
THE EFFECT OF PICTURES AND VIDEOS ON ENGLISH FOREIGN LEARNERS' WRITING SKILLS AT INSTITUT ILMU SOSIAL DAN ILMU POLITIK YAYASAN PENDIDIKAN ISLAM BIAK PAPUA

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Abstrak

Penelitian ini berfokus pada studi perbandingan kemampuan mahasiswa dalam menulis teks naratif antara menggunakan gambar dan video animasi. Penelitian ini bertujuan untuk membandingkan mana dari dua media tersebut yang dapat meningkatkan produktivitas mahasiswa dalam menulis teks naratif dan untuk mengetahui apakah ada perbedaan yang signifikan antara prestasi menulis mahasiswa yang diajarkan menggunakan gambar dan video animasi. Untuk mencapai tujuan tersebut, peneliti melakukan beberapa tes. Pre-test bertujuan untuk mengetahui apakah kedua variabel memiliki skor rata-rata yang sama atau tidak dan post-test diberikan untuk mengidentifikasi pengembangan kemampuan mahasiswa dalam menulis teks naratif setelah diajarkan menggunakan gambar dan video animasi. Selain itu, peneliti menggunakan rumus T-Test untuk menganalisis masalah. 60 mahasiswa berpartisipasi sebagai sampel penelitian ini. Mereka berasal dari dua kelas yang berbeda, yaitu Program studi Ilmu Komunikasi dan program studi Administrasi. Hasil penelitian ini menunjukkan bahwa baik gambar dan video animasi direkomendasikan untuk membantu mahasiswa meningkatkan produktivitas mereka dalam menulis teks naratif dan tidak ada perbedaan yang signifikan dari kemampuan mahasiswa dalam menulis teks naratif antara menggunakan gambar dan video animasi yang ditunjukkan oleh nilai T-test 0,07, yang tidak melewati nilai kritis DF 56 (2,00).

Kata Kunci: Keterampilan Menulis; Menulis Teks Naratif; Gambar; dan Video Animasi.

Abstract

This research focused on the comparative study of students' ability in composing narrative text between using pictures and animation videos. This research aimed to compare which one of two media can improve students' productivity in composing narrative text and to know whether there is any significant difference between the students' writing achievement taught using pictures and animations videos. In order to achieve the purposes, the researcher conducted some tests. Pre-test was aimed at finding out whether the both variables have similar average of score or not and post-test was administered to identify students' ability development in composing narrative text after being taught using pictures and animation videos. Besides, the researcher used the formula which is T-Test to analyze the problems. 60 students were participated as the sample of this research. They came from two different class, i.e. Communication Science Major and Public Administration Major. The result of this research showed that both pictures and animation videos were recommended to help students improving their productivity in composing narrative text and there was no any significant difference of students' ability in composing narrative text between using pictures and animation videos which was indicated by value of T-test 0.07, which did not pass the critical value of DF 56 (2.00)

Keywords: Writing Skill; Composing Narrative Text; Pictures; and Animation Videos

INTRODUCTION

Writing is always the most challenging part of learning a language (Yunus and Sulaiman, 2019) and it is difficult skill to acquire and the level of the difficulty significantly higher when a foreign language is involved (Putri and Aminatun 2021). Unlike talking or speaking in which normal children learn on their own in the process of growing up, writing needs to be taught and it requires good knowledge. Writing is a product skill which need a set of procedures. Writing involves generating ideas, organizing them coherently, revising for clearly meaning, editing appropriate grammar, and producing a final product. In EFL teaching and learning, writing should be mastery skilled for written communication and academic writing purpose (Toba and Nur, 2019). Besides, students can greatly see language written as opportunity to develop their English language. Since writing's product is permanent, they can see and learn continuously how to combine the words into good logical meaning in sentences. However, the opportunity could not be realized by some students since the problem of producing ideas.

Writing consists of complex aspects that is integrated each other such as ideas and grammar. Ideas are one of important parts of writing because it is the reason why the writers write while grammar make much sense to help writer conveying a logical message or meaning. It is more important to see what learners are trying to say – i.e. their ideas than to concentrate on how they are saying it. Harmer (2014) stated that “perhaps students have never written much or they do not have anything to say” (p.329). Since ideas is the main reason that someone starts writing therefore the teachers should start with an idea of stimulating students' ideas.

