

**THE EFFECT OF PICTORIAL RIDDLES METHOD ON THE STUDENT'S ABILITY IN  
PARAGRAPH WRITING OF ENGLISH STUDY PROGRAM OF UNIVERSITY OF HKBP  
NOMMENSEN PEMATANGSIANTAR**

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**Abstract**

This research aims to see the effect The Pictorial Riddles Method on student writing ability to write descriptive paragraphs in the first semester students at HKBP Nommensen University of Pematangsiantar. In each course: Paragraph Writing, many students can not start writing descriptive sentences where most do not know how to start them due to lack of vocabulary and difficulty in organizing ideas into effective paragraph structures. Therefore, this experimental research was conducted to determine the effect of The Pictorial Riddles Method on students' writing abilities. This study uses a quasi-experimental method using pre-test and post-test in the experimental and control groups, with a quantitative research design. The research sample taken was 2 classes consisting of 60 students, where PI. A2 consist of 30 students as an experimental class, and PI. A1 consist of 30 students as a control class. The results of this study found that the mean post-test of the experimental group was 78.2 and the mean of the control class was 61.3. This study also found that the t-test result was higher than the t-table, which was  $3.2 > 1.67$  at df: 60 and the significance level was 0.05. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. So it can be concluded that the Pictorial Riddle Method has an effect on the ability to write descriptive texts for students in the first semester at HKBP Nommnsensen University of Pematangsiantar.

**Keywords :** Pictorial Riddell, Paragraph, Writing, Ability, Application

**Abstrak**

*Penelitian ini bertujuan untuk melihat pengaruh Metode Pictorial Riddles terhadap kemampuan menulis siswa dalam menulis paragraf deskriptif pada mahasiswa semester satu di HKBP Nommensen Universitas Pematangsiantar. Dalam setiap mata kuliah: Menulis Paragraf, banyak siswa yang tidak dapat memulai menulis kalimat deskriptif dimana sebagian besar tidak mengetahui bagaimana memulainya karena kurangnya kosa kata dan kesulitan dalam menyusun ide menjadi struktur paragraf yang efektif. Oleh karena itu, penelitian eksperimental ini dilakukan untuk mengetahui pengaruh Metode Pictorial Riddles terhadap kemampuan menulis siswa. Penelitian ini menggunakan metode eksperimen semu dengan menggunakan pre-test dan post-test pada kelompok eksperimen dan kontrol, dengan desain penelitian kuantitatif. Sampel penelitian yang diambil adalah 2 kelas yang terdiri dari 60 siswa, dimana PI. A2 terdiri dari 30 siswa sebagai kelas eksperimen, dan PI. A1 terdiri dari 30 siswa sebagai kelas kontrol. Hasil penelitian ini diperoleh rata-rata post-test kelompok eksperimen sebesar 78,2 dan rata-rata kelas kontrol sebesar 61,3. Penelitian ini juga menemukan hasil t-hitung lebih tinggi dibandingkan dengan t-tabel yaitu  $3,2 > 1,67$  pada df : 60 dan tingkat signifikansi 0,05. Oleh karena itu hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Jadi dapat disimpulkan bahwa Metode Pictorial Riddle berpengaruh terhadap kemampuan menulis teks deskriptif mahasiswa semester satu di HKBP Nommnsensen Universitas Pematangsiantar.*

**Kata Kunci :** Riddell Bergambar, Paragraf, Penulisan, Kemampuan, Penerapan

## INTRODUCTION

Writing is one of the most important skills to master in English subjects besides the other three English skills (reading, listening, speaking). Writing is another way besides speaking to convey knowledge, so writing is called a productive skill. In writing, it is not just writing down what is in the mind, but to convey the correct meaning, it is necessary to understand the structure, grammar, punctuation and other aspects. Therefore, the most common problems faced by students in writing are how to write, what to be written, and vocabulary (Febriyanto & Yanto, 2019; Fitriani & Zaiturrahmi, 2022; Widyaningrum & Octavita, 2019).

The HKBP Nommensen University Pematangsiantar English Study Program is one of the users of the KKNi curriculum combined with the MBKM Curriculum. This curriculum is designed to produce competent, communicative, and professional human resources. The students in the first semester have learned writing skills, or referred to as the Paragraph Writing course. In the previous curriculum, students learned writing skills in the third semester. This is become a problem for students because they are still confused in writing (Al Islamiah & Sari, 2021; Ariyanti & Fitriana, 2017; Rizkiana & Pulungan, 2020).

