

Using Illustration Images to Enhance Junior High School Students' Writing Skills

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Article Info	Abstract
Received: 3 January 2023 Reviewed: 4 January - 26 February 2023 Accepted: 1 March 2023 Published: 31 May 2023	<p>Purpose</p> <p>The purpose of this research is to explore the use of visual media illustration images in improving secondary school students' paragraph writing skills.</p> <p>Methodology</p> <p>This study used a pre-experimental one-group pretest-posttest design method. This research was conducted in one of the Indonesian public secondary schools. The population in this study were all students enrolling in the final year of their education. The researcher used a purposive random sampling technique due to the suitability of the purpose of the research. The instrument for the research is a written pre and post-tests.</p> <p>Results/Findings</p> <p>Based on the results of the study, it is clear that the use of visual illustration media can improve students' paragraph writing skills, with the mean posttest is greater than the mean of pretest (57.08, 73.36). The significance value of this research is <000, which means it is smaller than the significance level of 0.05. The results of the pretest and post-tests obtained t-table 2.063, t-count 12.629, df 24, and p<000. From this data, it indicates that the use of visual media illustration images can improve students' paragraph writing skills.</p> <p>Implications</p> <p>The evidence from the research shows that the use of visual media illustration images can have pedagogical impact on teaching writing including the improvement of the understanding of paragraph writing components. This media can be an alternative tool for educators for teaching paragraph writing.</p>
Keywords: Paragraph; Visual media illustration images; Writing skill	

1. Introduction

English is considered as a foreign language in Indonesia that is taught in formal schools, from kindergarten to university level. One of the key elements in English is writing skill that is taught as one of the compulsory subjects in higher education. For this reason, writing becomes the fundamental elements of language that is delivered in a key curriculum of higher education (Iskandarwassid & Sunendar, 2012).

Writing is a productive skill that describe past, present and future experiences of a person (Resmini et al, 2006). From this perspective, people through the lens of writing can express their feeling, ideas, and messages to others. The message can be in the form of a concept, record, will, desire, or a person's emotions. Primarily based on the expertise of the numerous forms. Writing is essentially part of the expertise, which is knowing what's within the mind and then pouring it into written form, knowing how in question is not the handiest inside the shape of words but also can be within the shape of pix, combos of ideas and the whole lot that comes to mind.

On this frame, writing is one the issue of language competencies that has a completely essential role in everyday life. Using this advice, a person can improve their reading, writing, speaking and listening skill throughout the day. Writing also allows a person to communicate with others regardless of time and place so that communication between individuals that were previously impossible to achieve can occur. Thus, writing skill are directed to convey ideas or thoughts indirectly into communication.

In writing, students must know about language, individualized structure vocabulary, sentence structure, sentence order, and sentence relationship. Sometimes students may speak English fluently, but they may not understand the language because they are unable to read or write in it. However, in the current situation, the majority of Indonesia's population does not speak English fluently, let alone write it down. It is usually shown when they write papers or theses in English. Many students make mistakes when they write paragraphs. Not all students have the skill to express ideas when they write paragraphs, this is because they have no interest in learning writing skill.

The responsibility of a teacher now is to provide a learning model that accommodates the needs and growth of students. It is hoped that the set of models designed will serve as a tool for students to apply while writing paragraphs to express their thoughts. Media can be felt and functions as a means, tool, and intermediary for demonstrating learning communication. The examples of media include maps, models, posters, pictures, globes, and graphic media that use display devices. Media has a positive and synergistic power that can change students' attitudes and behavior toward creative and dynamic changes. The role of the media is no longer seen only as a tool but as a basic part of the education and learning system. The purpose of using media in learning expositions is to streamline the learning process itself.

In addition, teachers are required to be creative in creating interesting and fun learning descriptions for school-age students because it makes students think more critically. English learning activities require media because media can "motivate students to learn English as a foreign language and because it will be fun and interesting with new material" (Gustian, 2012, p. 2). From this opinion, it indicates that media in learning vocabulary can motivate students to learn English because students will feel happy and be interested in new materials.

