THE EFFECTIVENESS OF USING ENVIROMENTAL PHOTOS ON THE STUDENTS' EXPOSITORY WRITING

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Abstrak

Menulis merupakan kegiatan untuk menciptakan sebuah karangan atau sebuah fakta dalam suatu informasi. Menulis tidak bisa dikatakan mudah karena menulis membutuhkan konsentrasi dan pemikiran yang luas untuk mejadikan satu kata menjadi sebuah paragraph. Maka dengan penelitian ini peneliti memakai teknik photo lingkungan untuk mempermudah siswa, khususnya siswa di SMP PUTERI SION dimana peneliti memakai dua kelas yaitu kelas percobaan dan kelas biasa. Adapun tujuan peneliti memakai teknik photo lingkungan khusunya dalam menulius teks ekspositopri adalah untuk mempermudah siswa dalam menuliskan kembali fakta atau informasi yang sesuai dengan gambar yang di berikan oleh peneliti kepada siswa. Desain yang dipakai peneliti adalah penelitian kuantitatif, teknik pengumpulan data yang dipakai peneliti adalah $t_{obtained}$. Hasil penelitian ini adalah pretest 39.68 dan posttest 67.95 dari hasil tersebut didapat hasil 5.35. menurut Cohen.Manion,& Morisson where 0-0.20 category weak effect, while 0.21-0.50 category modest effect and 0.51-1.00 category strong effect. Setelah dilakukan penelitian ini terhadap siswa kelas IX maka terbukti hasil bahwa teknik photo lingkungan yang dipakai oleh siswa dalam menulis teks ekspositori berpengaruh.

KATA KUNCI : Menulis, Poto Lingkungan, Teks ekspositori

1. INTRODUCTION

Language is one of the most important in human life. From the language we can communicate with other people. Language has many kinds,one of which is English.English is one of the international languages which we will need. As an international language, every school starting from kindergarten to high school implements compulsory learning in English. English is the common language used by everyone in communication with others around the world. English language skills are needed in various fields of science, work and proffessions.Language plays a role in a student's social and emotional development and is a way of studying a field of study. language is expected to lead students to find and use the imaginative abilities contained in them.

Student often have difficulty learning English because in learning English there are four skills,namelyspeaking,writing,reading and lestening. Hartfiel, (1985) says " Writing is primary means conveying informations, idea, beliefs, and impressions to other when the ideas are too complex to express orally, when face to face is not posible or when a permanent form of comunication is needed". Especially for writing,writing is very much needed in learning EnglishAccording to Hogue (1996: 6) good writing is more than just using correct grammar; it is also thinking, planning, checking, and revising.. .

Writing is an activity to create notes or information an a medium by using characters,writing is usually done an papper media using tool such as pens or pencils. Lyons and Heasly in Nunan(2000: 91) said that writing is clearly a complex process and competent.. Writing is included in the content, rhetoric, grammatical, structure,and mechanic sush as punctuation and capitalzation.Writing is a form of thinking, but it is thought for certain reading and for a certain time. One of the most important tasks of the writer is to master the principles of writing and thinking, which will help him achieve his goals and objectives. The most important of the principles referred to are invention, structure and force. In short, learning to write is learning to think in / in a certain way (Angelo, 1980: 5).

writing is also an activity of pouring thoughts and feelings or ideas that are in a person's thoughts into a note by using characters, symbols and symbols that are easy for the reader to understand and have meaning and message.Concluded that writing is one component of the communication system. Writing is describing thoughts, feelings, and ideas in the form of graphic language symbols (1998;224).Requires full concentration of the word when you start writing something ,you have to think about what you are going to master not in your own writing. And for that in terms of writing requires a thinker an calm and calm atmosphere too.In writing, there are also types of writing, namely narrative writing, descriptive writing, persuasive writing and expository writing. For this reason, expository texts are more functional, and beneficial in terms of providing information than narrative texts (Chenfeld, 1978). In this study, the writer explains

the expository where environmental photos are closely related to the expository

expository writing is writing where the function is to explain and focus on the subject.Lerner (1985;413) explain that writing is pouring ideas into a visual form Expository writing is that seeks to explain illuminate or expose (which is where the word expository come from). The writer can tell the reader about the author's topic or subject. When writing an expository the writer needs to think that if the reader has little or no background on the main topic, the reader should learn something after reading the main topic.According to Lynch and Mariconda, the first characteristic of expository texts is that it states its narrow main idea.