When the observations were applied in the first semester year 2023/2024, it was found that students actually got some difficulty in learning the Writing subject. First, students find it difficult to start their writing because it is new to them, they are lacking in vocabulary and they are difficult in determining generic structures. The researchers, interviewed some students in the previous time, and they said that they were not interested in writing, they said, they found some problems in writing paragraphs, for example it was difficult to find topic sentences, they found it difficult to organize sentences or to develop topic sentences. Regarding difficulties, most students in the first semester get low scores in Paragraph Writing and also they are not interested in writing (Asmayanti & Hajaruddin, 2017; Pertiwi et al., 2018)

Second, the use of modules and textbooks in teaching affects student interest in writing. That's why in the first semester students get low scores in Paragraph Writing and also they are not interested in writing. The use of modules and textbooks in teaching affects student interest in writing. So some students think that they have a lack of interest in writing and find it difficult to try writing. This is because the module still incompletely content, less visual media in the text book, ex; picture or poster in the Paragraph Writing module/teaching material (Febiyanti et al., 2021; Fitri et al., 2022a; Sulfasyah et al., 2018).

To solve the problem the researcher want to apply The Pictorial Riddles to help students in Writing simple paragraph specially at first semester. By the applying the media for studying writing it can encourage the student's interesting in studying. By the students' interest in learning, it is hoped that they will be able to have a positive impact on education, especially in terms of maintaining students' creative thinking abilities, especially in the field of writing. The ability to think creatively has a tendency to train students to express ideas that arise or express themselves in the learning process (Anderson et al., 2020; Bezerra et al., 2018; Fauziyah et al., 2022; Irawan, 2019; McMaster et al., 2020).

According to Trianto (Indriani & Jayanti, 2022; Meinawati et al., 2021; Pedaste et al., 2015) Inquiry Learning type Pictorial Riddle is a learning with a constructivist paradigm which states that students must find and transform complex information themselves, check new information with old rules and revise them if the rules are no longer appropriate. Meanwhile, the Pictorial Riddle type Inquiry Learning model has several advantages, among others, the model can improve memory, avoid rote learning, increase children's creativity and provide more opportunities for students to accommodate and understand information (Dalle, 2019a; Fitri et al., 2022b; Lisnora Saragih & Sirait, 2022).

The Pictorial Riddles method is one of the best ways through which to breathe life into contemporary educational strategies moving around student-centered learning and inquiry-based methods (Dalle, 2019b). This method will help spice up students' motivation and class performance in writing. It will be instrumental in enhancing memory retention, and creative thinking, and allowing students to engage deeply with the subject matter

The incorporation of Pictorial Riddles presents a much-wanted solution to problems

Asima Rohana Sinaga, Dumaris Elseria Silalahi, Tiarma Intan Marpaung, Ramindo Rini Sari Simanjuntak| The Influence Of The Pictorial Riddles Method On The Paragraph Writing Ability Of English Study Program Students showcased by students in the English Department at UHKBPNP. Lecturers will be able to plan for a more interactive and effective learning environment within a classroom if innovative styles of teaching and learning techniques that respond to modern trends in learning styles are incorporated. This method does not only help solve the existing educational problems at hand but also relates to more general educational goals, such as the development of creative and critical thinking among learners.

Based on some of the issues that have been discussed above, the researchers intend to research: 'The Effect of Pictorial Riddles Method On The Students' Ability In Paragraph Writing Of English Study Program Of University Of HKBP Nommensen Pematangsiantar'. From the results of this research exposure later, it is hoped that students can write descriptive texts in a more fun and interesting way.

## METHOD

This study uses a quantitative method with a quasi experimental design. A quantitative approach is a research approach that uses data in the form of numbers and analysis using statistics (Ahmadian et al., 2020; Fan et al., 2020; Rasmitadila et al., 2020; Zannettou et al., 2020). This study conducting pre-test and post-test in both classes to collected data. The determination of the sample in this study was carried out randomly in the experimental group and the control group for the purpose of identifying the efficacy of the Pictorial Riddle method, compared to the conventional teaching method. Although there is no random assignment, researchers will conduct pre-test and post-test on both classes to conclude the data. The collected data was analyzed using t-tests (t-count and t-table). As well as applying SPSS 27 in analyzing the data.