One of these media is illustrated pictures in language learning. The use of illustrative images in this research is focused on individualized structure writing skill. Visual media approach as teaching aids used descriptions that cover five senses (Daryanto, 1993). Visual media may play a very important role in getting to know the descriptions of objects. Visual media can facilitate understanding and toughen students' memory, develop and increase interest and might offer a relationship between the content material of the subject count and the real world according to the object being visualized.

Visual media have to be placed in meaningful contexts and students need to interact directly with visuals (images) to make sure that information processing occurs effectively. Thus, visible media may be interpreted as a learning device that could most effectively be visible to facilitate understanding and strengthen the memory of the subject matter. As we know, generally junior high school students experience difficulties in writing English. Students tend to be extra passive, bored, and sleepy in the system of teaching and research activities. If this condition is permitted to be continued, it is feared that it will hamper the learning of character English writing skills. Consequently, writing skill for junior high school students are the basis for continuing writing skill at the high school level. If they have a good foundation of English, it will be easier to follow the higher levels. In addition, there is less attention of research in visual images and writing skills in junior high school contexts.

Therefore, this paper addresses the need for further research of the use visual media illustration images to improve students writing skills. It is an important investigation because writing using illustration images can encourage students to write, trigger students to explore new ideas and provide illustration for frame of writing.

2. Literature review

2.1. Aspect of writing

Writing aspects are important to master because it helps students to master the writing skills. There are 5 important aspects of writing (Jacobs et. al, 1981; Graham, 2019), as follows:

- a. Content material, writers need to assume extra creatively and broaden their thoughts about what they may speak of their writing. content descriptions are vast, great, and relevant ideas.
- b. Organization refers to the potential of writers to prepare their sentences into coherent and cohesive ideas. moreover, it refers to fluent expression, definitely supported, properly organized, and cohesive thoughts.
- c. Vocabulary is considered as an important aspect for the author to be aware of the shape adapted to the person corporation, take into account its means, enjoy the sound, and appreciate the importance of the structure adapted to the character structure. mastering the vocabulary method, the writer can pick maxims, and individual shape alternatives, and register the right ones in his writing.

- d. Use of language refers to effective complex constructions, agreements, tenses, numbers, person organizational sequences, articles, adapted structural pronouns, and prepositions. Are sentences nicely based and entire? is there a simple agreement among the factors of the sentence: extra and individual paintings employer? customized issue and organization of work? customized organizational properties and individualized object structures? Then some other questions will appear asking about the additives of language used above.
- e. Mechanics includes spelling, punctuation, and capitalization. Spelling could be very important because it is an aspect that may make writing meaningful. wrong spelling continually confuses of meaning through the reader. The means will alternate if the character corporation is misspelled and the entire written means can be affected by that.

2.2. Illustration images

The use of illustrative images in this research are general illustrative images. Sources of illustration images used as media can be in the form of magazines, newspapers, textbooks, and personal photos of each student. Illustrative images are images that are used to explain or tell an event. An illustration image is a type of image that is made to explain or explain a written text in the form of reading text, stories, news, articles and others so that it is easy to understand (Sumanto, 2006). To understand the intent or content. From these two definitions, it can be concluded that an illustrative image is an image that aims to explain an event, or written text so that it is so easy to understand.

According to Basuki & Farida (2011) that illustrative images have several advantages, including relatively cheap prices, easy to obtain, easy to use, can clarify a problem, more realistic, help overcome limitations of observations, and can overcome limited space. In addition to the advantages of illustrative images, there are several disadvantages, namely they are only visual objects, do not move, the size of the images is often not suitable for teaching large classes, and the skill and carefulness of teachers are required in using their illustrations.

2.3. Paragraph writing

Several definitions of paragraph writing are described here. Paragraph writing is a series of sentences arranged logically-systematically which constitute a unified expression of thoughts that are relevant and support the main ideas implied in the whole (Tarigan, 2009). Paragraphs have two meanings: firstly, a paragraph is a unit of thought that is higher or wider than a sentence, and secondly, it is a collection of various sentences connected in a series to form an idea (Dalman, 2013). Arifin and Tasai expresses that a paragraph is a series of sentences that discuss an idea or topic" (2008). From these definitions, it indicates that paragraph writing consists of several sentences containing series of continuing ideas that are connected to one in another.

