

THE IMPACT OF PICTURE AND PICTURE LEARNING MODEL ON EFL STUDENTS' WRITING ABILITY

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ABSTRACT

Writing has been a very challenging skill for students especially for eight grade learners of one Islamic junior high school in Central Aceh. This research was conducted to see whether the picture and picture-learning model could increase the students' capability in writing. To investigate it, the quantitative approach, i.e., experimental method was employed. The population of this study was four classes, totaling 124 students. By using random sampling, classes VIII1 and VIII3 consisting of 30 and 32 students, respectively, were selected as the sample of this research. To collect the data, both pretest and posttest were given to the students before and after applying the picture-learning model. The results showed that the learners performed better after the intervention for both groups; however, the experimental group made better improvement in their writing (post-test = 84; pre-test = 60). In addition, the t-test also displayed that t-test (3.603) was higher than t-table (3.0) indicating that H_a was accepted and H_o was rejected. The conclusion, therefore, was that the picture and picture-learning model increased the students' writing ability.

KEYWORDS: *EFL Students' Writing Ability, Picture Learning Model, Writing.*

INTRODUCTION

Writing, which is a productive skill in English, is viewed as a difficult language area for EFL learners in studying English (Ananda et al., 2021; Fitria et al., 2023; Rosdiana, 2020). It necessitated a broad range of vision and a thorough thought process in order to generate ideas, words, sentences, paragraphs, and word construction (Sarifah & Apsari, 2020). The fundamental component of writing was an idea (Rusmiati, 2019) which was the main problem found and investigated in this context. In order to write well in English, learners were required to possess a mastery of various elements to use the language (Pamela, 1991 as cited in Shanorra et al., 2021).



Numerous studies in writing have been conducted to investigate the issues in this productive skill. In 2020, Muchtar et al. established a study in writing narrative texts by using Classroom Action Research (CAR) to the seventh-grade students of junior high school (MTs Nur-Attaqwa). The result showed that the picture and picture learning model could increase the learners' ability in writing. It could be seen from the score of cycle 2 (75.2) which was higher than the cycle 1 (70.1) (Muchtar et al., 2020). Another similar study was conducted in different context, i.e. the 35 eighth-grade students of junior high school (SMP Ibrahimy 1 Sukorejo). The study set the passing grade of 70. The result of the research indicated that by using picture and picture learning model the students were able to increase their score from 66 at the first cycle which did not reach the passing grade to 74 at the second cycle that reached the specified passing grade. It showed that the method used improved the learners' ability in writing (Hidayatullah, 2022).

Furthermore, another research using different research method than the previous ones was conducted in 2020. By employing one group pre-test and post-test research design of experimental approach, the picture and picture learning model was implemented to 35 students of eleventh grade of a vocational school (SMK Tunas Bangsa). The finding revealed that the sig. 2 tailed was 0.000 which was less than 0.05 implying that null hypothesis was rejected and alternative hypothesis was accepted. It showed that the learning method applied could improve the students' writing ability (Sarifah & Apsari, 2020).

Considering the success of this learning model, the present study applied the same strategy to another context with different kind of research method. This study was conducted to see whether picture and picture learning model could increase the learners' capability in writing.

LITERATURE REVIEW

WRITING SKILL

Writing is the process of employing letters, words, phrases, sentences, paragraphs, text, and punctuation to communicate ideas, intention, feelings, and messages to readers. Even it can impart knowledge or knowledge to readers. Writing is derived or describes graphic symbols that describe the language understood by a person so that he can understand graphic symbols (Bukhari, 2015). That is, writing is an activity of conveying intentions through language in the form of graphic symbols such as letters or word for word written, and punctuation symbols. Writing cannot be separated from an idea and words, it is one way to convey an experience or feeling, whether it is about emotion, knowledge, and perception of a writer to the reader.


The function of writing can be identified, among others, as an information tool about something, what readers expect, supports the opinions of others, rejects or rejects the opinions of others (Jamal, 2010). In writing process there are several stages: pre-writing, drawing, revise, editing and correcting, and publishing and presentation. To start with, pre-writing is exploring topics freely, we choose topics first, then start collecting and organizing details before you write. While drawing is putting your ideas on paper in the format you want. The third is to revise, which is to correct major errors and improve the form and content of the writing. The next is editing and correcting, at this stage the writing is polished or corrected for typing errors and improves grammar, spelling, and mechanics. And the last is publishing and presentation, namely writings that have been completed perfectly and are ready to share your writings.

Furthermore, correcting is the point at which we find something that seems incorrect. We fix the errors in the written work produced by the students on problems including word choice, collocation (words that go together), concord (grammatical agreement between subject and verb), and syntax (word order). It means, the teachers evaluate the students ranging from vocabulary, word choice, word order, grammar to punctuation, which is used in their writing. If students while writing do not use one of these aspects, then the text will not be perfect. Even the use of punctuation is very important to support their writing.

