



The Difference between Student's Ability in Writing Story through Guided Pictures and Guided Words at The Second Semester of Laboratory Students University of Muhammadiyah Jakarta

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Abstract

Having good skill in writing is also needed in a teaching learning process. There are some methods that influence the success of English language teaching. One of these is writing through pictures and words. In this research, the researchers want to use them to compare the students' ability in writing stories through guided pictures and guided words. This research is to know the students' ability in writing story through guided pictures and guided words, and whether there is any significant difference *between* them. The design of this study is descriptive quantitative that studies on the comparison between writing story through guided pictures and guided words. The population of this study is the second semester students of English Laboratory at Faculty of Economics and Business University of Muhammadiyah Jakarta that consists of 3 classes. Then, the samples of this study are the students at Lab A13 that consists of 24 students. The technique sampling of this study is purposive sampling. Then, the instrument of this study is a writing test. The test is done by giving a list of words and a set of pictures to the students. The data of this test is analyzed using the t-test method. The result of this study is that there is no significant difference between students' ability in writing stories through guided pictures and guided words. Writing through guided pictures has an average score of 69.6 and writing through guided words has an average score of 65.7. Then, the result of data analysis gets the score 1,95 and the significant 5% of table "t" is 2,015. Therefore, $-2,015 < 1,95 < 2,015$ means that the null hypothesis is accepted and the alternative hypothesis is rejected.

Introduction

Previous study showed that the students' ability in writing was still low. It was proved by the students' mean score on preliminary study was 50.75. The students had some difficulties when they want to start writing, as like they got difficulties in finding ideas, and how to write good sentences, whereas writing is a part of English skill that has necessary role

as medium of communication (JP Volume 3, 2014:14). People who have good skill in writing will get the big advantages. As we know that composition needs good and excellent writing skill. With good writing skill the writers will be strong because they are not only able to give and take information easily but also they can persuade someone or readers to trust what they say and do. The other benefits of becoming a better writer are we can become more successful in school whether when we write essays, research, paper or take essay exams. It also makes us become more competent in our job, or it can be also as a media to get a job in writing as a professional career. The most important thing is that we can express our ideas, experiences or knowledge to other people so that we can share with the readers about something that they do not know before.

As the writers, we should attend some important characteristics of writing such as a writing should have unity that will relate the sentences specifically to the topic sentence, coherence that will connect a sentence to another sentence by using some transitional signals, completeness that gives details or examples that will make the topic sentence clearer, and logical order that makes the supporting sentence clear and logic. There are five types of writing; they are description, narration, exposition, argumentation and persuasion. Each type of writing or composition should have criteria such as the content, organization, vocabulary, language use and mechanic. Good writing should be the goal of every student because the ability to write well is essential to the students' success in all university courses. Most of the students are able to write a composition. As writers, they should be able to arrange the sentences correctly and give many ideas to the readers.

Writing composition is one of substantial subjects in learning English that has necessary role as a medium of communication. Writing is a process that the writer discovers, organizes, and writes his thoughts to communicate with the reader. The writers require some skills in writing sentences or paragraphs of writing. A sentence is a word or a group of words stating, asking, commanding or exclaiming something that begins with a capital letter and ends with a full stop. Then, a paragraph is sentence or group of sentences dealing with particular point or idea that is called a topic sentence. A good paragraph contains several related sentences that support the topic sentence. Topic sentences are general because it will represent the content of all paragraphs.

Furthermore, paragraph by definition is a group of closely related sentences that develop one single idea (Wali & Madani, 2020:65). From this definition, it is clear enough that only one topic is being discussed in a paragraph. A paragraph is called a good paragraph if the main idea is completely developed. A paragraph has three main parts; they are a topic sentence, supporting sentences, and a concluding sentence. We can also say that the structure of a paragraph is quite simple, which has a beginning, middle and an end. Moreover, the beginning should say what the article is going to be about, the middle should talk about the topic of the article, and the end should say what the article was about. (Boardman, 2008 :70). Therefore, a sentence that introduces the topic of a paragraph to the reader is called a topic sentence which is as the first part of a paragraph. It is also notable that the main idea is also stated in the topic sentence. Topic sentences consist of two parts, they are topic and controlling idea. The topic is a word or a phrase, which introduces what the entire paragraph is going to be about, and the controlling idea is the writer's opinion about the topic. Controlling idea is further required to limit a topic (Boardman, 2008: 80). The next part of a paragraph is supporting sentences. They build up the body of the paragraph and support the topic sentence of the paragraph. It is supporting sentences by which the writer can provide logics and evidence. A concluding sentence is the last part of a paragraph. Usually, a concluding sentence is the restatement of the topic sentence which is

named as the restatement concluding sentence. That is, it gives the same information as the topic sentence, but the information is expressed in a different way.

