THE EFFECTIVENESS OF PICTURE AND PICTURE MODEL IN IMPROVING THE STUDENTS' WRITING SKILLS AT 8TH GRADE STUDENTS OF SMPN 2 PANGKAJENE (An Experimental Research)

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ABSTRACT

This research aimed to verify The Effectiveness of Picture and Picture Model in improving the students' writing skills that focused on Content and Organization. The writer applied Pre-Experimental Method with One Group Pretest Post-test Design, and collected the data by giving Pre-test, treatment and Post-test. The sample of the research was Class VIII A of SMPN 2 Pangkajene which consisted of 23 students. The sample was taken by using Purposive Sampling Technique. The research findings showed that the 8th students of SMPN 2 Pangkajene had poor score in Pre-test. After treatment, their writing skills was significantly increase. The result of the research were the mean score of content obtained by the students through Pre-test was 55 and Post-test was 75 with the t-test value Content is greater than t-table (8.196> 2, 07387). Mean score of Organization Pre-test 51 and Post-test 74 with the t-test value organization is greater than t-table (10,106> 2, 07387). The Hypothesis Testing also was done by using SPSS 23 and showed that Sig (2-tailed) lower than level of significance (, 000 < 0.05). It means that there is significance difference between before and after giving the treatment. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It was concluded that the use of Picture and Picture Model in writing activity could improve the students writing skills in Recount Text exactly in making good Content and Organization.

Keywords: Picture and Picture Model, Recount Text, Writing Skills

INTRODUCTION

The English teaching and learning process in Indonesia determines this language as a foreign language. It means that students only have this language in limited area, such as in schools, English courses, or some other places that they rarely have any significant objection to do there. In Indonesia, English is commonly taught as one of primary subjects started at Junior High School. English lesson starts on 7th grader on Junior High School and it continuous until 12th grader at Senior High School. The English classroom activities contain four main skills in English. The activities are reading, listening, speaking and writing.

Writing is a tool to get along with the world. There are so many communication media which use written language, such as newspaper, magazine, blog, website, and even social media. Based on those reasons, it is clear that writing skill is also important to be mastered in order to maintain a good communication with other people (Lundsteen in Puspitasari, 2014: 2). Therefore,

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English teaching and learning process in the class should include teaching writing skill in a correct way in order to help the students to build their ability and competence in English written language.

Writing at Junior High School focus on short functional texts and simple essay in daily life. It means that the students are expected to able to write short functional texts and simple essay, such as narrative, recount, descriptive, etc. (Depdiknas, 2006: 32). Based on an interview did by the writer with English teacher at SMPN 2 Pangkajene, the students were still having low score in writing. It was proven by the result of the regular evaluation of student, only 8 students (27%) of 30 students in VIII A are in good writing. The students' learning motivation had not developed maximally. Students at 8th graders were chosen to be the subjects of the research because of some reasons. The first one, they were considered to be medium learner. They were on 5 the age of 14 – 15 years old. The second one, the curriculum was using genres of texts to make writing products.

Learning to write is new subject for young learners, especially junior high school. Because of that, the teachers should have many ways to make students capable to express their ideas. In this case, the writer would expose about teaching writing by using picture. It is hoped that using picture can activate the students' creativity in writing activity.

Cooperative learning model of picture and picture type is a learning model that uses images and paired / sorted into a logical sequence. This model has already used in 19th centuries that developed by Johnson and Johnson brother. According to Huda (2013: 239) The advantages of cooperative learning model of picture and picture type are (1) teachers know more about the ability of each student, (2) students are trained to think logically and systematically, (3) students are assisted to learn thinking based on a point of view Subject matter by giving students freedom in practice of thinking, (4) Student motivation to learn progressively developed, and (5) student involved in planning and management of class.

The purpose of this present investigation was to ascertain the use of Picture and Picture Learning Model in improving students' writing skills. Specifically, the writer investigated the use of Picture and Picture Learning Model in improving students' writing recount text based on content and organization.