The research was conducted on first-semester students who are studying at HKBP Nommensen University Pematangsiantar, in the Department of English. The research location is located on Jalan Sangnawaluh No. 4, Pematangsiantar, North Sumatra – Indonesia. The research subjects were randomly determined; then, they were grouped into an experimental group that would receive instructive techniques enhanced by Pictorial Riddles and a control group that would follow the usual teaching methodology. To obtain data, the researchers conducted pre-test and post-test to obtain student learning outcomes before and after treatment in the experimental and control group to be compared.

## RESULT AND DISCUSSION

### Result

The data of this study were obtained from the results of the pre-test and post- test of the two groups, the experimental group and the control group. They were asked to describe an image that had been given using the Pictorial Riddles. The pre-test was given before the treatment and the post-test was given after the treatment. The researcher gave treatment to the students in the experimental group (P1A2) by using the Pictorial Riddles, while the control group (P1A1) did not use the Pictorial Riddles Method.

**Table 1. The Pre-Test Scores and Post-Test in Experimental Class (P1A2)**

Students	EXPERIMENT										TOTAL SCORES	
	Pre-Test					Post-test					Pre-Test	Post-Test
	C	O	V	LU	M	C	O	V	LU	M		
1.AES	15	12	11	10	2	24	17	14	21	4	50	80
2.BMMS	15	12	11	10	2	27	18	18	22	5	50	90
3.CIG	15	13	17	9	2	24	17	14	21	4	56	80
4.CAS	23	14	17	18	4	23	18	18	22	4	70	85
5.DMTS	17	20	12	12	4	23	18	17	18	4	65	80

6.DYMS	14	10	10	12	2	23	19	14	10	4	48	70
7.DHP	13	14	10	12	2	25	18	18	31	4	40	86
8.DAA	13	14	9	5	4	20	17	17	18	3	45	75
9.DMS	14	10	17	17	2	19	17	18	15	3	60	72
10.DGET	13	13	20	9	3	20	15	17	21	3	58	76
11.DMN	18	12	17	10	3	22	17	18	18	3	60	78
12.EAPS	13	14	7	9	2	22	16	16	18	3	45	75
13.FAAY	15	16	17	11	2	21	17	17	18	3	61	76
14.FA	13	13	10	10	4	27	17	20	21	4	50	89
15.GSS	14	7	10	11	3	20	18	15	18	4	45	75
16.GCP	17	14	14	10	5	21	18	18	10	3	60	70
17.JBMS	14	14	10	15	3	22	17	15	18	3	56	75
18.JCNA	10	13	15	10	2	22	17	20	23	3	40	85
19.KAL	14	13	12	11	2	22	18	18	17	4	53	75
20.MR	10	13	10	5	2	21	18	18	10	3	40	70
21.MIP	13	13	10	10	4	23	12	15	17	3	50	70
22.NKA	14	13	12	7	2	23	18	17	18	4	48	80
23.NM	22	13	17	10	3	23	18	18	22	2	65	83
24.NRS	14	7	10	11	3	22	12	18	21	4	45	78
25.NWA	13	13	10	10	4	22	17	14	17	2	50	72
26.NAP	13	7	8	10	2	22	12	18	21	4	40	78
27.NSHN	17	14	14	10	5	22	17	20	23	3	60	85
28.PDN	13	7	8	5	2	23	18	17	18	4	35	80
29.POS	14	17	14	10	5	22	17	20	23	3	60	85
30.RAG	13	13	10	10	4	22	18	14	17	3	50	74
Σ											1555	2347
EXPERIMENT												
MEAN											51.8	78.2

Based on table 1 above, the total score in the experimental group from the pre-test was 1555 and the total score from the post-test was 2347. The lowest and highest scores of the pre-test in the experimental group were 40 and 60. In the post-test, the lowest and highest scores were 70 and 90. Or the mean of the pre-test was 51.8 and the mean of the post-test was 78.2 Therefore, it can be concluded that the post-test score in the Experimental class is higher than the pre-testscore.

