

THE EFFECT OF VISUAL MEDIA ON STUDENTS' WRITING EXPLANATION TEXT ABILITY AT ELEVENTH GRADE SMA NEGERI 1 SIABU 2017/2018 ACADEMIC YEAR

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Abstract: *The purpose of this research are to find out: 1) the application of visual media on students' writing explanation text ability at eleventh grade SMA Negeri 1 Siabu. 2) The students' writing explanation text before and after using visual media at the eleventh grade of SMA Negeri 1 Siabu. 3) The significant effect of visual media on the students' writing explanation text at the eleventh grade of SMA Negeri 1 Siabu. Method of the research is experimental. The population of this research are all of the eleventh grade students of SMA Negeri 1 Siabu that consist of 171 students. Purposive sampling technique is uses to get the sample of research consist of 31 students. The technique for collecting data are observation sheet and test. The result mean score of the application of visual media is 3.3 categorized "Very Good". Before using Visual Media is 50. 4 categorized "Low". Meanwhile, after using Visual Media is 73.8 categorized "Good". The result of ttest 14.72 and ttable 2.04 it means that there is any significant effect of using Visual Media on students' writing explanation text ability at eleventh grade SMA Negeri 1 Siabu 2017/2018 Academic Year.*

Keywords: *Visual Media, Writing, Explanation text.*

Abstrak: Tujuan penelitian ini adalah untuk menemukan: 1) penerapan visual media pada kemampuan menulis explanation text siswa. 2) Kemampuan siswa dalam menulis explanation text sebelum dan sesudah menggunakan visual media. 3) Adanya pengaruh yang significant dari visual media terhadap kemampuan menulis explanation text pada kelas sebelas SMA Negeri 1 Siabu. Metode yang digunakan adalah Experimental. Populasi dalam penelitian ini adalah seluruh siswa kelas sebelas SMA Negeri 1 Siabu. Ini terdiri dari 171 siswa. Teknik sampling yang digunakan adalah purposive sampling untuk mendapatkan sampel terdiri dari 31 siswa. Teknik pengumpulan data dengan lembar observasi dan tes. Hasil dari penggunaan visual media adalah 3.3, itu dikategorikan "Sangat Baik". Nilai sebelum menggunakan visual media adalah 50. 4, itu dikategorikan "Gagal". Sedangkan, setelah menggunakan visual media adalah 73.8, itu dikategorikan "Bagus". Hasil uji t adalah 14.72 dan ttable adalah 2.04. Ini berarti ada pengaruh yang significant menggunakan visual media pada kemampuan menulis explanation text siswa kelas sebelas SMA Negeri 1 Siabu tahun ajaran 2017/2018.

Kata Kunci : Visual Media, Menulis, Explanation Text.

I. INTRODUCTION

Writing is one of the English skills that has important role in daily life, because through it student's can write their idea, expression and their argument about information, and communicate in written language form. As a result, teachers need

to consider the teaching of writing skill well based on their student's needs, ability and capacity.

Next, writing is also as communication to deliver through to express feeling through written form. Written form means that someone was able to give for the students activity, such as writing a letter, text, story, conversation and so on. One of the activity in writing is writing a text, writing a text is very important. There are many kinds of text, such as: narrative text, news item, review text, analytical exposition text, hortatory exposition text, and spoof text.

Explanation text is one of kinds of text that should be mastered by the students at senior high school. Explanation text is a text that explains the process of the occurrence or creation of natural phenomena, social or cultural. Usually this explanation text is use to explain the process or natural phenomena. For examples are the process of rain, the occurrence of floods, the process of landslides and others. Explanation text is to say "why" and "how" of the forming of phenomena. It is often found in science, geography, and history text book. Then they must know about the communicative purpose, rhetorical structure, and grammatical patterns of explanation text. It can help the students in writing explanation text.

In fact, Many of students still found difficulties in writing, especially writing explanation text. In other word, they failed to make a good writing explanation text. In SMA Negeri 1 Siabu, the researcher found a problem about writing at the eleventh grade. They are still low about comprehending writing, especially writing explanation text. This problem is caused of some factors, such as low motivation, have difficultness to express their ideas, the lack of

students' interest, the lack understanding of grammar, the lack of vocabulary mastery, ideas, medias, teaching strategy and method, facilities, environment, weakness learning material, and attitude.

