STUDENTS' ABILITY AT INFINITIVE AND GERUND CONSTRUCTION IN MASTERY IN WRITING DESCRIPTIVE TEXT BY USING PICTURE MEDIA AT MTs Al-JUMHURIYAH

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Abstract

The objective of this study was to know the effectiveness of using pictures media on students writng of descriptive text at seventh grade students of MTs Al-Jumhuriyah Deli Serdang. The method used in this study was quantitative research. The design of this study was quasiexperimental design to know the effectiveness of using picture media on students' writing descriptive text. The result could be seen that using picture as media is effective and appropriate on students' writing descriptive text. It could be seen from the average of post-test result in experimental class was 61,44 and the average of gained score was 16,48. The result of calculation showed that in the significance degree of 2.877 > 2.021. it means that t observation was higher than t table. According to the criteria of the test, it could be concluded that there wa a progress in using picture on students' writing descriptive text. In conclusion, using picture on students' writing descriptive text at sebenth grade students of MTs Al-Jumhuriyah Deli Serdang was effective.

Keywords: *Infinitive and Gerund, writing, descriptive text, and picture media*

INTRODUCTION

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism,

transportation, sport, international relation etc. In Indonesia, English is adopted as the foreign language. It becomes a local content in Elementary School, a compulsory subject in junior and senior high school and a complementary subject of the higher education institution. In daily classroom activity, students often find difficulties in cropping up their ability in writing English sentences. This is because of several reasons, one of them is how to arrange the sentence grammatically.Learning to write well is a difficult and lengthy process, because it inducesanxiety and frustration in many learners.

English deals with the language skills i.e., listening, speaking, reading, and writing. Nevertheless, it does not mean that if one already masters these four skills, he or she has already mastered English. Learning English means how to use and communicate in the four skills, both productive and receptive. To become a master in English, learning grammar is a very essential part. Mart said that language acquisition without grammar will be confusing. Grammatical or formal competence which covered the kind of knowledge (of systematic of grammar, lexis, and phonology) it is familiar from the discrete point tradition of testing. Learners will fail to use the language correctly without grammar skills.

Writing is one of a component in English and it is the expressions of language in the form of letters, symbols, or words. Writing is a type of written communication through the process of preferring language symbols containing ideas, speech, and vehicles so that they have meaning to achieve certain goals. Writing is a communication because writing means delivering a message to the readers. According to Galuh Nur Rahmah stated that writing is specified skill in organizing ideas. Organizing ideas skill refers to the art of communicating the information. It involves the writer's way in presenting arguments and supporting the arguments with some convincing both subjective and objective evidence.

In addition, writing has a specific purpose. The purpose of writing depends on the desire of the writer. For example, writing because you want to inform something, writing because you want to tell a story of a past experience, or writing because you just want to entertain the reader. So based on the explanation above, writing is an activity in which a suitable kind of language

communicates one's experience in the medium of written expression. It means to express ideas into written form and can convey messages to readers. Writing is a communication practice in the form of sending message (information) to other parties in writing using a written language as a tool or as a media. Writing activities involve several elements, namely: the writer as delivery of channel or media message, the contents of the message and the readers. On the basis explanation above writing is communication in the form writing, using writing language, expressing ideas or writing experience that can convey massage to the readers.

Writing focuses on the importance of how people arrange their ideas in a text. In delivering purpose or aim in the form of written text, the writer should use the proper and appropriate words to avoid misunderstanding with the readers. Writing is procedure or reproduces written message. It means that writing is one of language skill using hand to transform what we think in our mind writing is within form in expressing idea, feeling and opinion. We combine our ideas into sentences and then into the text/paragraph, and the text has the meaning, so the reader can understand the meaning of the text.

Writing refers to ability of someone to use and organize the lexical items to express the ideas in the form of written production. Heaton divided that skill of writing into five general components, (1) Grammatical skills: the ability to write correct sentences, (2) Stylistic skills: the ability to manipulate sentences and use language effectively, (3) Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling, (4) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Picture is a kind of media which belongs to picture category. These pictures can represent the image of people, animals, things, or events. Teaching is all of the teacher's activities in the classroom such as to manage the class and observe the student's activities in the classroom. From the statement the researcher concludes that teaching writing is process to help the student how to

develop the student's writing skill in the classroom activity by using picture. By showing picture, the students will be more interested to get some information from them and they will try to understand what the pictures tell about. Furthermore, picture also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefits is it simple, does not costly, and relatively easy to get.

