



## The Effect Of Using Picture Media To Improve Students' Motivation In Writing Descriptive Text

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### ABSTRACT

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Based on the researcher observation, it was found that such as some of students less motivation in writing. The major of the problem faced by them was Some students did not feel motivated to developed ideas for their writing. Then the researcher does the treatment by using Picture Media only in experiment class, and using conventional teaching in control class. Finally, the researcher gave post-test to both classes to know the different effect output score test between experiment class and control class. The technique of data collecting was a test and questionnaire. The technique of data analyzing data, the researcher used sample paired t-test formula by using SPSS 22. After analyzing the data, the researcher found that there is a significant effect of using Picture Media to improve students' motivation in writing

### Introduction

The learning process is one of the factors that determine the success of learning activities. Learning processes that use teaching methods that are monotonous and less interactive, such as lectures or reading long texts without direct experience, can make students feel bored and unmotivated. In addition to teaching methods that are interactive and involve students in the learning process, the use of appropriate learning media in accordance with the current era is also important for improving motivation and learning effectiveness. Some media experts play an important role because they can help students understand and remember the subject matter better. One of the media that can be used is Visualization.

The use of visualizations such as pictures, graphs or diagrams can help students understand concepts more easily and quickly. Visualization can also help students to remember information better. Picture, which are forms of visual media, are often used in the learning process. Picture media are used because they have the advantage of providing clearer and easier-to-understand visualizations, as well as improving students' memory.

In addition to the media that provides a clearer and easier to understand visualization. Using picture media is also an effective way to improve motivation to write or speak. According to Wright (1989) picture can motivate students to bring context to any situation, and most importantly picture can be used in many ways that can develop students' writing skills. Using the media can improve students' motivation in writing.

Motivation is an important thing in writing because it can encourage writers to produce high-quality work. With motivation, writers are more likely to stay engaged, overcome challenges, and persist in their writing endeavors. A motivated writer is also more likely to produce work that is enjoyable and meaningful to them, which can lead to a more fulfilling writing experience. In addition, motivation can also play a role in inspiring creativity and helping writers to generate new ideas.

Based on the results of preliminary research conducted by researchers on October 3 2022 to November 30 2022 through observations of English learning during internships and interviews with English teachers as well as observations of odd semester test data, many learning problems were found especially in Descriptive Text material. There are several problems with them such as some of students less motivation in writing. Some of students find it difficult to start writing. Some students did not develop ideas for their writing. Some students less confidence in writing.

It has been explained that learning motivation is important for students to have, this is also in line with the statement that motivation is important for success in learning (Harmer, 2015). Therefore, efforts must be made to improve students' motivation in writing descriptive text. As is known from the observations above, one of the causes is the less of student motivation and the less of use of media in the classroom. Therefore, various learning media are required to overcome this problem.

### **A. *Picture Media***

Pictures are paintings, drawings, and sketches of something, especially work. Pictures are a type of media that is very interesting to study, especially the various pictures and pictures that the students like are the colorful and amusing pictures Hornby (1980). Wright (2005) explains that in language learning pictures can contribute to interest and motivation, a sense of context, and a specific stimulus. By using pictures, the students can be more motivated because pictures provide the real material which can be

observed and identified by the students. This is in line with the statement of Akbari (2008) that pictures can motivate students and motivation is found to be an important factor in learning everything. Pictures are also contextual in which a teacher can draw certain situations on them. Pictures bring the outside world into the classroom in a concrete way. They can improve students' stimulus because after observing the picture, the students will immediately need the vocabularies, idiom, and sentence structures to discuss or to explain what they see.

Writing products which are accompanied with pictures will make the readers more interested. Dils (2009) says that this is interesting to open a book that is both

beautifully illustrated and beautifully written. The harmony between the written and the visual will be able to inspire and entertain the readers. It can be concluded that pictures also contribute to inspiring and entertaining. There are some positive effects of using aids in the writing process through pictures intended for learners of English at lower level (Heaton, 1986). Pictures can be a common base that leads to a variety of language activities. By using pictures, students can focus on special sentences, structure and language form. It clears that picture can help and increase the students' ability in writing. In short, writing by using pictures can help the students write a good sentence.

In addition, a variety of pictures with various objects can avoid a boring class situation as well as prevent the students from getting bored. It is known that there are some types of pictures that can be used to make students interested in studying. They are posters, photographs, and charts. Furthermore, pictures can be found almost everywhere like in magazines, albums, textbooks, outdoors either as signs, at billboards, on cans, or even just somewhere on the walls. Pictures as visual aids can be helpful to the teachers of foreign languages in a number of different ways. It can brighten up the classroom and bring more variety into language lessons. Pictures give students motivation to develop their ability (Andriani, 2006).