Writing is also a process through which the writer discovers, organizes, and writes his thoughts to communicate with the reader (Wingersky, 1995:3). Everyone has his/her own habit and difficulties in the process of writing. Many people need to write at a particular place or time, need a silent and comfortable environment or even a special type of keyboard. On the other hand, there are also many people who need to write outdoors to find some ideas, there are many writers who write while listen to the music are easier, and the writers who need to talk to other people to find a topic. Having these different habits may help the writers to write, but more important than this is developing the ability to concentrate. Total concentration in writing will help the writers get the ideas of the topic or will be able to share with the reader. There are also people who feel it is difficult to write the first word in writing or difficult to find a topic at the first time in writing. It makes them need more time to think or express their thoughts on paper. Even in several hours they do not produce anything on their paper.

These problems in writing are also faced by the students in college. Most of them also have similar difficulties in writing. The students of Faculty of Economics and Business University of Muhammadiyah Jakarta also face these problems. Therefore, it needs the appropriate strategies in writing to overcome these problems by giving them a strategy of writing through guided pictures and guided words. To know the effectiveness of writing story through guided pictures and guided words, observation and research are needed. It will be known which one will be better between writing story through guided pictures and guided words. The writer chooses pictures and words because they are also a media of learning that can be used as a media of writing. Every student is able to do this. They only describe what they see and feel from the pictures or they only arrange the words into good sentences and paragraph. Based on these reasons, the writer is interested in doing this research. It is to know the students' ability in writing story through guided pictures and guided words, and whether there is any significant difference between writing story through guided pictures and guided words.

Approach and Methods

In this research, the writer uses quantitative method. Quantitative research is research that uses deductive-inductive approach. This approach can be some theories of experts or some research that is developed in a problem then make a conclusion based on the empiric data from the field. According to Soejono (Soejono & Rahman, 1996, p.26), quantitative research is research that uses nominal method based on the percentages, mean, chi quadrate or other methods of statistics to describe the observation of the objects or variable. Based on the definition above, it can be concluded that the method that will be used in this research is quantitative method. This research is descriptive quantitative that studies on the comparison between the ability of English Laboratory students at the second semester of Faculty of Economics and Business Muhammadiyah Jakarta University in writing story through guided pictures on one hand and guided words on the other hand. This study is to know which one is better, writing through guided pictures or through guided words.

The Source of Data

The object is really important in research since it is the source containing data that will be investigated by the researcher. The object of this research will be English laboratory students at the second semester of Faculty of Economics and Business University of

Muhammadiyah Jakarta. The second semester has three classes which consist of around 68 students. Then, the samples of this research are the students in class Lab A13 that consists of 24 students. This research is done by using purposive sampling because the classes at the second semester are parallel class. Then, there is no special selection in locating the students in each class because they have the same background knowledge. So, whatever the class that is chosen in this research will not influence each other and the chosen class will represent the other classes. This research is done in the second semester because the method of writing that will be discussed in this study is appropriate to this semester. The researcher will give a test that is writing a composition. Then, the result of the test is used as the source of data in this research. This activity is to know the students' ability in writing story through the same subject.

Data Collection Techniques

Data can be defined as a set of raw information or facts in the form of symbols, numbers, words, or images, which are obtained through the process of observing or searching to certain sources (George E. Wishon & Julia M. Burks, 1980, p.387). Data of this study are collected through operational technique. It means that the data obtained from the field. The technique used in this research is a test. It is a writing test. By using a test, it is expected that people will be able to measure the ability of individual to arrange sentences correctly in composition. Test is the most suitable instrument to measure this quality. Besides, test in writing story through guided pictures and guided words are suitable with the level of the students at English Laboratory students at the second semester of Faculty of Economics and Business Muhammadiyah Jakarta University. The students at that grade need to improve their basic skill in writing. In this case, the researcher will give the students list of words and also a set of pictures as a guide in writing story. The test is done two times using these media. The result of the test will be evaluated based on the scoring of the book with the title "Writing English Language Test" by JB. Heaton and other books of educational research (JB. Heaton, 1998, p.56). The researcher also asks another evaluator to evaluate the result of the test. It is aimed also at avoiding the subjectivity in scoring of the test or to make the scoring more nature and fair.