LITERATURE REVIEW

The Nature of Writing

According to Bader cited in Khieder (2011: 9) writing is means of communication between people. It should follow some conventions that are unique of all which relate letters to words and words to sentence which must be well organized to have a coherent who called "text". For Nunancited in Sapkota (2013: 70) also suggests that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At

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the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

The Writing Process

To make a good-structured writing, a writer should refer to a certain checklist. In the process of writing, there are four stages proposed by Harmer cited in Muflikhati (2013: 15) :

1. Planning Before starting to write down on paper, a writer needs to decide what to write. That is why the plan must be set up first. What we are going to say, what message we want to deliver, what information we want to tell to others. The plan can be made by writing down every single thought which is still in pieces on a note.
2. Editing (Reflecting and Revising) After the first draft, a writer needs to reread his work to see which one is working, which one is not and also to see some parts which are not grammatically accurate or some words which have to be changed to make clearer meaning because some of them may create ambiguity and confusion on the audience.
3. Final Version After all of the steps above, the last one is the final writing which is ready to be delivered to the audience.

The Implementation of Picture and Picture Model

The steps of the implementation of this Picture and Picture model there are seven steps (Jamal, 2011: 62) as follows:

1. The teacher conveys the competence to be achieved.
2. Present the material as an introduction
3. Teacher shows pictures related to the material.
4. Teachers appoint / invite students alternately to install / sort pictures into a logical sequence.
5. The teacher asks the reason / rationale of the sequence of images.
6. From the reason / sequence of images, teachers begin to embed the concept or material, in accordance with the competence to be achieved.
7. Students are invited to conclude / summarize the material they have just received.

METHODS

The design of this research was a Pre-Experimental Method with One Group Pre-test and Post-test design which involves pre-test **(O_1),** treatment **(X),** and tested post-test **(O_2)**. Thus, the results of treatment can be known to be more accurate, because it can be compared to the situation before being given the treatment. (Sugiyono, 2014: 75)

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The population of the research was the 8th Grade Students of SMPN 2 Pangkajene in 2016/2017 Academic Years. There were 5 classes (VIII A, VIII B, VIII C, VIII D, and VIII E) and each class consisted of 25-30 students. The number of population are 225.

The writer took only one class as the sample of this research. The members of the sample were 23 students in class VIII A. This sample was chosen by using Purposive Sampling. Purposive Sampling is used if the target of the sample under study has certain characteristics so that no sample may be taken that does not meet the specified characteristics.

Research Variables and Indicator

There were two variables in this research; they were independent variable and dependent variable:

1. Independent variable (X)
   Picture and picture model of the independent variable was used to improve the writing skills
2. Dependent variable (Y)
   The dependent variable was the students' writing skill especially problem in brainstorming the ideas in writing.
3. Indicators
   After the students were trained to write recount text by using Picture and Picture Learning model, the students have a good quality on content and organization in their writing. Beside that, the students' score higher than before.

Research Instruments

In analyzing the data related to the students' test of writing ability, the writer used analytical scoring rubric adapted from Brown. The following table is the analytical scoring rubric used by the writer to analyze the students' paragraph writing.

Table 1. Analytical Scoring Rubric
Content (Topic and details)

Aspects	Score	Explanations
Content (Topic and details)	**20-18**	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of

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		content.
5-1		Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.

(Brown, 2004: 244)

Table 2. Analytical Scoring Rubric
Organizations (Introduction, Body and Conclusion)

Aspects	Score	Explanations
Organizations (Introduction, Body and Conclusion)	**20-18**	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

(Brown, 2004: 244)

Technique of Data Analysis

The steps were undertaken in quantitative employing the following formula:

1. Scoring the students correct answer of Pre-test and Post-test by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 100\%$$

2. Calculating the mean score of the students,the writer applied IBM Statistic SPPS 23 Software. After collecting the data of the students, the writer classified the score of the students into the following criteria:

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Table 3. Classification of the Students' Score

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud in Amirullah, 2012:32)

3. The significance difference (t-test) between the students' Pre- test and Post-test, the writer applied IBM Statistic SPPS 23 Software. The criteria for the hypothesis testing is as follows:

Table 4. Hypothesis Testing

Comparison	Hypothesis	
	H_0	H_1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

Besides that, the criteria of hypothesis testing is if Sig (2-tailed) lower than level of significance, Sig < α (0.000 < 0.05), so it indicates that the students score of content between Pre-test and Post-test is significantly different and surely improve.