PICTURE AND PICTURE-LEARNING MODEL

The learning model is a comprehensive set of instructional materials that covers every part of teaching that teachers undertake prior to, during, and after learning as well as any associated resources that are used either directly or indirectly in the teaching process. (Istarani, 2011). It means all the teaching and learning process, including what is done by the teacher (planning or framework to be implemented by the teacher in the classroom), using any technique or any other media, called a learning model.

The model is aiming at assisting students in understanding their identity and meaning in the social context, as well as how to solve problems with the support of their peers (Istarani, 2011). It means that by using the model in learning, students will imitate someone who is in front of him, and the student will also know the life of a person in achieving success. Here is an obligation that teachers should provide encouragement and motivation to all students. Selection of appropriate learning models will be able to direct the teachers on effective learning quality.



The picture and picture-learning model has media that must or must be taken during the learning process, namely pictures. The pictures used are not only one, but there are several pictures used. Therefore, this model is suitable for learning materials such as procedural texts. Picture and picture is a learning model that uses pictures that are paired or sorted into a logical order. That is, the teacher brings media such as pictures. However, it is different from the existing image media. These pictures are related and have a logical sequence. For example, how to make a cup of coffee or tea, there are pictures sorted according to the steps for making a cup of coffee or tea (Hamdani, 2011)

In addition, Istarani stated that pictures and pictures are a series of delivery of teaching materials by showing concrete pictures to students so that students can clearly understand the true meaning of the teaching materials presented to them. Thus, the main ingredients for using this learning model are pictures that involve learning materials (Istarani, 2011).

The steps taken when carrying out this model are: 1) The teacher conveys the competencies to be achieved. 2) The teacher presents the material as an introduction. 3) The teacher shows pictures related to the material. 4) The teacher refers students or takes turns calling to install or sort the images into a logical order. 5) The teacher asks the reasons or reasons for the sequence of pictures. 6) From the reasons or the sequence of pictures, the teacher implements the concept or material according to the competence to be achieved. 7) Conclusion or summary (Hanafiah & Suhana, 2012).

According to Istarani, there are several advantages and disadvantages of picture and picture learning models. As for the advantages of the picture and picture-learning model, the material taught is more focused because the early learning teacher explains the competencies that can be achieved and the material briefly. In addition, students catch the teaching material faster because the teacher shows pictures of the material. Through pictures we can increase the reasoning power or thinking power of students because they are ordered by the teacher to analyze the existing picture and increase student responsibility because the teacher asks the reason for the students to sort the pictures. Learning using picture and picture will also be more memorable because students can directly observe the pictures that have been prepared by the teacher. While the disadvantages of this learning model is that sometimes it is hard to find a good picture or quality, so the teacher will find it difficult to provide images that have good quality to students when learning is carried out. In addition, it will be difficult to find an image that matches the students' reasoning power or mental competence. In schools, both teachers and students are not accustomed to using pictures as the main

material in discussing a learning material and also the absence of special funds to find or represent the desired images (Istarani, 2011).

RESEARCH METHODS

The current study was carried out based on quantitative approach, namely by using experimental research design in which pre-test and post-test were established in both experimental and control classes. In this design, subjects were randomly assigned to the experimental or control groups, the effect of the dependent variable on both groups was seen before treatment. The participants of this study were 62 students of eight grade which were divided in control class and experimental class as many as 30 and 32 students consecutively. They were selected randomly (random sampling) from the total population of 124 students in four classes (VIII1, VIII2, VIII3, and VIII4). They were the students of one Islamic junior high school (MTsN) in Central Aceh of the 2021/2022 academic year.

The data of this research were collected by giving two kinds of test: pre-test and post-test to the students in both control and experimental classes. The scores obtained from those tests were then analyzed by using statistical procedures, namely descriptive statistics to see the difference between pre-test and post-test and between control class and experimental class. Furthermore, the result was then also analyzed by using t-test to test the proposed hypotheses whether null hypotheses was accepted or rejected.

RESULTS AND DISCUSSIONS

RESULTS OF WRITING TESTS FOR CONTROL GROUP

Pre-Test

The pre-test was conducted before the implementation of a conventional method to see the learners' ability in writing. The scores found from the test were 44 54 (each 1 student), 60 (3 students), 62 (1 student), 63 (5 students), 64 and 65 (each 1 student), 66 (6 students), 68 (1 student), 69 (2 students), 70 (2 students), 71 (2 students), 72, 75, 81, and 82 (each 1 student). The minimum score was 44 while the maximum score was 82 in this result. The results are presented in the following line chart.