Data Analysis Techniques

To analyze the data that is gathered from the result of test, the researcher uses the t-test method. T-test is a statistical test that is to compare two means to determine the probability that the difference between the means is a real difference. The formula is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\frac{\sqrt{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Where:

\bar{X}_1	: The average of sample 1
\bar{X}_2	: The average of sample 2
S_1	: The standard deviation of sample 1
S_2	: The standard deviation of sample 2
S_1^2	: Varian of sample 1
S_2^2	: Varian of sample 2
n_1	: The sum of sample 1
n_2	: The sum of sample 2

Finding and discussion

This chapter discusses about the answers of research questions. The results of the test in writing story through guided pictures and guided words are presented in this chapter. To show the data more clearly and understandably, it is displayed in the tables below:

Table 1
The students' score in writing story through guided pictures (X₁)

No	Name	C	O	V	L	M	Total
1	Ahmad Cholil	20	15	14	15	4	68
2	Bambang S	17	11	13	15	3	59
3	Puji	20	14	13	16	4	67
4	Akiki M	18	14	13	17	3	65
5	Anita Nur	22	15	16	20	4	77
6	Atsanil Fauziya	22	17	16	18	4	77
7	Firdaus Wira	18	14	13	14	3	62
8	Habib Harun	18	13	10	16	3	60
9	Ifa Nur Laili	22	15	17	18	3	75
10	Julia S	19	13	14	14	3	63
11	Ahsanul In'am	30	14	13	15	3	75
12	Novi Andika	21	15	15	18	4	73
13	Nur Rohman	20	14	14	15	3	66
14	Rini M	22	15	16	17	3	73
15	Riska Inayati	24	14	17	19	3	77
16	Rofiq Al-Aziz	21	13	14	16	3	67
17	Siti Maratin	23	15	15	17	3	73
18	Fatimah	17	14	13	14	3	61
19	Asnuning	22	17	18	20	3	80
20	Vina	17	12	10	15	3	57
21	Zuli setya	21	14	14	18	3	70
22	Maskurin Fajar	25	16	17	25	2	85

23	Suci M	24	15	15	18	3	75
24	Maysaroh	19	14	13	16	3	65
	Σ	502	343	343	406	76	1670
	Mean	20,9	14,2	14,2	16,9	3	69,6

Table 2
The students' score in writing story through guided words (X₂)

No	Name	C	O	V	L	M	Total
1	Ahmad cholil	18	13	14	12	3	60
2	Bambang s	17	14	14	13	3	61
3	Puji	22	14	16	17	2	71
4	Akiki M	19	14	13	13	3	62
5	Anita Nur	20	15	15	17	3	70
6	Atsanil Fauziya	21	15	16	15	4	71
7	Firdaus Wira	23	17	17	18	3	78
8	Habib Harun	18	15	13	13	3	62
9	Ifa Nur Laili	20	12	10	12	3	57
10	Julia S	20	14	16	15	3	68
11	Ahsanul In'am	18	13	13	14	4	62
12	Novi Andika	23	11	12	14	3	63
13	Nur Rohman	24	16	15	14	3	72
14	Rini M	20	10	13	14	3	60
15	Riska Inayati	22	13	13	11	3	62
16	Rofiq Al-Aziz	20	16	15	17	2	70
17	Siti Maratin	16	14	13	12	3	58
18	Fatimah	17	14	13	11	3	58
19	Asnuning	20	10	16	17	4	67
20	Vina	20	12	10	15	3	60
21	Zuli setya	20	14	13	17	3	67
22	Maskurin Fajar	20	13	17	22	3	75
23	Suci M	25	17	16	18	4	80
24	Maysaroh	20	10	13	17	3	63
	Σ	483	326	336	358	74	1577
	Mean	20,1	13,6	14	14,9	3	65,7

Based on the table 1, it is known that the average score of students' ability in writing story through guided pictures in content is 20,9 which means fair. The average score of organization is 14,2 which means good. The average score of vocabulary is 14,2 which also means good. The average score of language use is 16,9 which means fair. Then, the average score of mechanics is 3 which means fair.

