ENGAGING STUDENTS' WRITING SKILL BY USING PICTURE CUED TASK

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Abstract

The aim of this research was to know whether there is a significant effect of teaching by using picture cued task toward students' writing skill at the tenth grade of SMAN 14 Kota Tangerang. The method of the research used quantitative research and for the design of the research is Quasi- Experimental research with one group by using pre-test and post-test in experimental class. Students test was used by the writer to collect the data through pre-test and post-test. The result of this research was statistical calculation by One-Sample Kolmogorov-Smirnov test, it is known the asymptotic significances of the pre-test and post-test in experimental class data is 0.000 (0.05). it can be concluded that there is positive effect of the use picture cued task in engaging students writing skill.

Keywords: picture cued task; quantitative; writing skill

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1. Introduction

Writing is not an easy activity, especially for high school students, sometimes when students asked to write text, not all of them are able to write text with the correct structure or other features (Mahrina et al., 2023; Sahid et al., 2024; Tukan, 2024). As claimed that writing has a very complex process that must prepare a plan for what must be written, interpret the writer's ideas into the text, and pay attention to what has been written (Hayes & Flower, 1986; Hyland, 2019; Lim & Phua, 2019; Zulaeha & Marpaung, 2020; & Nirmala, 2023).

Writing is the representation of language in text through using signs and symbols which is known as writing system (Peter T. Daniels and William Bright, 1996; Douna et al., 2015). It means that writing is a process to deliver an idea or thought using text. Writing is an activity that can be useful in our daily life.

Brown (1989) stated that there are three stages of writing process. They are preparing, drafting, and revising text. 1) Preparing, the preparation is the first stage of writing process. What the writer is going to do in writing depends on the target of reader, writing purpose, writing content, and writing situation.

For example, writing a short message to the friend can be different from preparation with writing a short story.

2) Drafting, this stage is the second stage where the writer gets down his ideas and thoughts, arranging drafts based upon preparing activity. When they arrange, the writing begins to decide what to include or exclude, and mark decisions about how these ideas will be organized. 3) Revising, the last stage is revising where the writer checks what they have said what they wanted to say and they have said in a clear and appropriate way. This is the most important stage in writing process. This stage leads the writer to check the content to be clear to the reader. It is not just checking the spelling, punctuation and grammar but arranging, adding, omitting, and changing words.

The writer conducted her observation at SMAN 14 Kota Tangerang at tenth grade. From the data, the writer has found some problems faced by the students in writing skill. Such as the low mastery of English Vocabulary by students, lack of understanding the grammar and structure of the writing, lack the ideas, spelling and punctuation. The findings of this problem are also in line with the findings of previous research that there are problems in writing for EFL students (Alzubi & Nazim, 2024; Nurfidoh & Kareviati, 2021; Ramadhanty et al., 2022; Wang, 2013). So, it makes the writer interested to the research focus in teaching writing skill at SMAN 14 Kota Tangerang. So, in this research the writer uses one of the ways to teach writing is through picture cued.

Picture cued task is one of strategy that utilizes images in order to stimulate students' thinking and writing (Septyaningrum et al., 2024; Shodiq et al., 2021). The use of picture in learning writing gives a lot of benefits for students such as help them to find ideas, improve their vocabulary, and grammatical issue (Fujiono & Khairuddin, 2018; Soviyah & Purwaningtias, 2018).

According to Brown (2003), "Picture cued task is displayed with the objective of focusing on familiar word whose spelling may be unpredictable, items are chosen according to the objectives of the assessment." Pictures lead the students to focus directly on words. The use of picture gives positive effect such as motivation enthusiasm, understanding about ideas generation, independence in constructing sentences, high sentence production and cooperative learning (Baso, 2016; Bangun & Koeswanti, 2024; Yuliyanti, 2024).

The objective of the problem is to find out the effect of teaching by using picture cued task toward students' writing skill at the Tenth Grade of SMAN 14 Kota Tangerang. This study hopes that the strategy can break down students' challenges in learning English especially writing.

2. Method

This study emphasizes of picture cued task toward students' writing skills. It means there are one independent variable and one dependent variable. The variable X as the independent variable is picture cued task) and the variable Y as the dependent variable is writing skill. The study was conducted by using quasi experimental research. The quasi experimental design used only one group, thus not requiring a control group. According to the experiment result which are dependent variable are not solely influenced by independent variables. It was quasi-experimental research with one group by using pre-test and post-test in experimental class. It was about learning recount text by using picture cued task at Tenth grade students at SMAN 14 Kota Tangerang.

The writer gave pre- test and pots-test in experimental class. In the first meeting, the writer gave pre- test to students, the next meeting, the writer give material about recount text in a treatment at experimental class. In the last meeting, the writer gave post-test about recount text using picture cued task.