Indonesian and English have some words which have the samemeaning but different in their functions. We often find verbs in English that function as nouns. In Indonesian there is no change in its forms in making a noun from a verb, but in English we must add the suffix – ingto the word. On the other hand, the –ingform of a verb is not always a noun.

Simmons in his article stated that the Gerund explains that every gerund, without exception, ends in ing. Gerunds are not, however, all that easy to identify. The problem is that all present participles also end in ing. What is the difference? Gerunds function as nouns. Thus, gerunds will be subjects, subject complements, direct objects, indirect objects, and objects of prepositions. Present participles, on the other hand, complete progressive verbs or act as modifiers. According to Azar stated that gerund is the –ing formof a verb used as a noun. A gerund is used in the same ways as a noun. i.e., as a subject or an object.

METHOD

This research used the quantitative method. This quantitative research proposes mathematical models, theories, and hypotheses to the research variables. Also, it is essential to conduct the assessment process of quantitative research because it presents a relationship between empirical observation and the mathematical results of the quantitative nonexperimental study. The result of the data was presented in a numerical form, where the data were analyzed and calculated by SPSS software.

This research applied a correlational study design. It determined the relationship among research variables, and this research is a non-experimental

study where it did not carry out treatment to manipulate the variables. The researcher wants to know the relationship among students' writing ability, vocabulary knowledge, and critical thinking. These three variables consist of two independent variables and one dependent variable. Independent (X1) will be correlated with dependent variable (Y), and independent variable (X2) will be correlated with dependent variable (Y). The last, two independent variables (X1) and (X2) will be correlated with the dependent variable (Y).

The researcher conducted this research in the seventh grade of a Junior High School in MTs Al-Jumhuriyah Deli Serdang. The research was carried out in the 2022/2023 school year, and the school is implementing the 2013 Curriculum. The research was conducted in May 2023. The population of this research was MTs Al-Jumhuriyah Deli Serdang. However, to support the validity of the study, the bigger the participants the better. The research sample was taken to facilitate research accommodation. The researcher used cluster random sampling technique in this research because the sample is in groups and homogeneous.

Research instruments were needed to collect the data from the sample in an investigation. Research instruments of the correlational study were using the test. They were the critical thinking test, vocabulary knowledge test, and writing ability of analytical exposition text test. Instruments in the research context are the tools used to accommodate the data collection. Some research instruments are chosen based on the needs for the hypotheses testing.

In this design, there are two tests; those are before and after experiment. Those tests called pre–test, and post – test, in which pre – test is the observation which is conducted before the experiment and post – test is the observation which is conducted after the experiment. In this design, there are two groups of students as the samples. At the first time, both of groups are given pre – test in order to know their competence in infinitive and gerund before they are given a treatment. In the experimental group, they would be treated by uing picture as media, while the controlled group would be treated by using conventional technique. In this research, I conducted test to the ninth grade at Mts Al-Jumhuriyah. The type of data is the errors of the students in using gerund and infinitive. When the data

were collected, they were classified based on its error sources. From those data I did the analysis.

In this study, researchers will conduct research in class VII Mts Nurul Hakim Tembung. Class VII is a class that fits perfectly with the title of the researcher's thesis because in this class they are studying the Descriftive text. Class VII is divided into 4 classes. The number of students in class VII is 123 students.

Cluster sampling is most useful when the population is very large. Based on the population data obtained in this study, the researchers took only two classes out of four classes IX as a whole, after randomly grouping the samples. According to Gay, cluster sampling randomly selects groups, not individuals. All members of the selected group have similar characteristics This means that students have been taught the same material and the same syllabus, the same teacher, and also the same school environment.

Therefore, the researcher takes two classes to represent a population that has similar characteristics. The same reasons are also addressed by the two classes: students are taught the same way, the same syllabus, the same school environment, the same English teacher, students at the same level, and students have the same material in learning to write. So, researcher chose two classes of students to be taken as a sample consisting of 64 students, namely class VII-1 as the experimental class and VII-3 as the control class.

Data analysis is the way data analyse by the researcher. In managing and analyzing the data collect, the researcher used quantitative data analysis so the researcher analyzed the data by using formula. The analysis used to find the significant difference of the students' writing descriptive text ability before and after used of using Picture as a media.

