

## The Effect Of Visual Media On Students' Writing Skill Of Eleventh Grade Of SMA Negeri 1 Selesai

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### ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh signifikan penggunaan Media Visual terhadap keterampilan menulis siswa kelas sebelas SMA Negeri 1 Selesai. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain Quasi Eksperimental. Dua kelas diambil sebagai sampel penelitian dengan masing-masing kelas berjumlah 20 siswa. Kelas-kelas tersebut dirancang sebagai kelas eksperimen dan kelas kontrol. Kelas eksperimen diajar dengan menggunakan Media Visual sedangkan kelas kontrol diajar tanpa menggunakan perlakuan. Populasi siswa di SMA Negeri 1 Selesai, dan sampelnya adalah 40 siswa (20 siswa untuk kelas eksperimen dan 20 siswa untuk kelas kontrol). Teknik pengambilan sampel yang digunakan adalah total population sampling. Selain itu, penelitian ini dilakukan melalui prosedur berikut: pemberian pre-test, pemberian perlakuan, dan pemberian post-test. Data yang dianalisis dalam penelitian ini diperoleh melalui tes esai. Hasil kesimpulan bahwa dalam menguji hipotesis, nilai t-observasi ( $t$ ) adalah 8,23, dan t-tabel ( $t_t$ ) pada taraf signifikansi 5% adalah 1,686. Artinya  $t_{hitung} > t_{tabel}$ , maka  $8,23 > 1,686$ . Jadi hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_0$ ) ditolak. Berdasarkan hasil tersebut dapat disimpulkan bahwa penggunaan media visual efektif dalam meningkatkan keterampilan menulis teks naratif siswa kelas XI SMA Negeri 1 Selesai.

**Kata Kunci** : Keterampilan menulis, Teks naratif, Media Visual

### ABSTRACT

The objective of the study is to know the significant effect of using Visual Media on students' writing skill at the eleventh grade of SMA Negeri 1 Selesai. The method applied in this research was quantitative method in the design is Quasi experimental. Two classes were taken as the sample of the study with 20 students in each class. The classes were designed as an experimental class and controlled class. The experimental class was taught by using Visual Media while the controlled class was taught without using the treatment. The students' population at SMA Negeri 1 Selesai, and the samples were 40 students (20 students for the experimental class and 20 students for the controlled class). The sampling technique that used was total population sampling. Moreover, this research was conducted through the following procedures giving pre-test, applying treatments, and giving post-test. The data analyzed in this research was gained through essay test. The result of the conclusion that in testing the hypothesis, the value of t-observation ( $t_o$ ) was 8.23, and t-table ( $t_t$ ) at significance level of 5% was 1.686. It means  $t_o > t_{table}$ , then  $8.23 > 1.686$ . So, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Based on the result, it can be concluded that using Visual Media was effective on increasing students' writing skill narrative text at the eleventh grade of SMA Negeri 1 Selesai.

**Key Words** :Writing skill, Narrative text, Visual Media

## **I. PENDAHULUAN**

### **1. Latar Belakang**

Writing is one of the most important skill to be developed as part of English language learning. To develop writing skill, the students need to master the writing process from word-level to text-level, including the choice of words, vocabulary, grammar content, etc. Based on Putra stated writing involves not only structure but also diction (word choice), vocabulary, and the thinking organization. In addition, Westwood stated writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural competencies. Also, Richards and Renandya cited in Fadila claimed that writing is the most complicated skill for L2 learners to master. It seems that writing is difficult to learn because it has to do with heart and soul and the mind behind the words. For the students at the eleventh grade of SMA Negeri 1 Selesai, learning English writing is important because it helps developing students' critical thinking skills and helps them to understand and to communicate complicated ideas. Therefore, they are supposed to focus on the mastery of the content of the text and to express the meaning in functional written texts and short essay from simple to complex sentences in the form of recount and narrative to interact with the surrounding environment. Besides that, the objective of teaching writing in narrative text for the eleventh grade is to help students be able to write essay in narrative with the right steps. Furthermore, in the standard writing for the eleventh grade students, it has to develop students' grammar, vocabulary, punctuation, and spelling. However, the eleventh grade students of SMA Negeri 1 Selesai have difficulties in writing so that their writing score still low although they have learnt it since in Junior High school. Moreover, the problems can arise for some students in writing because it is a complex skill involving multiple processes and abilities. Conny state that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Based on Bachani in Fadila, in his book stated learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct interaction between the writer and the reader. In addition, Saddler et al. wisely remarked in Westwood's book that, good writing is not only hard work, but also it is an extremely complex and challenging mental task. Therefore, many reasons suppose that the number of students with writing difficulties is even greater than the number experiencing difficulties in other skills. In order to solve the students' problems, the writer is hoped to be able to find the solution to improve students' writing skill. To solve the problems easier, the writer can use visual media. The usage of visual media in teaching writing facilitated students to understand an object that want conveyed, memorized and interested in learning writing. Winda states that by using this media, the students are expected to be easier to understand the material given. Besides, this is also predicted to be more active and interested in receiving the materials in the classroom. Media refers to whatever tools that a teacher in presenting the learning materials. .