It is very easy now to write expository text. First according to Arkhondi et al, expository texts can be challenging to students because they are structured to facilitate their study process. One of which is by using environmental photography techniques. Environmental photo technique is one way that can be used by students to make it easier for them to write facts or objects listed in an environmental picture or photo without having to think or imagine the picture to be written in the expository writing. In this study, Huson mention that the expository texts complexity and higher level vocabulary use in the text can measure the readness of the university of the students.

The term 'environment' is used broadly and has a broad, meaningful meaning. Is that the 'environment'? In general usage, for some, the word 'environment' has a simple, meaningful meaning of 'nature': like a natural landscape along with all non-human features, characteristics and processes. for everyone the environment is often linked to the notion of wildlife and natural landscapes that have not been affected - or, at least, imperceptibly - by human activity. however, for others, the term 'environment' includes the human element to some extent. thus, in general, the notion of 'environment' is united by images and bound up with understandings and beliefs that are often unspoken - but may be held tightly. however, all of these uses have a fundamental underpinning: that the 'environment' has some kind of relationship with humans. hence the environment is, in various ways, the 'backdrop' for the unfolding of human history.

2. RESEARCH METHOD

In this research, the form used is quantitative research. The techniques used in this study were the pretest and post-test measurement techniques. The subjects who participated in this study were students of class IX SMP PuteriSion Medan in the academic year 2020/2021. The exercise given by the author is an essay in the form of an expository, which is located at JalanJaminginting km 9.5/pales IX,

simpangselayang, Kec Medan Tuntungan, Prov Sumatera Utara.

This study used two classes, namely the experimental class and the control class where this research begins with a pretest to determine the students' initial ability in writing an expository test. The instrument applied during this study was a written test. The first steps in this study determine the extent of students' knowledge in expository writing by giving them a temporary title, the students would write the expository text of the title.

After the pretest, the researcher then gave the treatment to the experimental class while the control class did not use treatment in writing the expository text.

The last step is the post-test, in this post we will find out whether there is any influence that results from the environment, namely by giving them a photo that matches the writing title given to students in the pretest. After seeing and understanding the photo, students will be asked to write down expository writing again. The assessment is by reducing the students 'scores in the pretest (X1) and the students' scores in the posttest (X2).

$$D = X_1 - X_2$$

(Furlong, N.E., Lovelace, E.A., and Lovelace, K.L., 2000, p.336)

To get the value $\bar{D}$ is the result of dividing the sum of the value of the formula D by the number of students in one class.

$$\bar{D} = \frac{\sum D}{N}$$

Meanwhile, to find out the value of the error required to calculate the t value, the researcher calculated the standard deviation from the following formula.

$$S\bar{D} = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}}$$

Then the researcher calculates the error by dividing the results of the standard division with the results of the number of students rooting with the following formula.:

$$S\bar{D} = \frac{S_D}{\sqrt{N}}$$

(Furlong, N.E., Lovelace, E.A., and Lovelace, K.L., 2000, p.336)

After getting the results of the calculated standard errors, the researchers then used the t-test formula and the effect size.

$$T_{obtained} = \frac{\bar{D}}{S\bar{D}}$$

(Furlong, N.E., Lovelace, E.A., and Lovelace, K.L., 2000, p.336)

$$ES = t\sqrt{\frac{1}{N}}$$

(Smith (1988) cited in Sari (2003, p.41)

To get comparative results or accurate results that environmental photos have an effect on this study, the researchers used Cohen.Manion,& Morisson where 0-0.20 category weak effect, while 0.21-0.50 category modest effect and 0.51-1.00 category strong effect.