3. Methods

3.1 Research design

This form of study is a quantitative pre-experimental design. Hermawan (2019) argues that quantitative research is a studies approach acquired within the shape of numbers that are analyzed using statistics aiming to explore and describe the phenomena quantitatively. This study used a pre-experimental one-group pretest-posttest design method. This means that there was a pre test prior to the treatments and followed by post-test after treatment.

The pre-experimental design follows the description below (Sugiyono, 2013).

O1 X O2

Notes:

O1 = Pre-test

X = The treatment

O2 = Final test

3.2. Population and sampling

The population of the research is about 75 students. However, from the total population, the researchers chose purposively one class (25 students) for the purpose of this research due to the practicality and the accessibility of the participants. The researchers are only given the permissions to conduct research in one class. Therefore, this class is chosen due accessibility and practicality of the research.

3.3. Data collection instruments

Information collection instruments is done through tests. The pre-test was given to students to identify their current description of students' ability in writing skills. Following this, the researchers decided the appropriate

treatments for students using visual media illustration images. Finally, the researchers conducted a final post-test to students.

To ensure the credibility of the instruments, all test items are pre-tested to other students. The implementation of pre-tested to test items can ensure the credibility of the findings (Patton, 2014). Therefore, all item tested in this study are piloted in advance to ensure the credibility of the result.

3.4. Data analysis

Data is analyzed quantitatively using Ms Excel software program. the test results after collecting data using the test. Each result of the analysis is given divided into percentage and frequency. It is preceded by the classification levels: very good (93-100), good (84-92), average (75-83), and poor (<75).

4. Results

4.1. Scores of writing skill

The score of writing skills is described in Table 1 below.

Table 1: Pretest and posttest result

Clasification	Score	Pre-test		Post-test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Very good	93 – 100	0	0	0	0
Good	84 – 92	0	0	3	12
Average	75 – 83	0	0	8	32
Poor	<75	25	100	14	56
Total		25	100	25	100

Student test scores (experimental group) were described using descriptive statistical tests through the frequency distribution of information representing pretest-posttest scores. The experimental group is a class that is given visual illustration media. The results shown in Table 1 above, that the pretest has a success rate of 25 (100%) of students in the less good classification. Meanwhile, based on a descriptive statistical analysis of frequency distribution tables and posttest scores, it is known that 3(12%) students are classified as "Good", while 8(32%) students are classified as "Average" and 14(56%) students are classified as "Poor". This means that the percentage of post-test scores is higher than the pretest

4.2. Student content score

The score of content writing skill is described in Table 2 below

Table 2: Score of content

Clasification	Score	Pre-test		Post-test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Very good	93 – 100	0	0	0	0
Good	84 – 92	0	0	3	12
Average	75 – 83	0	0	7	28
Poor	<75	25	100	15	60
Total		25	100	25	100

Table 2 shows the score of the student content. In the pretest, no students got very good, good and average scores, and as many as 25 students (100%) got poor grades. Meanwhile, in the post-test, the table shows that there is an increase in student content. The table shows that 3 students (12%) got good grades, 7 (28%) got moderate scores, and 15 (60%) students got poor rates.

The body of the text describes the main idea and reflects the entire paragraph in the text. In addition, the content is included in the very good category. Which indicates knowledge relevant to the topic. Good category, it's about having enough knowledge. A bad category does not convey any knowledge of that aspect of writing.

4.3. Student organization score

The score of organization writing skills is described in Table 3 below.