Meanwhile, to solve this problem, so many ways had done by the teachers, such as suitable method, giving more exercise, homework, and so on, but the students still low in writing, especially writing explanation text. The difficulties are seen by the researcher when did practice teaching at he school and when the researcher go to observation and make them pre test on writing explanation text. The students only get the average score 50. While the standard of score to pass the test is 70. It still far from the expectation to get score. It means that students' understanding in writing explanatory text still need increase.

There are two factors that can effect it such as internal and external factors. The internal factor came from student itself such as: low motivation, have difficultness to express their ideas, the lack of students' interest, the lack understanding of grammar, the lack of vocabulary mastery, ideas, attitude and external factors such as; weakness teaching strategy, teaching media, facilities, environment, weakness learning material, curriculum, society and so on.

Actually, there are so many factors which effect the students' achievement in writing explanation text. But in this research, the researcher limits the factor that effect the students' writing mastery of explanation text from external factors and it is the using of teaching media, that is visual media. The limitation was done because the researcher thinks that the most suitable media to be used in teaching writing explanation text is visual media. The

researcher will focus to the indicator of writing explanation text such as content, organization, vocabulary, and grammar. Through visual media, someone can see or read what a explanation text tells about.

1. Writing Explanation Text

Writing is a skill which express idea, feel and thought which are arranged in words, sentences and paragraph. Dalman (2014:3) writing is a creative process of putting ideas in the form of written language in purpose, for example telling, reassuring, or entertaining. Next, According Lyons and Kroll in Ratnaningsih (2016) "Writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience". While, According to Nation (2009:113) "Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading".

Eduqation in Ulfah et all (2017) when the author begins to write explanations, first the author begins to establish the existing phenomenon, then expains why or how the phenomenon occurs.

a. Communicative Purpose of the Explanation Text

Communicative purpose is refers to the aims of the text that writer wants to express to the readers. According to Pardiyono (2007) communicative purpose text explanation is very effective to explain how a work's prose, natural or social phenomenon occurs or formed.

b. Rhetorical Structure of the Explanation Text

Rhetorical structure is intended to describe text, rather than the processes of creating or reading and understanding them. Pardiyono (2007: 156) the generic structure or rhetorical

structure of the explanation text adalah general statement and sequence of explanation. a) general statement about the topic contains about a thing or phenomenon with a view to providing an explanation of the process surrounding the occurrence of a thing or phenomenon. b) sequence of explanation contains an explanation of the process of occurrence or the formation of a thing or phenomenon. it means that there are two parts in the rhetorical structure of explanation text, they are general statement and sequence of explanation.

c. Grammatical Patterns

Grammatical pattern is a combination of vocabulary (lexus) and grammar. Pardiyono (2007:156) the grammatical patterns of the explanation text is using simple present tense to explain the process of something happen and use declarative sentence in positive or negative form.

2. Indicators of Writing Explanation Text

a. Content

Content is something that is to be expressed through some medium, as speech, writing or any various arts. content, as earlier on described, refers to what is expressed in a literary piece of work. Brown in Sarwanti (2015: 23) "content is there at least two things which can be measured in connection with content; the points that are presented and formal signals given the reader to guide in understanding the topic". It means that content refers to knowledgeable and development to assigned the relevant topic.

b. Organization

Organization is the arrangement of ideas, incidents, evidence, or details in a perceptible order in a paragraph, essay, or speech also known as arrangement. According Oshima and Ann (2012:12), organization matched the assignment. It means that organization process show matched assignment.

c. Vocabulary

Vocabulary is treasury of word that to be some basic elements in language. Sumaryati (2018: 1), vocabulary is an important key for anyone who wants to master a particular language. Diamond and Gutlohn in AlQahtani (2015) "Vocabulary is the knowledge of words and word meanings". Meanwhile, according Hornby in Bahrudin (2015: 95) "Vocabulary is a total member of words in a language that is used by a person". It means that vocabulary plays an important role in using a language. From the opinion above, we can conclude that we should have to know vocabulary to make communication effective especially in foreign language.

d. Grammar

Grammar is the analysis of language elements that convey meaning. Puspitasari and Roro (2012:3) Grammar is a branch of linguistics that studies syntax and morphology. Next, According to Harmer in Puspitasari and Roro (2012:3) grammar as a description of the change of word form and its incorporation into a sentence in a language. Based on the explanation above, the researcher concludes that grammar

can be interpreted as the science of rules in shaping and combining words into sentences in grammar.

e. Mechanics

Mechanics refers to all the arbitrary “technical” stuff in writing: spelling, capitalization, use of numerals and other symbols. According to Oshima and Ann (2012:13), Mechanics consist spelling, punctuation, capitalization, etc. Meanwhile, according to Brown in Sarwanti (2015: 23) “Mechanics of writing deals with capitalization, spelling, and punctation”. Based on the explanation above, the researcher concludes that mechanics are components of writing deals with capitalization, spelling, and punctation.