In the study, the writer analyzed the quantitative data by using Wilcoxon signed ranks test analysis of the students' scores. After the students' scores had been collected, the writer analyzed the data using SPSS program version 26, one paired test to see the comparison between pre-test and post-test mean scores and to see the effect of picture cued task on students' writing

skill. So, the writer concluded what their to engage students' writing skill in learning process.

3. Result

The writer gave the same test to the students to get the data for quantitative. The tests are pre-test and post-test. The pre-test was given at the first meeting or before giving the treatment and post-test was given at the fourth meeting or after giving the treatment. The purpose of giving post- test was to know the differences between the students' score before giving treatment and after giving treatment. The writer used the written test in the form of essay with instrument that has been valid and reliable. The validity and reliability of the instrument can be known from the writer validated before using the instrument by conducted the content of validity. The writer gave the content of validity to an English teacher and lectures of English education. The test was given to find out the effect of teaching by using picture cued task in writing skill.

After giving the pre-test and post-test in experimental class, the writer analysed the result to get the students' score. The result of the test was called data and it would be processed by using SPSS 26 in analysing the data, the writer used the differences score of the students. it was obtained from looking for the differences between pre-test and post-test score.

Based on the written test that was given to the tenth-grade students of SMAN 14 Kota Tangerang, the writer analysed the data of the scores of the

students' writing skill by statistical result SPSS 26 of pre-test and post-test in experimental class. The data was taken from students' answer in the pre-test which was found the minimum scorewas 25 and the maximum score was 75 with mean 34.83, and standard deviation 13.946. While, the post-test which was found the minimum score was 34 and the maximum score was 95 with mean 76.87 and standard deviation 18.857. It can be seen in the table of descriptive statistics as follows:

Table 13 Descriptive Statistics of Experimental Class

Test	Pre-Test	Post-Test
N	30	30
Min	25	34
Max	75	95
Sum	1045	2306
Mean	34.83	76.87
Std Dev	13.946	18.857

Table 14 Descriptive Statistics Experimental Class

Class	Kolmogorov Smirnov		
	Statistic	df	Sig.
Pre-Test	0.293	30	0.000
Post-Test	0.289	30	0.000

Based on the table above, it can be seen the significant value of pre-test is 0.000, while the significant post-test results from data that are distributed normally or not, are calculated through normality tests. To find out the result, then after the calculated of the data normality test using Lilliefors formula there is 1 sample class with the number of 30 students at a significant level of (0.05) then Ha is received. But if the result is smaller than (0.05) then Ho is rejected. Therefore, from the table can be concluded that the results of the data

from this research distributed is not normal, because the sig. value of pre-test and post-test were less than α (<0.05).

Next, the homogeneity of the data was analyzed to know the variance of sample. From table 15, it can be seen the result of sig. value is 0.022, or less than α (0.022 < 0.05). It means that the data was not homogeneous.

Table 15 Test of Homogeneity of Variances

Levene	df_1	df_2	Sig
5.568	1	58	0.022

After that, the hypothesis test was done by using Wilcoxon Signed Rank Test due to the data was not normal and homogeneous distribution. The hypothesis testing showed that the Asymp.Sig. (2-tailed) value was smaller than α (0.000 < 0.05). It can be concluded that there is an effect of teaching by using picture cued task toward students' writing skill at the tenth grade of SMAN 14 Kota Tangerang. The result of hypothesis testcan be seen in table 16.

4. Discussion

Learning writing is not easy for EFL students. There are some problems faced by the students during learning process in the classroom or outside the classroom. Picture cued task as one strategy in learning writing give a positive finding in order to help students in improving their writing skill. This study also line with the previous study conducted by Lala Septyaningrum, et.al that said picture-cued sequence task give positive effect

on students' writing ability (Septyaningrum et al., 2024). The difference between this study lies in the use of samples, where previous studies focused on junior high schools and this study focuses on senior high schools.

The use of picture in this study makes students more active in following learning in class (Fujiono & Khairuddin, 2018). This strategy can also be used in the writing learning process as an alternative for teachers or educators in delivering more interactive materials (Soviyah & Purwaningtias, 2018; Shodiq et al., 2021). The selection of learning materials and strategies must be based on the characteristics of students (Elmustian et al., 2024; Nurhayat Hakim et al., 2021; Sonia & Yuliani, 2023).

5. Conclusion

In teaching writing needs various media to solve students' obstacles in build up their idea through a paper. One of strategy that used in this study is picture cued task. Based on the analysis and result of the data it shows that picture cued task gives positive effect in engaging students' writing skill. The limitation of this study is only focus on the effect of picture cued task towards writing skill by using one class experiment. The writer suggest for further researcher can use the same media in other English skills and build students' motivation and positive attitude in learning English.

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