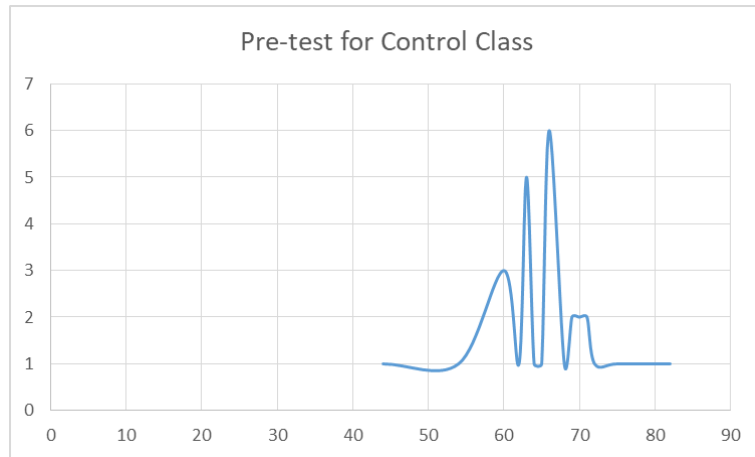


FIGURE 1. Pre-test for control class

Post-Test

The post-test was given to the students to see the learners' capability in writing after the invention of a conventional method was applied. The scores gotten from the test were 74 (2 students) as the lowest score, 75 (2 students), 77 (1 student), 78 (2 students), 79 (2 students), 80 (2 students), 82 (6 students), 83 (3 students), 84 (3 students), 85 (3 students), 86 (1 student), 88 (2 students), and 93 (1 student) as the highest score. The results are depicted in the following chart.

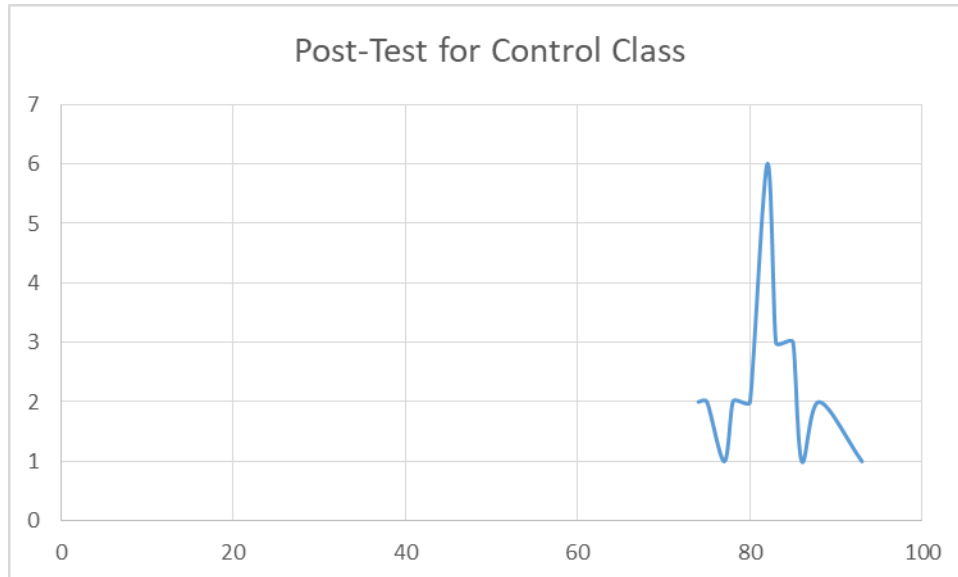


FIGURE 2. Post-test for control class

RESULTS OF WRITING TESTS FOR EXPERIMENTAL CLASS

Pre-Test

The pre-test was given to the students in the experimental group to see their ability before the intervention of the picture and picture learning model. The scores obtained



from this test were 44 (1 student) as the minimum score, 47 (2 students), 49 (3 students), 50 (2 students), 51, 52, 53, 54 and 55 (each 1 student), 56 (2 students), 61 (1 student), 63 (4 students), 65 (1 student), 68 (2 students), 69 (3 students), 70, 71, and 73 (each 1 student), 75 (2 students), and 77 (1 student as the maximum score). It was displayed in the chart below.