The steps to analyze data as follows:The test results examined and then score by using an assessment elements consisting of content, organization, vocabulary, grammar, and mechanic. Destager in Dahnianti (2018) reveated that there are five aspects evaluate in writing: they are content, organization, vocabulary, grammar, and mechanic. The research method describes the design of

activities, scope or objects, materials and main tools, places, data collection techniques, operational definitions of research variables, and analysis techniques. [Times new roman 12, space 1.5]

FINDING AND DISCUSSION

In the data description, the writer described the test result to the sample, the students of MTs Al-Jumhuriyah. The result was used to get empirical evidence about the effect of Picture Media on students' ability at infinitive and gerund in writing descriptive text at the Ninthgrade of MTs Al-Jumhuriyah in 2022/2023 academic year. The result of the research is presented as data description based on the test result. The data analysis result obtained through vocabulary test.

Here are the table description of pre-test and post-test score;

Table 1 The Students' pre-test and post-test Score in

Class VII.8(The Experimental

Class)

Number	Students'	Pre-test	Post-test	Gained Score	X^2
		X1	X2	X	
1	S1	64	52	12	144
2	S2	36	72	36	1,296
3	S3	24	40	16	256
4	S4	24	77	53	2,809
5	S5	28	85	57	3,249
6	S6	32	88	56	3,136
7	S7	38	72	34	1,156
8	S8	56	80	24	576
9	S9	64	80	15	225
10	S10	28	84	56	3,136
11	S11	44	92	48	2,304
12	S12	44	92	48	2,304
Number	Students	Pre-test	Post-test	Gained Score	X^2
		XI	X2	X	
13	S13	44	72	28	784
14	S14	56	84	28	784
15	S15	60	84	24	576
16	S16	24	72	48	2,304
17	S17	80	92	12	144

| 18 | S18 | 68 | 82 | 14 | 196 |

$\sum N_1$= The Total Students in the Experimental Class

$\sum X_1$= The Total Pre-test score of students in the Experimental Class

$\sum X_2$= The Total Post-test score of students in the Experimental Class

$\sum X$= The Total gained score of students in the Experimental Class

$\sum X^2$= The Square of the total gained score of students in the Experimental Class

Based on the table above, it was showed that the score of the experimental class between pre-test and post-test were different. The students' score mean in the pre-test was 46,24 with lowest pre-test score was 24 and the highest post-test score was 68. Meanwhile, the score mean in the post-test was 79,16 with the lowest post-test score was 40 and the highest score post-test score was 92. the Writer also got $\sum X_1$= 1156, $\sum X_2$= 1979, $\sum X$= 3384, $\sum X^2$= 35,385. The result will be used to find out t-test in data analyzing. Here is the table of the frequency pre-test and post-test distribution of controlled class;

Table 2 The students' pre-test and post-test Score in

Class VII.7(The Controlled Class)

Number	Students'	Pre-test	Post-test	Gained Score	Y^2
		Y1	Y2	Y	
1	S1	40	60	20	400
2	S2	36	76	40	1600
3	S3	40	76	36	1296
4	S4	48	72	24	576
5	S5	36	40	4	16
6	S6	60	72	12	144
7	S7	36	40	4	16
8	S8	60	76	16	256
9	S9	28	60	32	1024
10	S10	44	72	28	784
11	S11	36	50	14	196
12	S12	56	64	8	64
13	S13	32	40	8	64
14	S14	60	64	4	16

Number	Students'	Pre-test	Post-test	Gained Score	Y^2
15	S15	40	52	12	144
16	S16	40	72	32	1024
17	S17	52	60	12	144
Number	Students'	Pre-test	Post-test	Gained Score	Y^2
		Y1	Y2	Y	
18	S18	80	64	16	256
19	S19	64	72	8	64
20	S20	40	52	12	144
21	S21	44	46	2	4
22	S22	64	70	6	36
23	S23	48	64	16	256
24	S24	28	52	24	576
25	S25	48	70	22	484
Amount	25 Students	$\sum Y_1= 1160$	$\sum Y_2= 1536$	$\sum Y= 412$	$\sum X^2= 9,484$
Mean		**46,4**	**61,44**	**16,48**	**379,36**

$\sum Y_1$= The Total Students in the Controlled Class

$\sum Y_1$= The Total Pre-test score of students in the Controlled Class

$\sum Y_2$= The Total Post-test score of students in the Controlled Class

$\sum Y$= The Total gained score of students in the Controlled Class

$\sum Y^2$= The Square of the total gained score of students in the Controlled Class

Based on the Table 4.2 above, it was showed that the controlled class score between pre-test and post-test were different. The mean of students' score in the pre-test was 46.4 withthe lowest pre-test score was 28 and the highest pre-test score was 80. However, the mean ofstudents' score in post-test was 61.44 with the lowest post-test score was 40 and the highest post-test score was 76. The Writer also got $\sum Y_1= 1160$, $\sum Y_2= 1536$, $\sum Y= 412$, $\sum Y^2= 9484$. The result will be used to find out t-test.