Table 3: Score of organization

Clasification	Score	Pre-test		Post-test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Very good	93 – 100	0	0	0	0

Good	84 – 92	0	0	5	20
Average	75 – 83	6	24	11	44
Poor	<75	19	76	9	36
Total		25	100	25	100

Table 3 shows student organizational scores. Organization related to ideas in paragraphs. In the pretest, there are no students got very good grades, and got good grades but there 6 (24%) got average grades, and 19 (76%) got bad grades. While in the posttest there was an increase in student scores. The post-test results show that none of the students got very good grades, 5 (20%) got good grades, 11 (44%) got average grades, and only a few students got poor grades 9 (36%).

4.4. Student vocabulary scores

The score of vocabulary is described in Table 4 below

Table 4. Score of vocabulary

Clasification	Score	Pre-test		Post-test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Very good	93 – 100	0	0	0	0
Good	84 – 92	0	0	7	28
Average	75 – 83	0	0	2	8
Poor	<75	25	100	16	64
Total		25	100	25	100

Table 4 shows the students' vocabulary scores. In the pretest, no students got very good grades, and no one got good grades. But there are 2 (8%) getting moderate scores, and 23 (92%) getting bad grades. While in the post-test there was an increase in vocabulary scores. The table shows that some students got very bad grades 12 (48%), while 9 (36%) got moderate scores, and 4 (16%) got good grades. This shows an increase in aspects of vocabulary in students. Vocabulary refers to organizational choices adapted according to content, which can be identified by looking at individual structural choices or used to convey them to the reader.

4.5. Student language use scores

The score of language use is described in Table 5 below.

Table 5: The score of language use

Clasification	Score	Pre-test		Post-test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Very good	93 – 100	0	0	0	0
Good	84 – 92	0	0	4	16
Average	75 – 83	2	8	9	36
Poor	<75	23	92	12	48
Total		25	100	25	100

Table 5 shows the scores of students' language use. In the pretest, there are no students who got very good, good, and average scores, and 25 (100%) students got bad grades. Whereas in the posttest there was an increase in students' language structure scores. The table above shows that there are students who got a good score of 7 (28%). 2 (8%) got average marks, and some students got bad marks 12 (48%).

The use of this language refers to the correct grammatical and syntactic forms. This can be seen from the well-organized sentence structure. The use of language is included in the very good category, with a few errors in the arrangement of the adjusted structure, tenses, numbers, individual organization or function, adjusted article structure, individual structural pronouns, and ineffective complex structural prepositions. Good construction, effective but simple few prepositional errors, adjusted structure replacement, articles, adjusted order of structure or function, numbers, tenses, and agreements, a moderate category with significant problems with simple constructions, frequent errors, and goodbye language in category bad, barely mastered the rules of sentence construction.

4.6. Student score of mechanics

The score of mechanic is described in Table 6 below

Table 6: Score of mechanics					
Clasification	Score	Pre-test		Post-test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Very good	93 – 100	0	0	4	16
Good	84 – 92	0	0	0	0
Average	75 – 83	3	12	16	64
Poor	<75	22	88	5	20
Total		25	100	25	100

Table 6 above shows the student score in mechanics. In the pretest, 3 (12%) students got good grades, 22 (88%) got moderate scores, 12 (48%) got bad grades, and no students got good grades. From the results of the post-test, some students got very low scores of 5 (20%), while 16 (64%) got average scores, there is no good category, and 4 (16%) very good grades.

The mechanics referred to in writing include spelling, punctuation, and capitalization in paragraphs. Mechanics is included in the very good category, showing mastery of conventions, a few spelling errors, capitalization, and paragraph organization. Moderate category, some mechanical faults. Bad category, with lots of mechanical faults.

4.7. Mean and standard deviation

The score of mean of pre and post-tests is described in Table 7 below

Table 7: Mean score pretest posttest					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.08	25	6.837	1.367
	Posttest	73.36	25	8.841	1.768

This research uses a pre-experimental method with only one class being sampled, therefore the data calculation uses a paired sample test. Table 7 above that the average value of the pretest score obtained is 57.08 which is classified as "bad"; therefore, it can be concluded that the pretest scores of students before using visual media illustrations are classified as very low. While the average posttest score of students is 73.36 indicating that the posttest average score is higher than the pretest average score. Since the pretest standard deviation is 6.837 and the posttest standard deviation is 8.841 it can be stated that the pretest standard deviation is slightly lower than the posttest standard deviation, implying that the posttest score is higher than the pretest score.

