

# ***THE EFFECT OF USING WORDLESS PICTURE ON THE SECOND YEAR STUDENTS ABILITY OF SMPN 14 PEKANBARU IN WRITING NARRATIVE TEXT***

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**Abstract:** *The objective of this research was to find out whether there is a significant effect of using wordless picture on the second year students' ability of SMPN 14 Pekanbaru in writing narrative texts. This research is a pre-experimental research using one group pre-test post-test design. In conducting this research, a single group without control group was selected to be a sample. There were 31 students were selected as the sample by using cluster random sampling. A writing test was used both in pre and post-test. T-test formula was used in order to find out the difference between pre-test and post-test and to analyze the hypotheses. After analyzing the data, it was found that t-test score was 6.302 while t-table score in significance level 5%  $df=29$  was 2.05. Since t-test was higher than t-table, it can be concluded that alternative hypothesis was accepted and null hypothesis was rejected. It can be further understood that "there is a significant effect of using wordless picture on the second year students' ability of SMPN 14 Pekanbaru in writing narrative texts". Based on the research findings, it is suggested that wordless picture can help the students to improve their writing ability especially in writing narrative text.*

**Key Words:** *Effect, Wordless Picture, Writing Ability, Narrative Text*

# **PENGARUH GAMBAR TANPA KATA TERHADAP KEMAMPUAN SISWA KELAS 8 SMPN 14 PEKANBARU DALAM MENULIS TEKS NARATIF**

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari gambar tanpa kata pada kemampuan menulis siswa kelas 8 SMPN 14 Pekanbaru dalam menulis teks naratif. Penelitian ini adalah pre-eksperimen yang menggunakan desain satu kelompok pre-test dan post-test. dalam pelaksanaannya, satu kelompok dipilih tanpa kelompok control sebagai sampel penelitian. 31 siswa terpilih sebagai sampel penelitian dengan menggunakan teknik cluster sampling. Tes menulis digunakan sebagai instrumen dalam pre-test dan post-test. T-test digunakan untuk mengetahui perbedaan antara hasil nilai siswa dalam pre-test dan post-test dan untuk menganalisis hipotesis. Setelah menganalisis data, diperoleh nilai t-test 6.302 sementara t-tabel dalam level signifikan 5% degree of freedom (df) 29 adalah 2.05. karena t-test lebih besar daripada t-tabel, dapat disimpulkan bahwa hipotesis alternative diterima dan hipotesis null di tolak. Dengan kata lain “ada pengaruh yang signifikan dari gambar tanpa tulisan pada kemampuan siswa kelas 8 SMPN 14 Pekanbaru dalam menulis teks naratif.” Berdasarkan hasil penelitian, gambar tanpa tulisan dapat digunakan untuk meningkatkan kemampuan menulis siswa terutama dalam menulis teks naratif.

**Kata kunci:** Efek, Gambar tanpa Kata, Kemampuan Menulis, Teks Naratif

## **INTRODUCTION**

Writing is a communication skill through a paper. Writing skill is more complex than other skills because it requires mastery of grammatical and rhetorical devices. For most students that makes writing difficult are generate and organize the ideas from a word become a sentence, a paragraph and a text. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.

Based on the KTSP syllabus, the second year students of SMP level are required to study three kinds of texts; descriptive text, recount text, and narrative text. Students cannot comprehend narrative text yet because they lack of meeting. The students need to learn the definition, language feature, social function and generic structure of narrative text. Students need to consider the grammar, vocabulary, punctuation, and capitalization. The main problem is if the students do not have any ideas to write a story.

A narrative text is a form of story text that has purpose to entertain readers. It tells about an imaginary experience which has a social function to amuse, to entertain and to deal with an actual or a vicarious experience in a different way. It means students need to write the text as good as possible. Therefore people may be entertained by the text. The ideas need to write in a well-organized text to create a good narrative text. However the students still difficult in writing due to some factors such as lack of vocabulary, low capability on expressing idea and grammar comprehension

To solve the problems the researcher should find out the effective media to help students in studying narrative texts. The researcher tries to apply a teaching media using wordless picture. According to Harvey and Goudvis (2000), wordless picture media has purpose to sketch visual images of text to aid in memory and recall of the story. It means that by using wordless picture the students are easier to construct a good narrative text. It is like helping students to acknowledge them about the story.

According to Avery (1996), the wordless picture relates the story entirely through the illustration, encourages students to apply literacy skills and not only draw inferences from what is pictured but also respond to the quality of the pictures and note details that adult some-times miss. It is expected that wordless picture can help students to find an appropriate word in writing and able to build the imaginary based on the pictures. Therefore, students can express and write their idea.