### ***B. Motivation***

Motivation is very important in everything we will do. It is a powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. It is very good if both of teacher and students motivate each other in teaching and learning process.

According to Santrock (2004), motivation is the processes that energize, direct, and sustain behavior. It means that motivation is the process in which pushes and shows students. To do something and keep on the activity continuously. Motivated students will feel eager to achieve what they want with strong desire. It is similar with the idea of Schunk (2012) that motivation is the process of students to conduct activities based on their goals and to keep them on straight away.

Motivation has a significant role in the teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. Harmer states that motivation is an energy of students which come from inside encouraging themselves to do activity. It assumed that motivation is an essential part of learning to achieve something. It is a process which directs students to activity to get goals.

James (2009) says that the idea of someone to conduct activity and control the frequency of the actions is called motivation. It is used to see whether the students are interested in the classroom activities. So, students' motivation becomes a vital part in the teaching and learning process. It gives a great influence to students to push themselves in learning to get their needs, goals, and interests. From those definitions above, it is concluded that motivation is an energy and direction to do something. Motivation is a process to get success and has a great influence on future achievement. In the teaching and learning process, giving motivation to the students

is a process to push and to support them to learn. Therefore, it can help the students to achieve their goals.

1. Kind of Motivation

Schunk (2008) classifies that motivation is divided into two parts, extrinsic motivation and intrinsic motivation.

a. Extrinsic motivation

Extrinsic motivation is motivation which engages in an activity as a means to an end. Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as reward, teacher praise, or punishment. According to Santrock, extrinsic motivation causes someone to conduct something in order to get something else. In other words, it is a means to get something. Motivation is caused by external incentives such as rewards and punishments.

Extrinsic motivation is motivation which come from not from inside of ourselves but from outside. As Hamalik (1995) explains that extrinsic motivation is motivation that caused by outside factors of situation. In Marsh (2010) he informs that extrinsic motivation is Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior. From the statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, friends, environment, etc.

b. Intrinsic Motivation

Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have a desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on external rewards. Harmer states that intrinsic motivation takes a vital role in the result of students' language learning. Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher' role to create intrinsic motivation in the classroom in order to maintain students' learning.

According to Emily (2011) in her research, intrinsic motivation appears from students' personalities such as their comfort, happiness, interest. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic motivation. Intrinsic motivation is better for students because if the students have intrinsic motivation, they will be easier and more

enthusiastic in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

### ***C. Writing***

Writing has a significant function as a medium of communication, such as to express ideas, to share knowledge, and to exchange information. Langan stated that writing is a way to communicate with others. Besides speaking, writing also uses people for communicating effectively with others by adjusting their speech to suit their purpose and audience in the classroom or workplace and beyond. It can be summed up that writing develops human lives by informing the knowledge and the idea. People can forget spoken information in seconds but writing makes it permanent. So, writing can be a way to communicate with others.

Writing is one of four language skills. It includes productive skill besides speaking. The ability to write effectively is becoming increasingly important in our global community in both second and foreign languages. Writing helps people to communicate and interact with each other in the world by writing letters. The ability to write well has a very close relationship to academic and professional success. Grabowski (1996) as cited in Weigle notes that: Writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one's rights and duties the fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from that standard.

Writing can refer to two things, the written product and the written process of writing. The examples of writing product are book, magazine, and manuscript. Whereas, the process of writing is a series of processes with starts from imagining, drafting, editing, reading, rereading, and the final writing.

Furthermore, according to Jeremy Harmer, there are two criteria for a good writing. They are called cohesive and coherent. For the farther explanation of cohesive and coherent is as follow:

1. Cohesion

The writers can use various grammatical device to help he reader understand what is being referred. Even when words are left out or pronouns are substituted for nouns, for example, repetition of words; pronoun and possessive reference; article reference, and tense agreement.

2. Coherence

Coherence means that the text or writing is being referred to and how the phrases and sentences relate to each other. It also frequently achieved by the way in which a writer sequences information and it brings us right back to the text construction.

#### ***D. Descriptive Text***

According to Corbett that descriptive text is one of the expository writings. The description draws a picture, tries to convey the sound, taste and smell of things or object. Meyers (2005) explains that description is a useful tool in many kinds of writing. In descriptive writing it will help to create a sense of realism of the scene of the story of descriptive text. Through the right word choice, the reader also can feel the scene. Describing is also useful to clarify arguments and appeal to the reader's emotions in persuasive writing, while in the report or explanation, it clarifies and makes ideas more specific.

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing Wardirman (2008). Description in writing is the process of creating visual images and sensory impressions through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view. Descriptive text is a type of text that aims to describe a person, animal, places or objects. Generally, what is described is the form, characteristics or nature.

#### **Method**

This research uses the Quantitative approach, which uses quasi-experimental study as the research design. Through this research, the researcher wanted to find out the effect of using Picture Media to Improve students Motivation in writing descriptive text. There were two groups, the first was an experimental group which had been given a technique that had been implemented and the second was a control group that had no special treatment in the teaching learning process.