Based on the table 2, it is known that the average score of the students' ability in writing story through guided words in content is 20,1 which means fair. The average score of organization is 13,6 which means fair. The average score of vocabulary is 14 which means good. The average score of language use is 14,9 which means fair. Then, the average score of mechanics is 3 which means fair.

Table 3

The score of students' ability in writing through guided pictures (X₁) and guided words (X₂)

No	Score	F		Percentages	
		X ₁	X ₂	X ₁	X ₂
1	83-100	1	-	0,24%	-
2	73-82	10	3	2,4%	0,72%
3	63-72	8	10	1,92%	2,4%
4	53-62	5	11	1,2%	2,64%
5	0-52	-	-	-	-

Furthermore, the researcher uses T-test to analyze the data (based on the book of Dr.

Sugiyono entitled "Statistik untuk Penelitian"). In this case, the researcher has to do several steps to get the result of this research such as finding the mean of each variable, the standard deviation, the Varian and then the formula of T-test. It will be presented on the table 5 below:

Table 4

Score of the students' ability in writing story through guided pictures (X₁) and guided

words (X₂)

No	Score of guided pictures (X ₁)	Score of guided words (X ₂)
1	68	60
2	59	61
3	67	71
4	65	62
5	77	70
6	77	71
7	62	78
8	60	62
9	75	57
10	63	68
11	75	62
12	73	63
13	66	72
14	73	60
15	77	62

16	67	70
17	73	58
18	61	58
19	80	67
20	57	60
21	70	67
22	85	75
23	75	80
24	65	63
	$\Sigma = 1670$	$\Sigma = 1577$
	$n_1 = 24$ $\bar{X}_1 = 69,6$ $S_1 = 7,34$ $S_1^2 = 53,9$	$n_2 = 24$ $\bar{X}_2 = 65,7$ $S_2 = 6,48$ $S_2^2 = 41,9$

Note:

n_1 : The sum of sample 1

n_2 : The sum of sample 2

\bar{X}_1 : The average of sample 1

\bar{X}_2 : The average of sample 2

S_1 : The standard deviation of sample 1

S_2 : The standard deviation of sample 2

S_1^2 : The Varian of sample 1

S_2^2 : The Varian of sample 2

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}}} \\
 &= \frac{69,6 - 65,7}{\sqrt{\frac{(23)53,9 + (23)41,9}{46}}} \\
 &= \frac{3,9}{\sqrt{\frac{1239,7 + 963,7}{46}}} \\
 &= \frac{3,9}{\sqrt{53,9}} = 0,083
 \end{aligned}$$

$$\begin{array}{r} \underline{\underline{3,9}} \\ \sqrt{47,9 \text{ (0,083)}} \\ \underline{\underline{3,9}} \\ \sqrt{3,9757} \\ \underline{\underline{3,9}} \\ 1,99 \\ = 1,95 \end{array}$$

From the data above, it can be known that df is $n_1 + n_2 - 2 = 24 + 24 - 2 = 46$. Based on the table

“t”, significant 5% is 2,015. Then, the result of analysis data above gets the score 1,95. Therefore,

$-2,015 < 1,95 < 2,015$. In this analysis can be known that there is no significant difference between writing story through guided pictures and guided words. It means that the null hypothesis is accepted and the alternative hypothesis is rejected. So, the result of this study is there is no significant different result between students’ ability in writing story through guided pictures and guided words. Therefore, there is no better method between writing story through guided pictures and guided words. It means both of those methods are the appropriate methods for the laboratory students at the second semester of Muhammadiyah Jakarta University.

Conclusion

There is no significant difference between students’ ability in writing stories through guided pictures and guided words. The average score of the students’ ability in writing story through guided pictures is 69,6 and the average score of the students’ ability in writing story through guided words is 65,7. Then, the result of data analysis gets the score 1,95 and the significant 5% of table “t” is 2,015. Therefore, $-2,015 < 1,95 < 2,015$ means that the null hypothesis is accepted and the alternative hypothesis is rejected. So, there is no significant difference between students’ ability in writing story through guided pictures and guided words. Through this research, the researchers hope that it can be beneficial for both language learners and other researchers to enrich their knowledge about writing a story through guided pictures or words. The research about it is also urgently done and expected can contribute some ideas, concepts, and information in the field of education in Indonesia.

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