## **METHODOLOGY**

This research was a pre – experimental research. This research was conducted by using, one group pre-test – post-test. It involved a single group that was pre-test, exposed treatment and post-test and one class was involved in this research. The researcher compared the scores in pre-test and post-test to see whether the treatment is effective or not on the students' writing ability in writing narrative texts.

**Table 3.2 One group pre-test and post-test**

Group	Pre-test	Treatment	Post-test
Experiment	O1	—	O2

(Sugiyono, 2011)

Arikunto (2006) states population is all of the subjects who are connected to the research. The population of this research was all second year students of SMPN 14 Pekanbaru. There were eight classes VIII.1 up to VIII.8.

Arikunto (2006) states sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. Arikunto (2006) states if the population is more than 100, the sample should be 10-15% of the population. Because the number of the second year students is 264, it means  $11\% \times 264$  equals 29.04 or it can be regarded as 32 students minimally. Since every class had more than 30 students, the researcher selected one class as the sample by using cluster random sampling. The sample in this research was VIII.7 that consisted of 31 students.

The researcher administered two writing tests; pre-test and post-test. The students were assigned to write two narrative texts based on the topic given. The topics of writing tasks were Lion and Mouse and Rabbit my friend. The raters assess students' writing by following scoring rubric adapted from Hughes (1998). The components of writing that were assessed are grammar, vocabulary, mechanics, and form (organization). For other materials, the researcher used a whiteboard, a marker, and answer sheet.

Before applying the treatment, the researcher administered a pre-test to find out the students' writing ability in writing narrative text. The students had to write a narrative text based on picture and had 60 minutes to finish their writing. Then, the three raters were asked to assess students' writing while the researcher was applying the treatment. The treatments were applied in six meetings with different topic in every meeting. The researcher introduced a wordless picture and asked the students to write a narrative text about the picture.

After applying the treatments, the researcher administered a post-test to find out whether wordless picture is effective or not on the students' writing ability in writing narrative texts. The students had to write a narrative text based on the picture and had 60 minutes to finish their writing. The students' writing was assessed by the three raters. After getting the data, the researcher compared the result on pre-test and post-test. Moreover, students' score were classified to know the level of their writing ability by following classification of the students' writing score that was adapted from Harris (1974).

**Table 3.5 Classification of the Students' Writing Score**

No.	Test Score	Classification
1.	80 – 100	Excellent
2.	60 – 79	Good
3.	50 – 59	Average
4.	0 – 49	Poor

To test the hypotheses, the scores were analyzed statistically by using t-test formula through SPSS. The researcher found out the complete result in SPSS including the mean, standard error mean, standard deviation, and degree of freedom. The criteria of

testing the hypotheses according to Schervish (1996) are if the p-output (sig.2-tailed) is lower than 0,05 and t-value is higher than t-table (2,05) on significant level 5%, the null hypothesis (ho) is rejected and alternative hypothesis (ha) is accepted and if mean score of pre-test is higher than post-test, the null hypothesis (ho) is accepted and alternative hypothesis (ha) is rejected.

## RESULT AND DISCUSSIONS

### Result

The test result aims to present the students' writing skill in for components of writing (grammar, vocabulary, mechanics, and form). Each of those aspects had 1 – 5 score based on analytic methods of scoring by Hughes (1998). In order to get the data more objective, valid, and reliable, three raters were invited to assess students' writing both in pre and post test.

### Result of Pre-test

After conducting the pre-test, the researcher got the mean score that was 50.54 from first rater, 40.32 from the second rater, and 41.94 from the third rater. Then, the researcher got the mean score that was 44.22, the median was 45.83, the standard deviation was 14.21, the standard error mean was 2.55 and the mode score was 50.0 for the pre-test from the three raters. The students' test result in the pre-test showed that none of the students was successful to get the higher score than 78 as minimum criterion of achievement in English subject. One student (3.2%) got the score 16.67 as the lowest score, one student (3.2%) got the score 70.83 as the highest score. the students' ability in writing narrative text based on components of writing as can be seen on table 4.1 below.

**Table 4.1 Students' Ability Level on Pre-test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	9	29.0	29.0	29.0
	Good	4	12.9	12.9	41.9
	Poor	18	58.1	58.1	100.0
	Total	31	100.0	100.0	

The table 4.1 shows that students' writing ability is not really good. As can be seen from the table, most of the students' writing ability is in poor level with the scores 16.67 – 58.1. It shows that the students still difficult to write a good narrative text by following the components of writing. The whole of students' score in pre-test can be seen in appendix X.