3. FINDING RESEARCH

The researcher was use score of distribution **t** and researcher was follow formula :

$D_1 = X_1 - X_2 = 65 - 38 = 27$

80
70
60
50
40
30   67,95
20   39,68
10
0
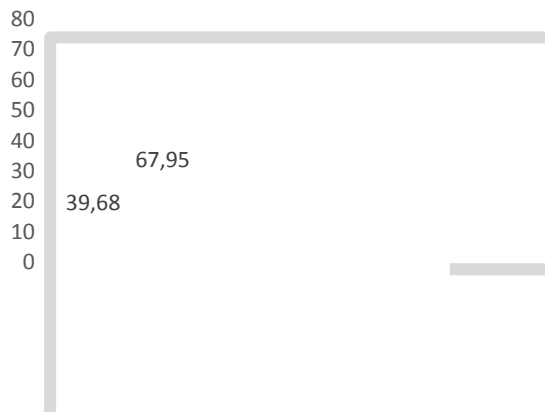
Graphic : The mean score of student on the pretest and post test result

After the researcher got the result from $X_1 - X_2$, so the researchers followed the formula

$$\overline{D} = \frac{\sum D}{N} = \frac{622}{22} = 28,27$$

$$S\overline{D} = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{18.170 - \frac{(622)^2}{22}}{22-1}}$$

$$= \sqrt{\frac{18.170 - 17.585,63}{21}}$$

$$= \sqrt{\frac{584,37}{21}}$$

$$= \sqrt{27,82}$$

$$= 5,27$$

$$S\overline{D} = \frac{S_D}{\sqrt{N}}$$

$$= \frac{5,27}{\sqrt{22}}$$

$$= 1,12$$

$$T_{obtained} = \frac{\overline{D}}{S\overline{D}}$$

$$= \frac{28,27}{1,12} = 25,24$$

After the finding the resulT$_{obtained}$the researcher use the effectiveness qualification result according to Cohen,Manion, & Morrison (2007:512) as formulas :

$$ES = t\sqrt{\frac{1}{N}}$$

$$ES = 25,24\sqrt{\frac{1}{22}}$$

$$ES = 5,35$$

So the researcher got the result 5.35 is a "strong effect" category. Based on what the researcher use the environmental photo at SMP PuteriSion Medan class IX this technique has a very effect on student in writing expository text.

4. DISCUSSION

The author uses environmental photos as a technique in writing expository text to make it easier for students to write. The environmental photo technique is one of the most efficient ways that researchers have given to class ix students at junior high school, Princess Zion, who is in Jl Guaranteed.

writing an expository text is writing about the facts where when writing does not convey the writer's feelings or thoughts. The first step taken by the researcher is to provide a title, then students will write the expository text by what has been given by the researcher. The next step is to give them treatment where the experimental class is the experimental class while the control class is the untreated class. The treatment provided by researchers is environmental photos.

The last step is posttest, wherein this stage the researcher provides the same material and topic in the experimental class and the control class, but in the experimental class, the researcher gives a treatment, namely the environmental photo. From the results of this study, the researcher found the results of the comparison from the experimental class and the control class and environmental photo techniques were very influential on students in writing expository texts, namely 5. 35 according to Cohen, Manion, & Morrison (2007: 51).

5. CONCLUSION AND SUGGESTION
a. Conclusion

Thisresearch has been conducted in private junior high school Princess Sion in class IX. Researchers use environmental photo techniques. From the results that the researcher has done by giving pretest and posttest to the experimental class and control class students, the environmental photo technique affects the students in writing expository text. By using environmental photos, it makes it easier for students to write expository text. It can be seen in the difference between the pretest and the score of 39.68, while the posttest score is 67.95. Environmental photo is said to affect students in

writing expository text seen from the cohen, which is 0.51 to 1.00 influential, while the results obtained by researchers are 5,35 where this result is strong effect.

b. Suggestion

Using environmental photo techniques is one of the most effective ways for student to write expository text. Environmental photo is where students are provided with a direct description of topic and materials that was written by students. The use of the technique is interesting for student because of using visual modal that can attention this engineering students can be use in the teaching learning process of Smp students in writing

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