**Table 2. The Pre-Test Scores and Post-Test in Control Class (P1A1)**

Students	CONTROL										TOTAL SCORES	
	Pre-Test					Post-test					Pre-Test	Post-Test
	C	O	V	LU	M	C	O	V	LU	M		
1.AR	13	13	10	10	4	17	14	14	10	5	50	60
2.ARFS	14	7	10	11	3	13	13	10	10	4	45	50
3.AK	7	6	5	0	2	13	13	20	9	3	20	58
4.AAL	14	6	7	11	2	13	13	10	10	4	40	50
5.AZR	7	5	10	5	3	23	18	22	18	2	30	65
6.ANA	13	13	10	10	4	20	17	10	18	3	50	68
7.APW	7	5	10	5	3	21	18	18	10	3	30	70
8.BMRP	13	7	10	5	2	23	18	22	18	2	35	65
9.BAHS	13	13	10	10	4	21	18	18	10	3	50	60
10.BRS	13	13	5	9	3	23	18	22	18	2	43	65
11.CHH	7	5	10	5	3	21	16	22	10	3	30	70
12.DCS	13	14	5	7	2	13	13	10	10	4	40	50
13.DJP	13	7	8	10	2	19	16	5	7	3	40	55
14.FM	13	7	10	5	2	17	17	19	18	3	35	50
15.FS	14	13	10	5	2	22	16	16	18	3	42	75
16.IAS	7	14	10	5	2	19	17	18	15	3	38	60
17.IFS	13	13	10	10	4	19	17	18	15	4	50	73
18.JVS	14	13	12	10	2	17	19	17	18	2	40	50
19.LMT	14	13	7	11	2	17	19	18	17	2	46	50
20.KDA	13	10	12	11	4	22	13	17	10	3	50	65
21.MBIS	17	14	14	10	5	22	16	16	18	3	60	75
22.MHMP	7	5	10	5	3	17	19	18	17	2	30	50
23.MAHD	14	13	12	10	2	17	19	18	17	2	40	50
24.NBT	11	7	5	5	2	20	14	14	10	5	30	63

25.NP	19	10	12	11	4	17	19	17	18	2	56	50
26.PM	17	14	14	10	5	22	17	20	23	2	60	84
27.RBMGS	21	13	14	20	2	17	15	15	10	4	57	70
28.SFN	17	19	18	17	2	17	19	17	18	2	40	50
29.YAMD	17	15	15	10	3	23	18	17	18	4	70	80
30.YZS	14	13	12	10	2	17	19	18	17	2	40	50
$\Sigma$											1287	1831
MEAN											42,9	61.03

And based on the above table 2, the pretest total score of the comparison group was 1287 and the pretest total score was 1831. The lowest and highest pretest score of the comparison group was 20 and 60, during the post-test was 50 and 84. Or the mean of the pre-test was 42.9 and the mean of the post-test was 61.03. Therefore, it can be concluded that the post-test score of the control class is higher than the pre-test score.

Based on the calculation data, the test results are calculated using the t-test formula as follows:  
**The Calculation of Mean of the T-Test**

**a. Mean of Experimental Group**

$$Xa = \frac{\Sigma Xa}{Na}$$

$$= \frac{2347}{30}$$

$$Xa = 78.2$$

**b. Mean of Control Group**

$$Xb = \frac{\Sigma Xb}{Nb}$$

$$= \frac{1831}{30}$$

$$Xb = 61.03$$

The researcher was calculating the standard deviation of experimental class ass follow:

$$Sa = \sqrt{\frac{\Sigma da^2}{Na - 1}}$$

$$= \sqrt{\frac{2347}{30 - 1}}$$

$$= \sqrt{\frac{2347}{29}}$$

$$= \sqrt{80}$$

$$Sa = \sqrt{8,9}$$

The researcher was calculating the standard deviation of control class ass follow:

$$Sb = \sqrt{\frac{\Sigma db^2}{Nb - 1}}$$

$$Sb = \sqrt{\frac{1381}{30-1}}$$

$$Sb = \sqrt{\frac{1381}{29}}$$

$$Sb = \sqrt{80}$$

$$Sb = \sqrt{63,1}$$

### c. Standard Error of Mean in Experimental Class and Control Class

$$\begin{aligned} SE (X_a - X_b) &= \sqrt{\left(\frac{Sa}{\sqrt{Na}}\right)^2 + \left(\frac{Sb}{\sqrt{Nb}}\right)^2} \\ &= \sqrt{\left(\frac{8,9}{\sqrt{30}}\right)^2 + \left(\frac{63,1}{\sqrt{30}}\right)^2} \\ &= \sqrt{\left(\frac{79,2}{\sqrt{30}}\right)^2 + \left(\frac{3,9}{\sqrt{30}}\right)^2} \\ &= \frac{83,1}{30} \\ &= 2,7 \end{aligned}$$