In this research, the researcher used the quasi-experimental design named Pre-Test Post-Test Nonequivalent-Group Design. According to Creswell (2012), Quasi-experimental design used to measure the outcome of treatment to a so-called experimental group, compared to a control group. The experiment class was taught by using this technique. The study did in eighth meetings; pre-test, treatment, and post-test. Pre-test and post-test given to students in experiment class. Pre-test given in the first meeting. Post-test given after treatment in order to measure on students' vocabulary in an experimental group.

The research was conducted at SMA N 3 Mandau. From April to June 2023. The reason for choosing the school was based on the experience of the researcher at the school, where he found students' motivational problems in writing causing them to be unable to express themselves or write down what they wanted to say.

The subject of the research is the tenth grade of SMA N 3 Mandau in the academic year 2022/2023 and the object of the research is the effect of using Pictures Media to improve students' motivation in writing descriptive text.

A population is any group of individuals that have one or more characteristics in common that are interesting. According to Creswell (2012), the population is a group of individuals who have the same characteristics. There are students in the eleventh grade who are divided into majoring classes, they are:

**Table 1: The Population of The Research**

No	Classes	The Studets
1	X-1	37
2	X-2	38
3	X-3	38
4	X-4	37
5	X-5	38
6	X-6	38
7	X-7	38
8	X-8	38
9	X-9	37
10	X-10	38
11	X-11	38
12	X-12	38
TOTAL		453

The sample is a subgroup of the target population that the researcher plans to study for generalizations about the target population by Creswell (2012). The researcher chose two classes as samples by dividing them into two groups, one as the experimental group and one as the control group. The experimental group will be given treatment using image media, and the control group will not be given treatment. Class X-5 and Class X-7 were chosen as the sample because the two classes have the same aspects and the environment around the class is the same.

**Table 2: The Sample of The Research**

No	Sample	Function	Total
1	X-5	Experimental Group	38
2	X-7	Control Group	38
TOTAL			76

Researchers use tests to collect data during their research. First, the researcher gave a pre-test to the two classes, namely XI IPS 1 and XI IPS 2. Then after the pre-test, the researcher conducted treatment with the experimental class. After that, the researcher gave a post-test to both classes. This is used to determine the results after treatment and the effect of pictures media on students' writing motivation.

### **A. Test**

#### **1. Pre-Test**

Pre-test was used to measure the students' early learning motivation in both groups (experimental group and control group) before given the treatment.



## 2. Post-Test

After carrying out the treatment in the experimental class and control class, a post-test was carried out to determine changes in student motivation after being exposed to each method in the experimental and control classes. The purpose of giving a post test is to find out whether there is a significant difference between the experimental group and the control group or not after being given treatment.

### ***B. Technique of Data Analyzing***

#### 1. Descriptive Statistic

To find out the rate of average of pretest ( $\bar{x}$ ) and the rate of posttest ( $\bar{y}$ ). In the Descriptive Statistic the researcher knows the mean, Sum, Std. deviation, Variance, Range, Minimum, Maximum, S.E mean from the data obtained from the students' test.

To measure the students' motivation in writing, the researcher gives the criteria as follow:

**Table 3: Scale Range**

Scale	Mean Range	Motivational Level
4	Strongly Agree	Very High
3	Agree	High
2	Disagree	Low
1	Strongly Disagree	Very Low

#### 2. Inferential Statistic

Data analysis of this research is quantitative in which the data is measured in the form of numbers. After collecting the data, the researcher analyzed them statistically.

After getting the result of t-test, the hypotheses of the research is tested by following criteria:

- If t-test is bigger than the t-table it means that  $H_0$  is rejected and  $H_a$  is accepted
- If t-test is smaller than t-table it means that  $H_0$  accepted and  $H_a$  is rejected

### **Finding and Discussion**

#### ***A. The Students Learning Motivation in Reading***

**Table 4: The Result of Writing Motivation in Experiment Class**

EXPERIMENT CLASS	Mean Percentage	Categories
Pre Questionnaire	58%	Moderate
Post Questionnaire	74%	High



Based on the table above, the mean percentage obtained in the Experiment Class before the treatment is 58% and categorize as Moderate Motivation. Meanwhile the mean percentage obtained after the treatment improve become 74% and categorize as High Motivation.

**Table 5: The Result of Writing Motivation in Control Class**

CONTROL CLASS	Result Range of Score	Categories
Pre Questionnaire	52%	Moderate
Post Questionnaire	57%	Moderate

Based on the table above, it is obtained that the average percentage in the Control Class before being given treatment is 52% and is included in the Moderate Motivation category. While the average percentage obtained after learning without treatment increased to 74% and is still included in the Moderate category.