DISCUSSION

Students' Content Skill in Writing Recount Text Using Picture and Picture Model

Table 5. Students' Content Skill
in Writing Recount Text Using Picture and Picture Model.

No	Component of Writing Skill	The Student's Score	
		Pre-Test	**Post-Test**
	Content	55	75,43

Based on the table 4.1 above, it shows that the mean score of content skill from students in post-test improved after teaching Writing Recount Text in terms

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of content by using Picture and Picture Model. The mean score of the students in Pre-test were 55 and Post-test which to be 75.

Table 6. Classification of the Students Score in Content Skill (Pre-test and Post-test)

No	Classification	Score	Pre-Test		Post-Test	
			F	**%**	**F**	**%**
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	2	8.7
3	Good	76-85	-	-	7	30.4
4	Fairly Good	66-75	5	21.7	11	47.8
5	Fairly	56-65	6	26	3	13
6	Poor	36-55	10	43.4	-	-
7	Very Poor	0.0-35	2	8.7	-	-
	Total		**23**	**100**	**23**	**100**

Based on the table 4.2 above, it shows that the Classification of the students Score in Content Skill from pre-test there are 5 (21.7%) students fairly good, 6 (26%) students got fairly , 10 (43.4%) students got poor, 2 (8.7%) got very poor and none of them got good, very good and excellent. While, from post-test there are 2 (8.7%) students very good, 7 (30.4%) students got good, 11 (47.8%) students got fairly good, and 3 (13%) students got fairly and none of them got excellent, poor and very poor.

Students' Organization Skill in Writing Recount Text Using Picture and Picture Model

Table 7. Students' Organization Skill in Writing Recount Text Using Picture and Picture Model

No	Component of Writing Skill	The Student's Score	
		Pre-Test	**Post-Test**
	Organization	50.87	74.13

Based on the table 4.3 above, it shows that the mean score of students' Organization Skill in post-test improved after teaching writing Recount Text in by using Picture and Picture Model. The mean score of the students in pre-test were 51 and post-test which to be 74.

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Table 8. Classification of the Students Score in Organization Skill
(Pre Test and Post Test)

No	Classification	Score	Pre-Test		Post-Test	
			F	**%**	**F**	**%**
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	2	8.7
3	Good	76-85	-	-	5	21.7
4	Fairly Good	66-75	4	17.4	10	43.5
5	Fairly	56-65	2	8.6	6	26.1
6	Poor	36-55	13	56.5	-	-
7	Very Poor	0.0-35	4	17.4	-	-
	Total		**23**	**100**	**23**	**100**

Based on the table 4.4 above, it shows that the Classification of the students score in Organization Skill from pre-test there are 4 (17.4%) students fairly good, 2 (8.6%) students got fairly, 13 (56.5%) students got poor and 4 (17.4%) students got very poor and none of them got good, very good and excellent. While, from Post-test there are 2 (8.7%) students got very good, 5 (21.7%) students got good, 10 (43.5%) students fairly good, and 6 (26.1%) students got fairly and none of them got very poor, poor and excellent.

DISCUSSION

Students' Content Skill is supported by the mean score of students on Pre-test and Post-test in Content was 55(poor) and 75 (fairly good). Before applied Picture and Picture Model the students could not make a good content in writing recount text. But after applied Picture and Picture Model the students easily to make content in writing as well.

The improvement of students' writing skill in Terms of Content can be seen between Pre-test and Post-test. The students' result is significantly different before and after applied Picture and Picture Model in teaching writing. The students' text in Terms of Content in Pre-test does not reflect careful thinking or was hurried written; in adequate effort in area of Content and development of ideas is not complete. The sample of their writing are presented below:

> *"...In the mountain they tired because hot next the finish in up mountain next they take picture; in the moment they wish finish, they tired and to hot and they spirit in the top of mountain" (S-12)*

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The students' did not know the process to make a good-structured in writing as explained by Harmer in Muflikhati that writing is started by making planning. Before starting to write down on a paper, a writer makes a draft that it will be going through editing steps. Editing means that reflecting and revising, and the last one is the final writing which is ready to be delivered to the audience.

