of analyzing student scores on four aspects of writing, namely, content, vocabulary, grammar, mechanics. it can be seen that the score on the vocabulary and grammar aspect is 9.09% higher while the content and mechanics aspect is 8.18% lower.

Table 4. 2 Score of Students Writing in Post-test

Number Of Students	Content	Vocabulary	Grammar	Mechanic
1	25	25	25	25
2	20	25	20	25
3	25	25	20	25

4	20	20	20	25
5	20	20	20	25
6	20	20	20	25
7	20	20	15	25
8	15	20	20	25
10	20	15	20	25
11	20	20	20	25
Jumlah	225	230	220	275
	20,45 %	20,90 %	20 %	25 %

The table below shows the Overall Score of the Pre-experimental design.

Table 4. 3 Writing Score of the Pre-experimental design on Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very good	86-100	0	0	2	18,18
2	Good	71-85	0	0	9	81,82
4	Poor	41-55	1	9,10	0	0
5	Very poor	0-40	10	90,90	0	0
Total			11	100	11	100

The table above displays the results of 11 students who received a pre-test by writing picture- based activities. Student results varied, as the researchers found, indicating that no student scored particularly high. Only 1 student, or (9,10%) of the total students, obtained sufficient clarity. And 10 students (90,90%) explained that it was inadequate. Because some students in this class did not understand the content of the written teks, they were categorized as adequate and inadequate. Students' pre-test writing achievement is still low. There are 11 students registered at UPTD SMP

Negeri Parepare School in classes 8.2. We can conclude that this class is still considered inadequate, not superior.

1. The Mean Score and Standard Deviation of the Pre-Test and Post-Test

The result of the mean Score and Standard Deviation of Students' Pre-test and Post-test Score are presented by the following table:

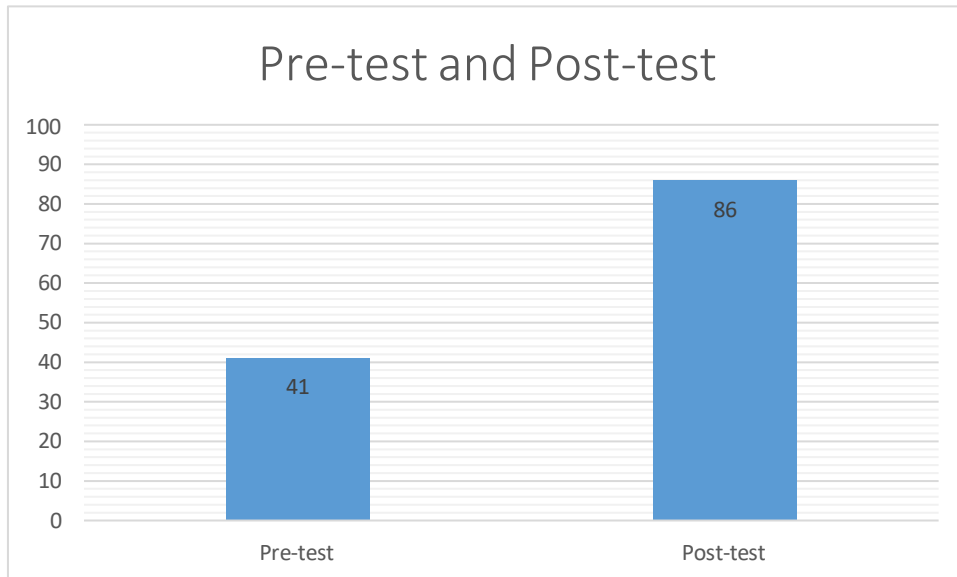
Table 4. 4 The Mean score and Standard deviation of Students' Pre-test and Post-test

The test of Pre-experimental	Mean Score	Standard Deviation
Pre-test	34,54	7,89
Post-test	81,36	6,36

The table above shows that the students' writing scores in the class VIII.2 have increased because the score of the mean score on the Post-test (81,36) is higher than the pre-test score (34,54).

To see more clearly the comparison of the average scores of the Pre-test and Post-test scores, the researcher presents a comparison diagram as follows:

Figure 4.3 Mean Value Comparison Diagram



When given the pre-test, the value of vocabulary and grammar is higher (9.09) than the value of content and mechanics (8.18) then after being given the post-test, the value of mechanics has increased by getting the highest score (25), the value of content has also increased with a value (20.45) then the value of vocabulary with a value (20.9) and the last value of grammar with a value (20). From the explanation above, it can be concluded that students' writing scores have increased after being given the treatment.

Hypothesis Testing

Table 4.5 Hypothesis Testing

In Hypothesis Testing, researchers use the t-table formula with the level of significance set at α
= 0.05

<i>N</i>	Test	t-test value	t-table value
11	Pre-test	1,908	2,228
11	Post-test	3,317	2,228

The table above shows that the t-test value in the post-test (3,317) is higher than the t-table value (2,228). This shows that implementing picture-based activities is effective in improving students' english writing skill.

Conclusion

In this research, researchers used a pre-experimental quantitative descriptive approach. This research was conducted to find evidence that students in class 8.2 of UPTD SMP Negeri 11 Parepare can write more detailed text when implementing picture-based activities images. Among the tangble resources that can be utilized in the classroom are picture. This content was created from scratch to help students write.

Based on the research results, it can be said that Implementing picture-based activities students' writing skills for better learning achievement at UPTD SMP Negeri 11 Parepare class

8.2. This improvement is very satisfying. The pre-test and post-test provisions are the data sources for this analysis. The results of the pre-test and post-test carried out by the researcher obtaineid a t-count value greater than the t-table value, this shows that the alternative hypothesis (H1) was

accepted, and the null hypothesis (H0) was rejected. In this case, the researchers concluded that Implementing picture-based activities were able to improve students' writing skills.

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