### **2. Perumusan Masalah**

He formulation of the problem of this research is The Effect Of Visual Media On Students' Writing Skill Of Eleventh Grade Of SMA Negeri 1 Selesai.

### **3. Tujuan Penelitian**

The purpose of this research is The Effect Of Visual Media On Students' Writing Skill Of Eleventh Grade Of SMA Negeri 1 Selesai.

#### 4. Manfaat Penelitian

The benefit of this research is to be able to apply the benefits of the research with the title The Effect Of Visual Media On Students' Writing Skill Of Eleventh Grade Of SMA Negeri 1 Selesai.

## II. METODE PENELITIAN

The type of this research is experimental research, precisely Quasi experimental research. According to Creswell experimental research is used when the writer wants to establish possible cause and effect between the independent and the dependent variables. Based on Creswell, Quasi experiment research is testing an idea (practice) to determine whether it influences an outcome or dependent variable. This research design involved an experimental group and a control group, both are given a pretest and a posttest. Experimental group received the treatment, however the control group do not. The threats to internal validity that endanger use of the design include history (something could happen between the last pretest and the first posttest), instrumentation (if, for some reason, the test being use is changed at any time during the research. The possibility of a pretest treatment interaction is also increased with the use of several pretest.

**Tabel 1.** Design of the Study

Group	Pre-test	Treatment	Post-test
Experimental group	√	Using Visual Media	√
Control group	√	Using Conventional Method	√

In this research the writer using all the population of the student as the sample namely Total population sample. This consideration is also based on Sugiyono, "Total population sample is a technique sampling where the entire population that meet the criteria (e.g. specific skill, experience, class, etc.) are included in the research being conducted". Total population sample is more commonly used where the number of the population is less than 100. The sample's characteristics in this research are all the students of the eleventh grade of SMA Negeri 1 Selesai who learning English subject, with the total of students is 40.

**Tabel 2.** Samples

Group	Technique	Samples	
		Class	Students
Experimental	Visual Media	XI-1	20 Students
Controlled	Conventional Method	XI-2	20 Students
<b>Total</b>			<b>40 Students</b>

Since this study is concerned with the experimental research, there are two variables that it has, namely: dependent and independent variables. The dependent variable in this study is the students' writing skill, while the independent one is visual media. Writing is one of four English language skills that should be master for the learner of English. Students should practice their writing ability to gain their prior knowledge about write a good text in

English. By using visual media the writer expect that will help the students to improve their writing skill.

To know the effectiveness of teaching writing by visual media, the writer gave the essay test to the students. The essay test was divided into two part: the pre-test and the post-test.

The test was given two times to the students. The procedures in administering the test are shown below:

a. Pre-test

The test is administered to measure the equality or difference of the sample's writing skills. This test was given before the treatment of teaching the topic to both groups.

b. Post-test

To measure the sample's achievement after teaching learning process, the similar test was administered to both control and experimental groups

### III. HASIL DAN PEMBAHASAN

#### Writing

Writing is one of the basic skills in English, it is very important to better understand writing skills, because writing is different from other skills, writing involves several components in the language including (spelling, grammar, vocabulary and punctuation). The definition above is almost the same as Rahmawati's opinion cited in Azmi which states that writing clear sentences requires that we learn the rules of grammar properly and English mechanics such as the use of verbs, pronouns and proper punctuation such as the use of periods, commas, and others. There are various ways to arrange sentences in writing. Based on Harmer in Sehari writing is also known as a productive skill, like speaking, because it involves producing language rather than receiving it. However, although both speaking and writing are productive skills, in the process of producing language, they are different. Spoken language is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned. From the definition above, it can be conclude writing is one of productive skills in English language which is the most difficult skill to be learned. It is because writing needs a long process and the mastery of English knowledge.