#### ***B. The Data Descriptive of Pre-Test***

Mean of pre-test score from Experiment class from 37 students is 63,676, which was considered to “Poor” categorized. The minimum score was 52 and maximum score is 76. Meanwhile the mean score for pre-test control class from 37 students is 54,054, which was considered to “Poor” categorized. The minimum score was 40 and maximum score is 68.

#### ***C. The Data Descriptive of Post-Test***

Mean of post-test score from Experiment class from 37 students is 76,108, which was considered to “Good” categorized. The minimum score was 60 and maximum score is 92. Meanwhile the mean score for post-test control class from 37 students is 64, which was considered to “Average” categorized. The minimum score was 52 and maximum score is 76.

#### ***D. Normality Test***

**Table 6: Homogeneity Test Result**

	KELAS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
HASIL BELAJAR SISWA	PRE TEST EXPERIMENT CLASS	.121	37	.186	.953	37	.124
	POST TEST EXPERIMENTAL CLASS	.137	37	.078	.963	37	.255
	PRE TEST CONTROL CLASS	.126	37	.147	.953	37	.122
	POST TEST CONTROL CLASS	.122	37	.184	.960	37	.205

Based on the table, the data on pretest and posttest for experimental class are normally distributed. It can be seen from the sig. Score of pretest that is higher than the level of significance ( $0.186 > 0.05$ ). Besides, the Sig. Score of the posttest is also higher than the level of significance. ( $0.078 > 0.005$ ).

Based on the table, and the data on pretest and posttest for control class are normally distributed. It can be seen from the sig. Score of pretest that is higher than the level of significance ( $0.147 > 0.05$ ). Besides, the Sig. Score of the posttest is also higher than the level of significance. ( $0.184 > 0.005$ ).

### E. Homogeneity Test

**Table 7: Homogeneity Test Result**

		Levene Statistic	df1	df2	Sig.
HASIL BELAJAR SISWA	Based on Mean	1.774	1	72	.187
	Based on Median	1.746	1	72	.191
	Based on Median and with adjusted df	1.746	1	70.592	.191
	Based on trimmed mean	1.717	1	72	.194

Based on the table, it was clear that significance of homogeneity of variance is normally distributed. The score test show in the Based on Mean with sig. of  $0.187 > 0.005$ , which means that the variance is called homogeneous.

### F. Hypothesis Test

**Table 8: Homogeneity Test Result**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test Experimen - Post-text Experimen	-12.432	9.697	1.594	-15.666	-9.199	7.799	36	.000
Pair 2	Pre-test control – Post-test control	-9.946	10.312	1.695	-13.384	-6.508	5.867	36	.000

Based on the table, output paired test shows the result of compare analysis with using T-test. The difference mean score of pretest and posttest experiment class is -12.432. Standard deviation is 9.697. Standard deviation error mean is 1.594. The lower difference is -15.666 and upper difference is -9.199. the result of tcount is -7.799. The significant 2-tailed is 0.000 and the significant level is 0.05. The difference mean score of pretest and posttest control class is -9.946. Standard deviation is 10.312. Standard deviation error mean is 1.695. The lower difference is -13.384 and upper difference is -6.508. the result of tcount is -5.867. The significant 2-tailed is 0.000 and the significant level is 0.05.

It means that the significance value is smaller than significance level ( $0.000 < 0.05$ ). It means that the data is valid.

The interpreting to, the researcher used two ways:

1. By comparing to ttable from df-35, the level of significance of 5%. It can see that  $-7.799 < -2.030$  or  $t_{count} < t_{table}$ . It means that null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_a$ ) was accepted.
2. By comparing number of significances based on the result of paired sample t-test that the significant 2-tailed  $<$  to significant level. It can be seen from Sig. 2-tailed is  $0.000 <$  from sig level is 0.05 thus  $H_a$  was accepted and  $H_0$  was rejected. In other word, the data is valid.

## Conclusion

Based on the analysis of students' writing motivation, the experimental class experienced an increase in students' writing motivation from Moderate Motivation to High Motivation. The control class experienced an increase in students' writing motivation but still from moderate-to-moderate motivation.

Based on the score of gathered from SPSS 22, it shows that  $t_{count}$  was lower than  $t_{table}$ . The finding of  $t_{count}$  was 7.799 while the level of significance of 5% was 2.030 in class experiment, and the finding of  $t_{count}$  was 5.867 while the level of significance of 5% was 2.030 in class control. It showed that  $7.799$  and  $5.867 < 2.030$  or  $t_{count} < t_{table}$ . Therefore, the researcher conclude the  $H_a$  was accepted and  $H_0$  was rejected. In other word, there was significant effect of using Picture media to improve students' motivation in writing descriptive text at tenth grade SMA N 3 Mandau.

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