## Result of Post-test

After conducting the post-test, the researcher got the mean score of the test of 61.78, median was 63.84, standard deviation was 16.41, standard error mean was 2.94 and mode was 56.94. The students' test result in the post-test showed that 6 students were successful in getting the score higher than 78 as minimum criterion of achievement in English subject. Two students (6.4%) got of 81.94 as the highest score and one student (3.2%) got of 16.68 score in the post-test as the lowest score. the students' ability writing narrative text based on components of writing as can be seen on table 4.4 below.

**Table 4.4 Students' Ability Level on Post-test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	7	22.6	22.6	22.6
	Excellent	3	9.7	9.7	32.3
	Good	16	51.6	51.6	83.9
	Poor	5	16.1	16.1	100.0
	Total	31	100.0	100.0	

The table shows that the students' writing ability improves after the treatment was applied. As can be seen from the table, most of students writing level is improves to good level and there are only five students that still in poor level. Thus, the improvement of students score on pre-test and post-test indicate that the treatment given has significant effect on the students writing ability in writing narrative texts. The whole score on post-test from three raters can be seen on appendix XVIII.

## Result of T-test

After conducting the post-test, the data were analyzed by using t-test formula to find out whether the hypothesis is accepted or not. The researcher found out the complete result in SPSS including the mean, the variance, standard deviation, standard error mean, and degree of freedom of the test that can be seen on the table 4.6.

**Table 4.6 Result of T-test  
Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Post Test - 1 Pre Test	17.56355	15.51743	2.78701	11.87171	23.25539	6.302	29	.000

From table 4.4, the researcher found that the standard deviation was **15.51743**. After obtaining the standard deviation, the standard error can be calculated. The standard error mean was **1.83934**.

Based on the data analysis, it shows that the mean difference was significant. The value of t-test was **6.302**. Meanwhile, the values of t table on the df (degree of freedom) **29** was **2.05** with the level of significance ( $\alpha$ )=5%. Then, according to the result, the t-test was larger than the t table on significant level 5%. The level of significance was **6.302 > 2.05**. It means that the alternative hypothesis regarding the effect of concept mapping was accepted and its null hypothesis was rejected. In other words, there is a significant effect of using wordless picture on the second year students' ability of SMPN 14 Pekanbaru in writing narrative texts.

## **Discussions**

### **Discussion of the Pre-Test**

Pre-test was conducted before the treatment in order to measure the writing ability of second year students' of SMPN 14 Pekanbaru in writing narrative text. The mean score of pre-test was **44.22** which lay on the "poor" level. Due to result of the pre-test which gotten from the three raters, researcher concluded that students still have difficulties on grammar, and vocabulary.

### **Discussion of the Post-Test**

After the treatment was given for about 6 meeting, their writing skill improved quite significantly. The mean score in post-test was **61.78**. It can be concluded that the improvement was due to the treatment given by the researcher. Writing based on the picture helped students to develop a better story following the generic structure of the narrative text.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

From the result, it can be concluded that wordless picture is effective to improve student's writing ability especially in writing narrative texts. That can be seen from the students' mean score on post-test (61.78) was higher than on pre-test (44.22). Then, it was found that the value of t-test (6.302) was higher than t-table (2.05). In addition, the correlation level between the variables was moderate positive. Wordless picture works well to improve students' writing ability especially in writing narrative texts as a media which means that the independent variable has a significant effect on the dependent variable. The improvement happens because wordless picture motivate students to write using their own language and helping them expand their vocabulary by expressing their ideas and thoughts more confidently.

## Recommendations

### The students

The students may use wordless picture in writing especially writing narrative text since wordless picture can stimulate their visualization and motivate them in writing process. The students need to pay attention on teacher's explanation. Therefore, they can get the material and do the assignment easily.

### The teacher

It would be a good idea for the teachers or future teachers to use wordless picture in order to help the students in writing a text. In addition, the teachers need to realize that learning has two way process, not only teacher-center but also students-center. Then, the time for applying wordless picture was quite short. It would be better if the students continue to write a text by using wordless picture to get a better result.

### Other researcher

For other researcher, wordless picture can be use to help students in writing especially narrative text. Considering the methodology of the research, the researcher suggest to apply wordless picture more than six meeting in order to get a better result and the teaching learning process can be more effective.

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