3. Teaching Visual Media

Teaching media is the kind of aids that has important function in teaching process. Sutirman (2013:17) Teaching media useful to facilitate the interaction of teachers and students with the aim of helping students learn optimally. Munadi (2008) Visual Media is a medium that involves the sense of sight. It means that the visual media is a learning media that use the sense of sight. While, according to Azhar Arsyad in Munadi (2008) the outline of the elements contained in the visual media consists of lines, shapes, colors, and textures. 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 called visual media.

a. General Principles of visual media

Visual media is very important in the learning process and has general principles to used. According to Arsyad in

Munadi (2008: 81) there are some general principles of visual media, such as : 1. Integration, 2. form, 3. color, 4. Emphasis, 5. Simplicity. It means that there are some general principles of visual media, such as: 1. Integrations, referring to the relationships that exist between the visual elements that when functioning together.

b. Benefits of Visual Media

Visual media have that benefit of learning process. Hamalik in Mumtahanah (2014) that benefits of visual media in learning process, they are: 1) Proses pembelajaran akan lebih menarik perhatian siswa, 2) Teaching materials will be more easily understood by students, 3) Learning methods will be more varied. With the media the learning process will not be verbalistic.

c. Kinds of Visual Media

Kinds of visual media can be expressed by first selecting the media can be done effectively if we know the kinds of a good media through the advantages and weaknesses of a media. Munadi (2008: 89) The kinds of visual media are:

1) Picture

Picture refers to a kind of media or learning that show picture of someone or something. Munadi (2008: 89) the picture is an important and accessible visual medium, said to be important because it can replace verbal words, abstractly concrete, and overcome human observations.

2) Chart

Chart refers to a kind of media or learning that show chart of someone or something. Munadi (2008: 94) chart is

sometimes with symbols or picture of this paper as much as victorial there is also a chart added with a brief descriptions. Based explanation above, the researcher conclude that chart should contain only one concept picture.

II. METHODOLOGY OF THE RESEARCH

Method is the systematic way to understand an object of the research. In the Research there are many kinds of method that can be used, they are: Descriptive method, experimental method, and comparative method. The Method in this research is Experimental method. Gay et all (2009:240) "Experimental research is the most structured of all research types, when well conducted, experimental studies produce the soundest evidence concerning cause-effect relations". Noor (2011:42) Experimental research can be defined as a systematic method for building relationships that contain casual phenomena, experimental research is a core method of research methods that use a quantitative approach. In this research the researcher uses experimental method because researcher wants to find out the fact during the research is investigated in the research location.

Population is the group which will be made as a subject of the research. Population refers to all subject of the research as Sugiyono (2015:297) population is defined as a generalization region consisting of subject or object that have certin qualities and characteristics set by the researcher to be studied and then drawn conclusion. Suryani and Henriyadi (2015:190) population is a group of people, events or object, which have certain characteristics and be the object of research.

Based on the explanation above, The researcher choose eleventh class of SMA Negeri 1 Siabu as population of this research. They are consists of 6 class, they are X IPA 1, X IPA 2, X IPA 3, X IPS 1, X IPS 2, X IPS 3, the total of students are 171 students.

Sample is a certain number of participants then from the population. Sugiyono (2015: 118) sample is part of the number and characteristics possessed by that population. Arikunto (2010: 177) Purposive sample is a sampling technique based on several considerations. The reason of researcher choose this technique is cause by the population is big enough so that researcher wants to classify based on the characteristics. So, the sample population will be taken from one class, that is XI IPA₃ grade students of SMA Negeri 1 Siabu, the sample is the experimental class by using pretest and posttest. It means that the sample of this research are 31 students.

Instrument is a tool which is used to get information from respondents. The research must have good instrument and valid. Arikunto (2010: 203) "Instrument of the research is a tool or facility which is used by the researcher in collecting data in order to get the easier process and better result, in brief defenition, complete and systematic so it was easier to be analyzed". The instrument was by observation sheet and giving essay test.

The Technique of Collecting Data is way which is used by the researcher to get the data from the researcher subject. A research needs data, without collecting data, it is impossible to do the research, data has very important role. It can be collected through test, questionnaires, interviews, observation and documentary

study. the researcher to collect the data by using observation sheet (Visual Media) and essay test (writing Explanation text).