4.8. The inferential analysis between pre-test and post-test

Table 8: Paired samples test								
	Paired Differences					t	df	Sig (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the difference				
				Lower	Upper			
Pair 1 PRETEST- POSTTEST	-16.280	6.445	1.289	-18.941	-13.619	-12.629	24	.000

Table 8 above was analyzed using SPSS analysis with the Paired Samples Test. If the significance level ($\alpha = 0.05$) is greater than the value (significant, 2-tailed), meaning that there is no significant difference. However, if the " α " significance level is lower than the p-value (significant, 2-tailed), it means that there is a significant difference

Based on Table 8 the significance value of this research is <0.000 , lower than the significant level of 0.05. The difference in the average value pretest and posttest is -16.280. This means that the use of visual image illustration media affects students' paragraph writing skill.

4.9. Hypothesis testing

Table 9: The results of t-test					
Data	t-table	t-count	Df	P	Note
Pretest and posttest	2.063	12.629	24	<0.000	$P < 0.05 = \text{Significant}$

This research hypothesizes that using visual media illustrations can improve students' writing skill in class VIII.1 (H_a), and (H₀) The use of visual media illustrations cannot improve students' paragraph writing skill in class VIII. 1 student. Improved skill in using visual media illustrations in paragraph writing skill can be identified by looking for differences in pre-test and post-test scores by analyzing information through the t-test.

The significance value of this research is <000, lower than the significant level of 0.05. The results of the pretest and posttest obtained t-table 2.063, t-count 12.629, df 24, and p<000 So, it can be concluded that the use of illustrations of visual media images can improve students' paragraph writing skill. The results of testing the hypothesis are as follows. H₀: $\mu_1 \neq \mu_2$ (different). The use of Visual media illustration images in class VIII.1, accepted.

5. Discussions

Based on the research results it is far regarded that students who have been taught using visual illustration media can improve paragraph writing skill. This means that students are more interested in writing descriptive texts using visual illustration media. In addition, the teaching of descriptive text with visual illustration media is better than without visual illustration media.

Students' writing skill taught using visual media proved to be successful. This can be visible from the average value of students obtained through the use of visual illustration media which is 73.36. With another individual structure, visual illustration media is effective for students' writing scores and motivates them to get ideas, and feelings, and then express them in written form.

By using the visual media of illustration images, the master can create new techniques in teaching and learning expositions that are more interesting in the classroom because the visual media of illustration images can describe objects more pleasantly to describe (Iskandar et al., 2022). In addition, visual media illustrations help students to remember people, places, and events in pictures. So, students find it easier to write.

This treatment trains them to develop their ideas and then makes them arrange paragraphs well. In addition, they can write descriptive text more fluently because they only see visual media illustrations and then write them into paragraphs. Finally, students can improve their writing skill.

The implication of the mastery of writing as a foreign language is that students can enhance their bilinguality (Abduh & Rosmaladewi, 2018), and understand other culture (Abduh, Basri, Rapi, & Rosmaladewi, 2021). In this case, the mastery of writing skill in another language can have pedagogical implication for students and teachers. Teachers can see this result of study as the example and may similar media to improve students' writing.

6. Conclusions

One aspect of language skills that has a very important role in everyday life is writing skill. by using the visual media of illustration images, the teacher can create new strategies in teaching and getting to know expositions that are greater exciting inside the classroom because the visual media of illustration images can describe objects greater pleasantly to explain. this can be confirmed by the consequences of the common student post-test scores.

The common score of students who were taught to put in writing paragraphs the use of visual illustration media within the experimental group was 57.08, whereas previously the pre-test score turned into 73.36. therefore, there may be a great distinction between the pretest and posttest from the experimental results.

So, based totally on the findings and discussion in the previous chapter, the researchers concluded that the use of visual media image illustrations could improve the writing skill junior high school students.

Declaration of conflicting interest

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