#### Narrative Text

Narrative text is one of genre which is taught at the eighth grade students. Anderson and Anderson stated that narratives are usually told by a story teller. Another definition, Clouse defined the narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way cited in Fadila. From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

#### Visual Media

Ashar stated, "*Secara garis besar, unsur-unsur yang terdapat pada media visual terdiri dari garis, bentuk, warna, dan tekstur*". It means that the visual media consists of some aspects, they are line, form, color, and texture. Though this aspect, the media can be seen by students. It make this media is called visual media. In addition Nurhasanah said, "*Visual Media adalah media pembelajaran yang menggunakan indera penglihatan, karena*

*media ini menghasilkan suatu rupa atau bentuk*". It means that the visual media is a learning media that uses the sense of sight, because this media produces a shape or form. Nurhasanah also stated that benefits of visual media in the learning process, they are: 1) Students can learn the material being studied repeatedly, 2) Students can learn individually, and groups to be more understandable, 3) Learning materials will be easy to remember and easy to explain by students. The more senses used then the material delivered will be much remembered and understood. Based on explanation above, the writer concluded that visual media is the most simple media, practical, visual message which is easy to be made and much liked by the students is picture, moreover a colorful picture. So, the visual media is trusted to be able to increase students motivation to study.

Students in the experimental class was given the learning by using visual media while teaching writing. Furthermore, at the first lesson students are given writing test based on the visual media given from the teacher as a pre-test, and at the end of the same test but with different theme as a post-test. Based on the data, could be seen that the score of students' pre-test and post-test in the experimental class were different. The mean of students' score in the pre-test was 69.6 with the lowest score is 42 and the highest score was 84. Meanwhile the mean score of post-test was 84.4 with the lowest score is 55 and the highest score is 96. Students in the control class received different treatment with students in the experimental class. In this class the students taught writing by using conventional method. Furthermore, at the end of the lesson, the students was given the same test as the experimental class. Based on the data, it could be seen that the score of students' pre-test and post-test in the control class were different. The mean of students' score in the pre-test was 71.4 with the lowest score is 54 and the highest score was 85. Meanwhile the mean score of post-test was 75.5 with the lowest score is 60 and the highest score is 90. Before calculating the t-test formula, the writer needed to check whether the data collected were distributed normally or not and to determine if the research samples variances were homogeneous or not. From the data of Normality test can be seen on Kolmogorov-Smirnov that the significance of the pre-test in experimental class is 0.054 and the significance of the post test is 0.074. It can be concluded that the data are normally distributed because of 0.054 and 0.074 > 0.05. Meanwhile, the significance of the pre-test and post test in controlled class is 0.200. Therefore, the data are also normally distributed because 0.200 > 0.05. In other words, the data of the pre-test and post test in both classes are normally distributed. From the data shows that the significance of pre-test results between experimental and controlled class is 0.863. Therefore, it can be concluded that both classes have the same variant because of 0. 0.863 > 0.05. and for the post test showed that the significance of post-test results between experimental and controlled class is 0.746. Therefore, it can be concluded that both classes have the same variant because of 0.746 > 0.05. In other words, the data of pre-test and post-test in both classes are homogeneity. After took the normality test and homogeneity test, and produces data that is normally distributed and homogeneous. Then the data can be analyze using hypothesis testing. The result from calculating the data above is  $t_o = 8.23$  and  $t_t = 1.686$ , it means  $t_o$  is higher than  $t_t$  in significant level 5% so the null hypothesis ( $H_o$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. Therefore, the using of visual media is effective on increasing students' writing skill. Based on the result showed that visual media is better than conventional method in increasing students' writing skills. This also evidenced by the results of the post test. These shows that students' writing skill increase after visual media applied in the experimental class. From this treatment students can learn the material repeatedly, they can learn individually and students can remember the material easily. At last, the experimental class can solve their difficulties in organized their ideas, planning writing, and revising the

text. In addition, these results are supported by previous research. "Using Visual Media for Improving Writing Skills" Chicho found that writing skills can be developed with the implementation of visual media strategies. Visual media had a great impact on making the language learner more critical and more productive. The factors which prevent learners from being able to write fluently can be solved by using a visual media strategy. Visual media has been used as a tool for teaching language. Based on the explanation above it can be concluded that the use of visual media is effective when we use it in teaching English writing.

#### **IV. KESIMPULAN**

Based on the result of the data analysis the writer comes to the conclusion that Visual Media is an alternative technique in teaching writing. It can help the students increasing their writing skill. Students also get some benefit such as they can learn the material repeatedly, they can learn individually and students can remember the material easily. It can be seen from t-test result which showed the mean score of post-test in experimental class which was taught by Visual Media is higher (84.4) than the mean score of pre-test (69.6). The test result showed that  $t_o = 8.23$ . It is higher than  $t_{table}$  from the significance level ( $\alpha$ ) of 5% = 1.686. Thus, in accordance with the provisions that have established that the hypothesis is accepted if  $t_o > t_{table}$ , then  $8.23 > 1.686$ . It is concluded that the hypothesis is accepted, it means that there is any effect of using Visual Media on students' writing skills at the eleventh grade of SMA Negeri 1 Selesai.

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