To analyze the data the researcher uses descriptive analysis formula or descriptive method. descriptive analysis, it will describe the central tendency (mean, median, mode histogram and so forth). After the data are collected, it is important to analyze the data by using statistical analysis; the formula that will be used is t-test formula.

III. RESULT

Based on the observation general view, it could be seen that the researcher used media in class eleventh of SMA Negeri 1 Siabu through 16 of the aspects of observation. While the maximum value that may be achieved was 4 and the minimum value was 1. it was found the highest score was 4.00 and the lowest score 2.00. it can seen from students more serious and interesting in learning writing explanation text ability by using Visual Media, in compare before using visual media. So the mean score of visual media was 3.3. From the calculation, it was known that the application of visual media on writing explanation text ability at eleventh grade SMA Negeri 1 Siabu was categorized "Very Good"

The score of students' writing explanation text before using visual media, it was found the highest score was 70 and the lowest score was 35, it mean score was 50.4 categorized "Low" And the score the students' writing explanation text ability after using visual media, it was found the highest score was 90 and the lowest score was 55, the mean score was 73.8 categorized "Good". After collecting the data. The researcher is going to test the hypothesis. However the testing hypothesis can be found after finding the score

of each variable in mean, median, and mode. The data which is taken in accordance to the participant score on the instrument test responses were tabulated as the purpose of hypothesis testing that is mentioned previously, the data is analyzed by using ttest is 14.72 and ttable is known as number 2.04. After finding the score of t_{test} and t_{table} , both of the score are compared. it was found that t_{test} was higher than t_{table} ($t_{\text{test}} > t_{\text{table}} = 14.72 > 2.04$).

From the result of the data calculation above it was shown that there was any significant effect of visual media on students' writing explanation text ability at eleventh grade SMA Negeri 1 Siabu.

IV. DISCUSSION

After giving Pre-test and Post-test to the students, the researcher find the result of students' writing explanation text before and after using visual media. The score of students' writing explanation text before using visual media is on the mean 50.3, Meanwhile the students' writing explanation text after using visual media is on the mean 73.8. It can be seen that students be more active on students' writing explanation text after using visual media.

By looking the relevant studies which had been discussed in Chapter II. Laraswati, Iranada and Suharto (2016) under the tittle "The Use of Visual Media in Teaching Writing at Eleventh Grade of SMA Muhammadiyah Kediri". From the research, the application of visual media in teaching wrting to the eleventh grade students of SMA Muhammadiyah Kediri, the researcher could know that the students enjoyed the teaching and learning process when the teacher applied visual media. it is deals with the researcher give a

question and 67.76% students answer yes than 32.24% students answer no.

Above the previous explanation, the researcher concludes that visual media has good effect in writing explanation text. It could be concluded that the students ability after taught by using visual media was higher than the students' writing explanation text ability before taught by using visual media. From the result t-test also proven that t_{test} was higher than t_{table} ($t_{\text{test}} 14.72 > t_{\text{table}} 2.04$), so that the hypothesis is received. The researcher concludes that the students' writing explanation text ability after taught by visual media is higher than before taught by using visual media at the eleventh grade students of SMA Negeri 1 Siabu.

Based on the theory which had seen discussed in chapter II and it was also discussed in conceptual framework the research thought that visual media was presumed would bring the better effect on students' writing explanation text ability. From that conceptual framework, finally the researcher made the hypothesis and the hypothesis which had been made by the researcher was receiver by proving it with statistical process. From the previous explanation, the researcher concluded that visual media has good effect in writing explanation text ability. That's why the hypothesis is accepted.

CONCLUSIONS

Based on the result of the research, the researcher draws the conclusions that the score of the students achievement in writing explanation text ability at eleventh Grade SMA Negeri 1 Siabu, the researcher concluded that 1) The application of visual media on students' writing explanation text ability at eleventh grade students

of SMA Negeri 1 Siabu was 3.3 and it was included "Very Good" category. It means that the researcher had applied visual media on students' writing explanation text ability very good. 2) The students' writing explanation text ability before using visual media is 50.4 categorize "Low" category, and after is 73.8 categorize "Good". 3) There is any significant effect of visual media on the students' writing explanation text at the eleventh grade of SMA Negeri 1 Siabu 2017/2018 academic year. It can be seen from the score of the t_{test} is higher than t_{table} ($t_{\text{test}} 14.72 > t_{\text{table}} 2.04$). It means that the hypothesis of research accepted.

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