

CHAPTER V

DISCUSSION

In this part, the writer described research finding that analysis used Two-ways ANOVA. Based on the research finding writer could be concluded H_a or H_0 which would be accepted used in conducting the research. It was purposed to answer the problem of the study. Also the advantages of picture can be explained based on the researcher finding.

A. Discussion

The result of analysis showed that there was significant effect of using picture media toward bright and low level students' achievement in writing descriptive text at first year of SMA Muhammadiyah-1 Palangka Raya. The students who were taught using picture media got higher score in post- test with mean (79.27) than those students who were taught by conversional method with mean (70. 81). Moreover, after the data calculated using Two-Ways Anova with 5% level of significant. It was found that the F observed was higher than F table with $\alpha= 0.05$.

The first result based on the calculation above used manual calculation and SPSS 17.00 program, the F_{observed} between columns was 26.9266. Then it was consulted with F_{table} of with the level of significant 5% so $F_{\text{table}} = 4.08$. Since $F_0 = 26.9266 > F_{\text{table}} = 4.08$, the difference between columns was significant. It could be concluded that using picture media toward bright level student's achievement in writing descriptive text was significant effect. Based on the calculation result, the mean score (X) of bright students level of

experiment class (67.88 at pre- test and 80.24 at Post-test) was higher than those who in control class (66.94 at pre-test and 72.12 at post-test). Thus, H_a that stating using picture media gave significant effect on bright level students' achievement in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya was accepted and H_0 that stating using picture media did not give significant effect on bright level students' achievement in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya was rejected.

Second result of testing hypothesis shown that the F_{observed} between rows was 6.5536 which consulted with F_{table} with the level of significant 5%, because the $F_{\text{observed}} = 6.5536 > F_{\text{table}} = 4.08$, the difference between rows was significant. It could be concluded that using picture media toward low level students' achievement in writing descriptive text was significant effect. Based on the calculation result, the mean score (\bar{X}) of low students level of experiment class had been improvement from 56 at pre- test and 76 at Post-test. Although at pre-test the mean score of low level students' achievement of experiment class (56) was lower than the students at control class (56.8). In contrary, at post- test mean score of low level students' achievement of experiment class (76) was higher than mean score of control class (66.4). Therefore, H_a that stating using picture media gave significant effect on low level students' achievement in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya was accepted and H_0 that stating using picture media did not give significant effect on low level students' achievement

in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya was rejected.

Third calculation, the F_{observed} columns by rows (interaction) was 0.1454 that consulted with level of significant 5%, because $F_{\text{observed}} = 0.1454 < F_{\text{table}} = 4.08$, it could be concluded that using picture media toward high and low level student's achievement in writing descriptive text gave significant effect and there was no difference on both. Thus, H_a that stating using picture media gave significant effect toward low and bright level students' achievement in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya was accepted and H_0 was rejected. It meant that the effect of using picture media in teaching writing descriptive text did not depend on the students' level achievement.

This finding indicated that the alternative hypothesis stating that there was any significant effect of using picture media toward bright and low of students' achievement in writing descriptive text was accepted. On contrary, the null hypothesis was rejected. There are several reasons of using picture media gives effect in writing descriptive text. First, based on in teaching learning process, the students understand what should they do and write when the researcher show the picture in front of class. The finding was suitable with Heinich and Molenda Statement. According to them providing visuals or realia helps contextualize instruction in the classroom.⁷⁸

⁷⁸R. Heinich, Micheal Molenda, James D. Russell, and Sharon E. Maldino, *Instructional Media and Technologies for Learning*, 7th Ed., New Jersey: Mertill Prentice Hall, 2002, p. 84.

Second, it is to gain attention. For instance, a picture on the screen, or on the board, when students at the room all serve to get the students' attention. This method using picture also made students learn more enthusiastically. This finding was related to Andrew who stating that pictures lead the learners to focus on the material that is taught by teacher.⁷⁹

Third is to present new content. Not only can media help make new content memorable, media can also help deliver new content such as a text, movie, or video. It proved Ansley stated that educational experiences that involve the student physically and give concrete examples are retained longer than abstract experiences such as listening to a lecture.⁸⁰

Fourth is to support learning through examples and visual elaboration. For instance, the material of writing descriptive text could be accepted and understood by students when the researcher taught them using picture media. Fifth, it is to elicit student response. For example, the researcher applied the large picture on board where pointing the detail elicited the students and the students asked some new vocabularies from the picture. It is related to Jeremy statement that pictures of all kind can be used in a multiplicity of ways to elicit students' response.⁸¹

⁷⁹Andrew Right, *Picture for English Learning*, UK: Cambridge University Press, 2004, p. 2-4.

⁸⁰Ansley, D., *Instructional media: Chalkboards to video*, 2004, (online) URL <http://learningforlifefsu.edu/ctl/explore/onlineresources/docs/chptr9.pdf>, accessed March 13th, 2013.

⁸¹Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed., New York: Longman, 2001, p. 134.

Sixth, the full color of pictures could be useful to motivate students' interest on learning process and creativity and to prevent the boredom. Last but not least advantages of media is to bring the world into the classroom when it is not possible to take the student into the world. For instance, when the researcher used picture of Borobudur temple and asked the students about the characteristic of Borobudur temple which the students could explained without brought them to there. These findings were support by Heinich and Molenda who quote that pictures bring the real thing into classroom that students can vicariously explore other places and other time trough picture media. Also students' motivation will built up from picture media.⁸²

Besides calculation of Two-Ways ANOVA, students' improvement on their writing ability could measure from increased scoring writing aspects. Among five aspects on rubric scoring of writing descriptive text, content, organization and vocabulary aspects had significant increased. For instance, average score of content aspect of students of experiment class in pre- test (2.77) was lower than average score of post- test (3.14). Then average score of vocabulary aspect of students of experiment class in pre- test (2.77) was lower than average score of post- test (3.14).

Based on the research finding also indicated students' score in control class who taught by conversional teaching, also improved from Pre- test to Post- test. It was caused by familiar theme that applied in teaching writing

⁸²R. Heinich, Micheal Molenda, James D. Russell, and Sharon E. Maldino, *Instructional Media and Technologies for Learning*, p. 84

descriptive text because the students have background knowledge of the theme before. Therefore the students could gain their idea and arrange their idea into text easy. It could be concluded that any factors also improve the students' ability and score in writing descriptive on this study besides the effect of using picture as media in teaching writing descriptive text such as their background knowledge, familiar picture and dictionary that they used to find new vocabulary.