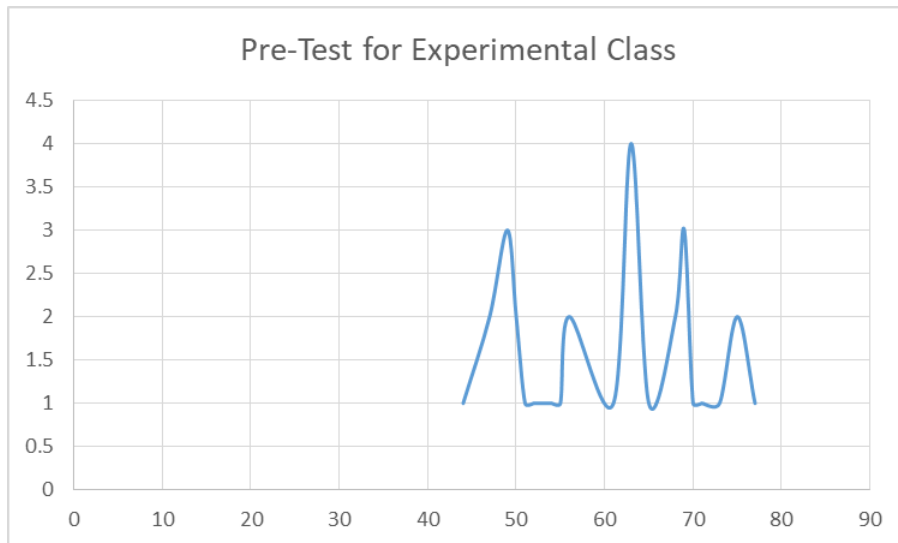


FIGURE 3. Pre-test for experimental class

Post-Test

The post-test was performed in experimental class to see the students' ability in writing after they experienced learning by picture and picture learning model. The scores gained from this test were 76 (1 student), 79 (2 students), 80 (4 students), 81 (3 students), 82 (2 students), 83 (1 student), 84 (3 students), 85 (5 students), 86 (3 students), 87 (1 student), 88 (2 students), 90, 91, 93 and 95 (each 1 student).

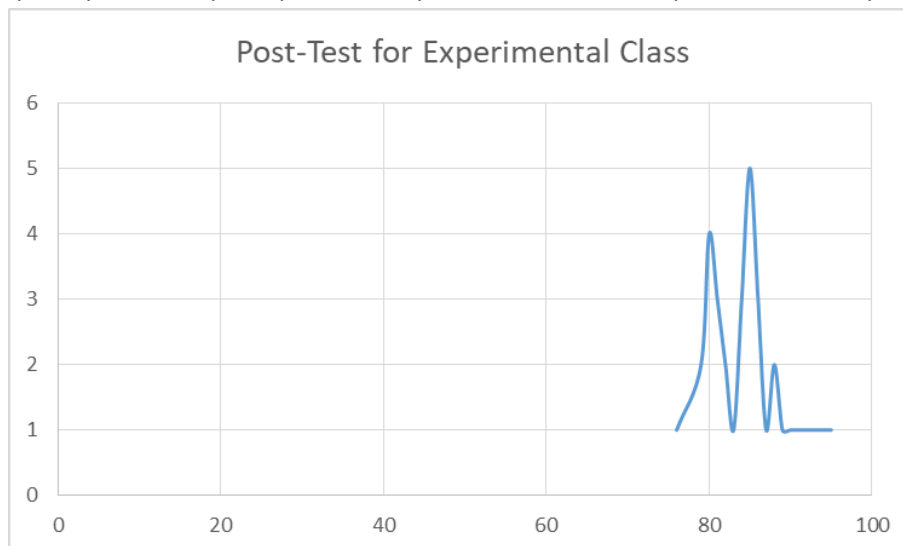


FIGURE 4. Pre-test for experimental class

From the above display, it could be seen that the learners of both control and experimental classes improved their score in the post-test after the intervention. The mean of pre-test in control class was 66 and the mean of post-test was 82. While the mean of pre-test in experimental class was 60 and the mean of post-test was 84. Even though both groups showed the improvement, yet experimental class made better improvement than the control class. Their score increased by 24 points compared to the control class which was only 16. The notable increase could be affected by the implementation of picture and picture learning model.

Furthermore, the data was also analyzed by using t-test to see the hypotheses proposed in this study previously. The result showed that t-score value was 3.603 and t-table was 3 at the significance level 0.05. Since t-score was higher than t-table, then null hypothesis was rejected and therefore, alternative hypotheses was accepted. It meant that the picture and picture learning model increased the learners' ability in writing. The finding was in agreement with the previous studies (Sarifah & Apsari, 2020; Shanorra et al., 2021; Mulyani et al., 2018; Hidayatullah, 2022; Audina et al., 2018; Tarigan et al., 2021; Muchtar et al., 2020) which found that the picture and picture learning model could improve the students' writing ability.

CONCLUSIONS

The current research tried to investigate the implementation of picture and picture learning model in enhancing the learners' ability in writing. It was implemented to the context in which the students encountered challenge in writing. The learning model implemented was expected to improve the students' capability in their composition. The present study has proved that the learning model could increase the students' ability. It could be seen from the scores of their post-test after the intervention of the learning model, which was much higher than the initial ability before the intervention. Considering the benefit of this learning model in improving the learners' ability, it is recommended for the English instructors to apply the model in their teaching practice. Applying this model into learning experience could contribute to presenting the better learning milieu.

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