### d. Calculating the t-Test Score

$$\begin{aligned} t_{test} &= \frac{X_a - X_b}{SE (X_a - X_b)} \\ t_{test} &= \frac{51,8 - 42,9}{2,7} \\ t_{test} &= \frac{8,9}{2,7} \\ t_{test} &= 3,2 \end{aligned}$$

### Testing Hypothesis

The hypothesis aimed at showing the result of the analysis. The basic of testing hypothesis in this research were written as follow:

If  $t_{test} > t_{table}$ , the alternative hypothesis will be accepted. If  $t_{test} < t_{table}$ , the alternative hypothesis will be rejected.

The calculation showed that  $t_{test}$  is higher than  $t_{table}$  it can be seen asfollow:

$$\begin{aligned} t_{test} &> t_{table}, & df &= (N_a + N_b) - 2 \\ 3.2 &> 1.67 & &= (30+30) - 2 \\ & & &= 60-2 \\ & & &= 58 \end{aligned}$$

### Fundings

Based on the explanation above, it can be found and concluded that there is a significant influence in the use of the Pictorial Riddle method on students' ability to write Descriptive Texts. The findings obtained by this study are; First, the Pre-test (Experimental Class) has the lowest score of 40 and the highest score of 60. While Pre-test (Control Class): The lowest pretest score is 35 and the highest score is 60. And the mean score of the pre-test in the experimental class was 51.8 and the mean post-test control was 42.9. The data shows that students still have low ability to write Descriptive Texts. Second, in the Post-test (Experimental Class): After getting the treatment, the student's score increased significantly. The lowest score is 72 and the highest score is 90. While Post-test (Control Class): The lowest pretest score is 75 and the highest score is 84. And the mean post-test experiment was 78, and the mean control class was 61.0. The increase in the experimental class was 26.4 while in the control class it was only 18.13. These findings showed that students' writing results were higher in the experimental class after the application of Pictorial Riddle than in the control class. Third, based on the results of the hypothesis calculation, it can be seen that the t-test is higher than the t-table where  $(3.2 > 1.67)$ . Based on the analysis of the data tested, the hypothesis can be proven that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. Based on the results of the

researcher's analysis of the use of Pictorial Riddle Method on students' writing ability in the description test, it was found that there is a significant difference before and after The Pictorial Riddles Method was taught three times. The difference caused by the effect of The Pictorial Riddles Method in case of improving student's inability writing descriptive text. Student's response was very good and found The Pictorial Riddles Method as enjoyable way of learning writing descriptive text. The sum of the pre-test and post-test of experimental group had shown a big difference compared to control group. With the Pictorial Riddle provided, the researchers stimulated students to start writing paragraphs and organize the vocabulary they had to form structured sentences. The results of inferential statistical analysis using the t-test formula showed that the t-test value of the main idea obtained was 3.22 and the t-table was 1.67 with a frequency  $df = 30 - 1 = 29$ , at the level of 50%. So the  $t_{test} > t_{table}$  or hypothesis null ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

## CONCLUSION

Education going through successive phases of evolution, it is imperative for innovative education to require such as Pictorial Riddles in developing students' academic growth towards competitive global success. The current research study will provide empirical evidence to extend support to the use of Pictorial Riddles as a pedagogical instrument that enriches the teaching-learning process related to English language subjects. The findings showed that the effect of Pictorial Riddles on students' writing ability was higher in the experimental class than the control class. And from the results of the t-test which shows a significant difference between the experimental and control classes with the value of  $t_{test} = 3.2$  and  $t_{table} = 1.67$  at  $df = 60$  and at a significant level  $= 0.05$ . So it can be concluded that the Pictorial Riddles method significantly affects students' writing skills. This study provides empirical evidence in extending support for the use of Pictorial Riddles as a pedagogical instrument that enriches the teaching-learning process. Therefore, it is recommended that future researchers conduct further research on Pictorial Riddles and other innovative methods. Also, the researcher also suggests conducting a perception research on teachers who have implemented Pictorial Riddle. So that by digging deeper into the technique of innovative learning techniques, it can contribute and provide significance to the development of quality educational practices.

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