On the other hand, the students' content in writing recount text in Post-test is better than Pre-test. Development of ideas has been completely developed; their writing have been coherent enough to the topic as explained before by Jacob in Suardi that the writing content have to be clear for the readers to be able to understand the message and information from it. The sample of their writing are presented below:

> "…we saw the wave rolling beautiful on the beach. A lot people all already swam at the beach, we walked on the beach and touched the water; after that I try to swim in the sea that so happy but the water is cold, I so fear but no more because my grandma beside me" (S-12)

Therefore, it can be concluded that Picture and Picture Model could improve the students' writing skill in Content. Students' Writing Skills in Terms of Organization is supported by the mean score of students on Pre-test and Post-test. The students' mean score in Pre-test and Post-test were 51 and 74 which are classified as poor and fairly good. Before applying Picture and Picture Model, the students were difficult to have a good Organization in writing recount text as well. But after applying the model they are easily to make detail explanation. It means that the use of Picture and Picture Model is effective to improve the students' writing skill.

The improvement of Students' Writing Skills in Terms of Organization can be seen between Pre-test and Post-test. The students' result is significantly different before and after applying Picture and Picture Model in teaching writing. The students' text in Terms of Organization in Pre-test is absence of introduction or ended their writing without conclusion; the body is not organized well and students have not made any effort to organize the composition so, could not be outlined by reader. The sample of their writing are presented below:

> "have picture, I see there is two a piece the thing which while climb in a mount; Mountain very beautiful in view the weathers is pretty good to; he is tired because street so fart they to in up mountain they take picture" (S-19)

Whereas, Jacob in Suardi have explained that the good organization in a text is when the writer has arranged and organizes the ideas. The paragraph can be coherent if the ideas are putting in the right order. On the other hand, the students' organization in writing in Posttest is better than Pre-test. Generally, Introduction is minimally recognizable; organization can barely be seen and the students can

begin to order ideas in body as well. The sample of their writing are presented below:

> "last week I went to Kuta Beach. I went to Kuta Beach with my grand mother. We started our trip to kuta beach at 10 o'clock in the morning; we saw the wave rolling beautifully on the sea. The wind blew softly at Kuta; at 1 o'clock afternoon, I picked up my father for return my home; it was fun holliday at the beach, I would like to Bira Beach next time." (S-19)

So, the writer concludes that 8th Grade Students at SMPN 2 Pangkajene have a good result writing after taught Recount Text using Picture and Picture model. According to Adelstein and Pival, Good writing reflects the writers' ability to organize the material into a coherent text, so that it moves logically from a central, dominant idea to the supporting points and finally to a consistent ending, and then convening to the reader sense of well thought out plan. Therefore, it can be concluded that Picture and Picture Model could improve the students' writing skill in Organization.

By seeing the effectiveness of the students' Content and Organization in writing skill. It is concluded that Picture and Picture Model could improve the students' writing skill in Terms of Content and Organization. It could be showed from the students' writing test in Pre-test and Post-test. In Pre-test, some students were difficult to write recount text especially the Content and Organization. But, the students' writing recount text in Post-test, which the content and organization could be understood. And then, the students were easy to generate their ideas and write it to be a good recount text. It is also supported by Purwaningsih in her research that explained Picture and Picture Model could improve Students Writing Skills.

CONCLUSION

1. Picture and Picture Model is effective to improve the students' writing skill in Terms of Content, it was shown by the mean score of content before and after giving treatment is 55 becomes 75.43 with the t-test value of Content is greater than t-table (8.196> 2, 07387) and the Sig (2-tailed) of Content is lower than level of Significance .000 < 0.05. It means that there is significance difference between before and after giving the treatment.
2. Picture and Picture Model is effective to improve the students' writing skill in Terms of Organization, it was shown by the mean scorebefore and after giving treatment is 50.87 becomes 74.13 with the t-test value of organization is greater than t-table(10.106> 2,07387), and the Sig (2-tailed) of Organization is lower than level of Significance .000 < 0.05. It means that there is significance difference between before and after giving the treatment.

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