Based on the Tables 4.2 above, the average score of both experimental class and controlled class increased. However, the experimental class's score had increased more significantly rather than the controlled class. This can be seen through the range points gained by the two groups. The experimental class increased 30,48 points while the controlled class increased 8,48 points. The progress both classes can be seen in the diagram below:

Figure 1 The difference between Students' Score in Experimental and Control Class
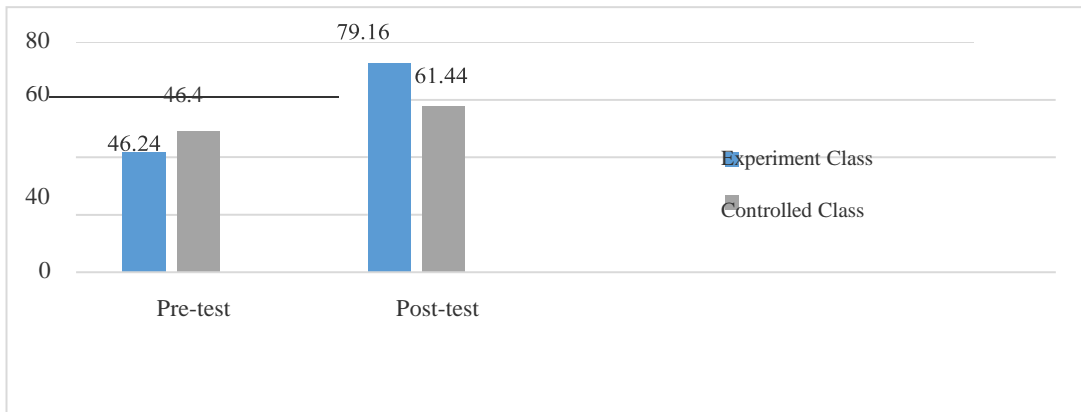
Table

4.1

1. Data Analysis

Based on data obtained, the writer analyzed the test score of the experimental class and controlled class by calculating the Formula T-test. Before calculating the T-test value, to look at the difference of significant level, it was necessary to find out the normality value and homogeneity value of the data. The normality examination was needed to know whether the data has been normally distributed. Then, after getting the normality, the next step was calculating the Data homogeneity. It was purposed to know the data were homogeneous or not.

a. Normality Testing

It is one of several requirements that have to be fulfilled before conducting t-test. It purposed to know whether the data from two classes have been normally distributed or not.The writer used Lilliefors table to do the normality test. In order to get the answer of normality test, the data is normal distributed if the data has significance 5% (0.05) or Ltable higher than Lobserve. The result can be

seen as follow:

Table 3 Normality Test of Pre-test and Post-test

Statistic	Pre-test		Post-test	
	Experimental Class	Controlled Class	Experimental Class	Controlled Class
Sample (N)	25	25	25	25
Mean	46.24	46.4	79.16	61.44
Ltabel	0.173			
Lobserve	0.168	0.172	0.124	0.133
Conclusion	**Normal**		**Normal**	

*The results calculation of semi-manual using Microsoft excel can be

seen in appendix.

Table 4.3

The Result showed that the data both of two classes are normally distributed. It was pointed out experimental class and controlled class have same ability in vocabulary.

b. Homogeneity Testing

After doing the normality test, the writer did the homogeneity test in order to test the similarity of the sample in both classes. The formulation is if Ftable higher than FObserve means the data were homogenous with significance level $\alpha = 0.05$. The result are presented as follows:

Table 4 Homogeneity Test of Pre-test and Post-test

Statistic	Pre-test		Post-test	
	Experimental Class	Controlled Class	Experimental Class	Controlled Class
Sample (N)	25	25	25	25
Varians	390.667	374.667	196	351.573
Ftable	1.955		1.955	
Fobserve	1.0427		1.793	
Conclusion	**Homogeneous**		**Homogeneous**	

*The results calculation of semi-manual using Microsoft excel can be

seen in appendix.