The effort of stimulating students' ideas can be applied by using some media of learning or another method can motivate students to learn writing (Hasanah and Ali, 2020). The use of media in teaching and learning can be important to create an interesting and enjoyable atmosphere, especially in teaching writing (Maiza and Nurcahyoko, 2020). Toledo (2014) who wrote a journal about visual teaching media which entitle “Media Cartoons: Effects on Issue Resolution in Environmental Education”, stated that “Visual learning is a teaching and learning style that enhances thinking skills” (p.22). Visual media In other studies about visual teaching media, Royanti (2007) made a research dealing with the picture used in teaching language which the researcher used pictures to improve students' ability in story telling and Sanjaya (2014) conducted a study to examine the effectiveness of animation video in teaching writing.

The both result of the studies showed that the students got better development. However, not all visual media are effective in assisting the whole students in producing written text. In order to find out which one media is more effective in its job to assist students in producing written text, therefore the writer applied comparative study to know is there any significant difference between the students'

writing achievement in composing a narrative text for those who taught using pictures and animation videos at Institut Ilmu Sosial dan Ilmu Politik YAPIS Biak Papua or The Institution of Social and Political Science YAPIS Biak Papua.

METHOD

This reserach was quantitative which was emphasized on comparison between two variables. In the first stage, the researcher had to find out the homogeneity of the samples in composing narrative text. In order to applied the research, the both groups had to be equal in their ability in composing a text. The next stage, the researcher found out whether the students' result of composing narrative text using pictures and animation videos was significant difference or not. In order to get the answer, the researcher used the formula of T-test. In this study the researcher used MS Excel to do the analysis. The population of this study was IISIP YAPIS Biak Students in total 60 students which are majoring Communication Science and Governmen Science. They were in second semester. The researcher took the sample purposively. In this research, the researcher tried to find out classes which had problem in writing especially in writing English text.

There were two variables in this research; independent variables and dependent variables. The independent variable was the use of pictures and animation videos in teaching narrative writing. The dependent variable referred to the students' score of composing narrative texts through pictures and animation videos. In this study, independent variable was symbolized by X, while dependent variable was symbolized by Y. For detail:

1. Symbol X_1 refers to the use of pictures in composing narrative texts.
2. Symbol X_2 refers to the use of animation videos in composing narrative texts.
3. Symbol Y_1 refers to students' score taught using pictures.
4. Symbol Y_2 refers to students' score taught using animation videos.

The researcher used tests as the instrument; pre-test and post-test. The pre-test was given to know the grade of the students' writing in composing narrative texts before the treatment and to see the homogeneity of the samples. While, the post-test was administered after the treatment therefore the researcher could identify the students' improvement of both groups in composing narrative texts and to see whether there was the significant difference between the two groups or not. The researcher collected the data from students' works in the pre-test and post-test. The researcher scored and evaluated each students' works using writing rubric below:

There are two categories of criteria in the writing rubric; category one and category two. The first category consists of story element, plot development, vocabulary, and quantity of words. The second category of grammar, sentences and spelling. In this case, more weight (75%) is given to criteria in category one while the criteria in category two got weight 25%. The researcher gave more weight to criteria one's score because the use of pictures and animation videos was considered can

guide writers to compose a story or producing a text. Therefore, the effectiveness of two media would be observed through how many or how complete details to compose a good story. The more details of the story development shared by the students, the higher score would be got by them.

Table 1. Writing Rubric

Point	1	2	3	4	Score
Category					
1. Category 1 (R1)					
a. Story element	very little or no story elements are presented	some story elements are presented	most story elements are presented and developed	all story elements are clearly presented	$\frac{a+b+c}{x 75}$ 16
b. Plot development	lack development of plot	weak development of plot	general development of plot	logical development of plot	
c. Vocabulary	related word or ideas mentioned; limited basic vocabulary	attempts to use new key words, goes beyond basic vocabulary	uses new key/related words and ideas correctly; varies language	use of wide range of vocabulary taught previously	
d. Quantity of words	< 50	50 - 100	101 - 150	> 150	
2. Category 2					
a. Grammar	many errors in agreement, number and tense	some errors in agreement, number and tense	minor errors in agreement, number and tense	no errors in agreement, number and tense	$\frac{a+b+c}{x 25}$ 12
b. Sentences	mostly complete sentences; some fragments or run-on	complete sentences; few run-on sentences	complete sentences; no run-on or fragments; some variety in length	no sentence error; variety in length and type	
c. Spelling	many spelling errors	some spelling errors	few spelling errors	no spelling errors	