The result of the data in Table 4.4 above, it showed that the FObserve of

pre-test between experimental class and controlled class was 1.0427 further, the FObserve of post-test between experimental class and controlled class was 1.793741497. Therefore, the data of pre-test was homogenous because it was higher than F$_t$able (1.955).

DISCUSSION

Based on the data described above, the data was taken from 25 students in a group of pre-test and post-test. Table 4.1 presented the pre-test of the experimental class and mean score was 46.24. Moreover, the students' lower score achieved was 24. After treatment, the mean score achieved 79.16. it pointed out that the mean score of post-test was higher than pre-test. The students' lower score of post-test was 40 and the maximum was 92. Meanwhile, Table 4.2 presented the pre-test of the controlled class and the mean score was 46.4. The lowest score of pre-test was 20 and the highest score was 76. Then, the mean score of post-test was 61.44, the lowest score of post-test was 40 and the highest score was 76.

From the scores of both groups, there is a difference between students' achievement of the score in pre-test (experimental and controlled class) and the controlled class had the higher mean score than experimental class. In post-test, experimental class and controlled class were increased better than in pre-test. But, for this session, the experimental class had the higher mean score than the controlled class. It means that there is a significant score of experimental class and controlled class. Moreover, the Table 1 and 2 also showed that minimum gained the score of the experimental class was 12 and the minimum gained the score of the controlled class was 2. The average gained the score of the experimental class was 33.84 and for the controlled class was 16.48. It proves that using storytelling is effective on students' vocabulary of describing things around us.

In addition, based on the calculation of the t-test that Ho was rejected and Ha was accepted as formulated if t$_O$ > t$_t$. Based on the calculation, the result of to was higher than t$_t$, which was 2.877 > 2.021. Therefore, Ha was accepted and

Ho was rejected. Thus, there is a significant difference between the students' score in students' writing test used picture media and the students' score in writing test without using picture media at the Ninth-grade students of MTs Al-Jumhuriyah. It means students' who learn writing using picture media had a significant effect on writing descriptive text compared to those who did not learn infinitive and gerund in writing descriptive text by using picture media. According to the study, there is a significant effect of using picture media on students' ability at infinitive and gerund in writing descriptive text.

From the data analysis of the study, it can be known that picture media can give a significant effect of students' Vocabulary because the score of students' writing test after being taught by using picture media is higher than before the writer gave the treatment. Furthermore, this study supports the previous studies that Graphic Organizer such as picture media is found very helpful and effective to teach the infinitive and gerund in writing descriptive text. In addition, this media can also be implemented in all subjects but it depends on students' level and needs. Based on implementation, it can be summed up that using picture media is effective to improve students' ability at infinitive and gerund in writing descriptive text especially for the ninth-grade students at MTs Al-Jumhuriyah**.**

CONCLUSION AND SUGGESTION

In this research, the researcher applied picture media to teach infinitive and gerund in writing of descriptive text in an experimental class. The picture series are implemented by the researcher in the experimental class to foster learners' writing skill in desciptive text. The objective of this research is to get the empirical evidence about the effect of using the picture media on learners' infinitive and gerund in writing descriptive text skill at ninth grade of MTs Al-Jumhuriyah in academic year 2022/2023. Moreover, the researcher used test as instrument for collecting the data. Then, the data are analyzed by SPSS following the quantitative analysis procedures. It is needed for this research to

prove the theoretical framework and previous related studies that had been mentioned in the previous chapter.

The researcher taught picture media in the experimental class for about two weeks. During the treatment, before asking students to write descriptive text, the researcher introduced and gave the explanation about picture media. There are some steps that students have to follow in order to use picture media. Such as, they have to answer some questions with a complete sentence based on the given picture. Furthermore, they need to observe the characteristic of picture and analyse the generic structures of the text. In the end, the researcher directed students to create descriptive text based on the complete sentence that they have already answered.

In conducting the research, the researcher found challenging aspects while implementing picture series to improve students' writing of descriptive text.The researcher found the limited time for students to complete their writing of descriptive text because there were some steps that students must to follow before they begin to write. Moreover, the students have to maintain their concentration in order to follow the researcher directions in applying picture series in classroom. However, the picture series was found successful to improve learners' writing skill of descriptive text.

From this research, the researcherexpected to further research will extend the time of the treatment so the learners will get better result in producing written product. Moreover, further research is suggested to take more samples or big scale of sample in order to get stronger result. Last, it is suggested to future researchers to conduct similar studies on the other skills such as listening, reading, or speaking skill or other language components such as vocabulary and grammar to improve the quality of teaching English.

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