RESULT AND DISCUSSION

Result

The pre-test was conducted to find out the homogeneity of the two groups and to know the recent students' writing achievement in composing narrative text before conducting the treatment. The researcher calculated students' pre-test score used T-test to find out the homogeneity of the two groups in terms of their writing achievement. The calculation of T-test used MS Excel which is presented in table 2:

Table 2. Two-Sample Assuming Equal Variance

Mean	53.72	48.38
Variance	493.56	429.10
Observations	29.00	29.00
Pooled Variance	461.33	
Hypothesized Mean Difference	0.00	
Df	56.00	
t Stat	0.95	
P(T<=t) one-tail	0.17	
T Critical one-tail	1.67	
P(T<=t) two-tail	0.35	
t Critical two-tail	2.00	

From the calculation of the table above, it could be seen that the counted value of the T-test (0.36) did not exceed the critical value $t(56)=2.00$ in which the students' ability in composing narrative text between both groups was equal. In the post test, the students composed narrative text using pictures and animation videos. This activity was done in two times meeting as many as the pre-test was administered. The researcher did the calculation of both means as the score averages of all students to find out whether the use of the two media, e.i. pictures and animation videos are effective to increase students' writing achievement in composing narrative texts or not. The scores were seen in table 2 and the development of students' writing in composing narrative text was presented in Chart 2.

Table 2 Pre-test and Post-test Average Score

Group	Pre-test	Post-test
Picture	52.76	70.80
Animation	47.60	70.43

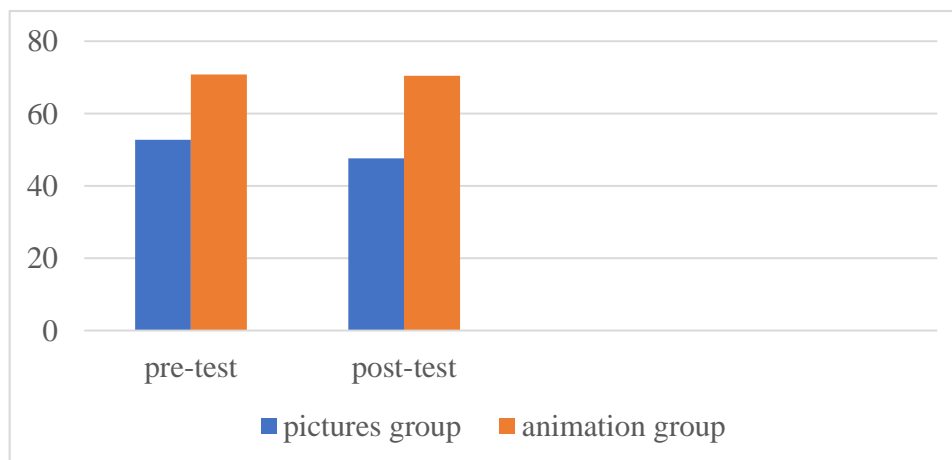


Chart 2. Students' writing development in composing narrative text

From the chart above, the score of students in the both variables, e.i. Y1 improved from 52,76 into 70,80 for pictures group and Y2 improved from 47,60 into 70,43 for animation videos group. The study’s first problem had been answered that both pictures and animation videos are significant to make students more productive in composing narrative text.

Final significant difference calculating of students’ post-test score

The T-test was used to do final calculation in order to find out whether there was significant difference or not between pictures group and animation videos group. The calculation presents in the table 3.

Table 3. Significant differences calculation of Students’ Post-test

Mean	72.38	72.00
Variance	220.24	609.57
Observations	29.00	29.00
Pooled Variance	414.91	
Hypothesized Mean Difference	0.00	
Df	56.00	
t Stat	0.07	
P(T<=t) one-tail	0.47	
T Critical one-tail	1.67	
P(T<=t) two-tail	0.94	
t Critical two-tail	2.00	

From the data calculation above, the counted value of T-test was 0,07 and the critical value of df 56 is 2,00. Therefore, there was not significant difference between the both groups because the counted value of T-test (0,07) did not exceed the critical value $t(56)=2.00$

Hypothesis testing

The hypothesis of this research was null hypothesis symbolized by H_0 in which stated “there was no significant between the students’ writing achievement taught using pictures and animations video in composing narrative text”. The testing of the research hypothesis can be seen in the pictures below.

From the figure 4.2 above showed that the value of T-test value was in H_0 Acceptance Area. I was based on the T-test that t value (0,07) was lower than $t_{table (0,05)} (2,00)$. The null hypothesis which stated that “there was no significant difference between the students’ writing achievement taught using pictures and animation videos in composing narrative texts” was accepted.

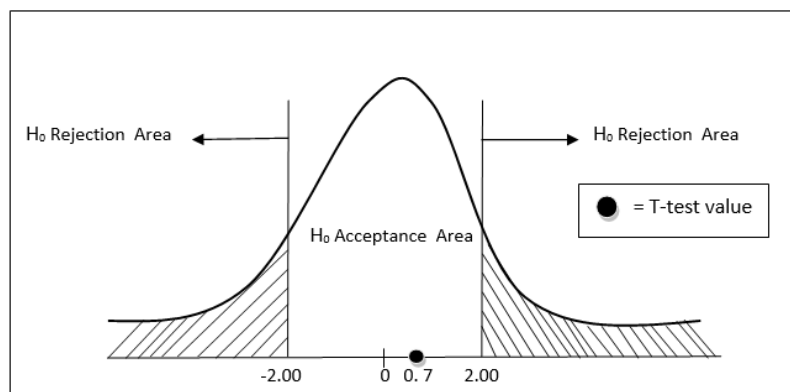


Figure 4. The cure of H₀ Acceptance

Discussion

From the data got from the pre-test and post-test, the researcher could further answer for the second statement of the problem that both media, i.e. pictures and animation videos were significant improving productivity of students' writing. Based on the calculation, the mean score of pictures group increased from 47,95 on the pre-test into 70,43 on the post-test and the animation videos group's mean score increased from 53.19 on the pre-test into 70,80 on the post-test.

Based on the data collected, the researcher found that the use of pictures and animation videos make students more productive in which their writings are improving in terms of the story element, plot development, vocabulary, and quantity of words. In composing narrative text, they had progression in the story elements are mostly presented completely enough, some of the story shared logical development of plot, the use of some new words and ideas and goes beyond basic vocabulary. Basically, "teaching writing as one of activities in teaching and learning process which is conducted by the teacher has general instructional goal that is to direct students to be able to express their ideas, feelings, or thought correctly" (Purba, 1996: p.102).

Thus, Teacher should find the technique or media that able to make students express the ideas easy and correctly. However, there are still some students difficult to express their thought into written words. For these reasons, students need more practice to improve their writing. In improving students' writing skills, teachers are asked to find some techniques or media. For instance, the use of media such as pictures and animations video are considered can help students to improve their writing skills. In writing process, pictures are considered to help students to be more productive in their writing content. As Wright (1989) said that "pictures are excellent stimuli for writing" (p.118). Afterwards, it is strengthened by Brown's (2004) statement which is "a sequence of three to six pictures depicting a

story line can provide a stimulus for written production” (p.227). Hence, pictures provide the students with stimulating their imagination powers. Besides, in the writing process through observing pictures, students have opportunity to share and express their ideas into written text especially in composing a narrative text. Sequence of pictures consist of the elements of narrative where enable students to identify the plot, characters and theme through visual. Thus, by knowing the elements of story, it is easier for students to write the story. By viewing animation videos, it enables students to understand the generic structure of the story structure of the story.

Animation videos contain some element of narrative such as characters, dialogues, plot, conflict, climax, etc. Therefore, this could be recommended to be used to help student in composing narrative text. Besides, the T-test result concluded that the critical value of t table (1,837) for df 58 was higher than t value (0.95). it means that the both groups were not significant different. Pictures and animation videos can be one of the solutions to stimulate students’ ideas in writing in composing text. Animation video is considered as media which is more attractive than pictures. Animation videos provide motion pictures while pictures could not provide a movement. However, from the data analysis, they did not have differences in the average result of their writing score.

CONCLUSION

Based on the data presentation, the researcher concludes that pictures and animation videos as two kinds of media are relevant to be used in composing a narrative text because of both pictures and animation videos could be media to help students improving their productivity in composing text. There is no any significant difference between the students’ achievement for those who taught using pictures and animation videos at IISIP YAPIS Biak.

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