

**THE INFLUENCE OF USING PICLITS WEBSITE TOWARD STUDENTS'
WRITING ABILITY AT THE FIRST SEMESTER OF TENTH GRADE OF SMA
YP UNILA BANDAR LAMPUNG IN ACADEMIC YEAR OF 2021/2022**

A Thesis

Submitted as a partial Fulfillment the Requirements for S-1 Degree

By

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2021/2022**

ABSTRACT

THE INFLUENCE OF USING PICLITS WEBSITE TOWARD STUDENTS' WRITING ABILITY AT THE FIRST SEMESTER OF TENTH GRADE OF SMA YP UNILA BANDAR LAMPUNG IN ACADEMIC YEAR OF 2021/2022

By
Anisa Rizki Romadhoni

The objective of the research was to find out whether or not was significant influence of using Piclits towards students' writing ability at the first semester of tenth grade of SMA YP UNILA Bandar Lampung in academic year 2021/2022. In writing, the students of Senior High School must deal with many kinds of text which one of them is descriptive text. The students still less to understand how to express and develop their ideas in writing descriptive text. The researcher used Piclits in this research as media to solve problem in learning writing. Piclits is a creative site photographs to inspire students to match them with word selected from the word bank or added free style.

The research methodology applied quasi experimental design. In this research, the population was the tenth grade of SMA YP UNILA Bandar Lampung. The sample of the research was two class consisting of 31 students of 10 IPS 1 as experimental class and 30 students of 10 MIPA 3 as control class. Piclits was applied to the experimental class and LMS was applied to control class. Pre-test was given for both class before the treatment. Then, after the treatment conducted, the post test was given. In this research, SPSS version 25 was used for statistical computation.

After the post test was given, the researcher analyzed the data of both pre-test and post test. From the data analysis, it was obtained that $Sig= 0.003$ and $\alpha= 0.05$ it means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using Piclits towards students' writing ability on the first semester of the tenth grade of SMA YP UNILA Bandar Lampung in the academic year of 2021/2022.

Key words: *Piclits, Writing ability, Quasi Experimental Design*

DECLARATION

I hereby state that this thesis entitled “The influence of using Piclits towards students’ writing ability of tenth grade of SMA YP UNILA Bandar Lampung in academic year 2021/2022” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, October 2021

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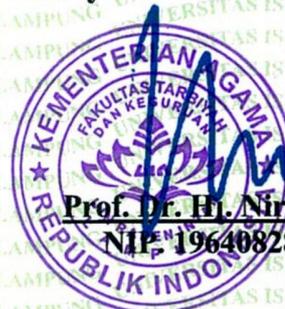
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MOTTO

“If you are working on something that you really care about, you
don’t have to be pushed. The vision pulls you.”

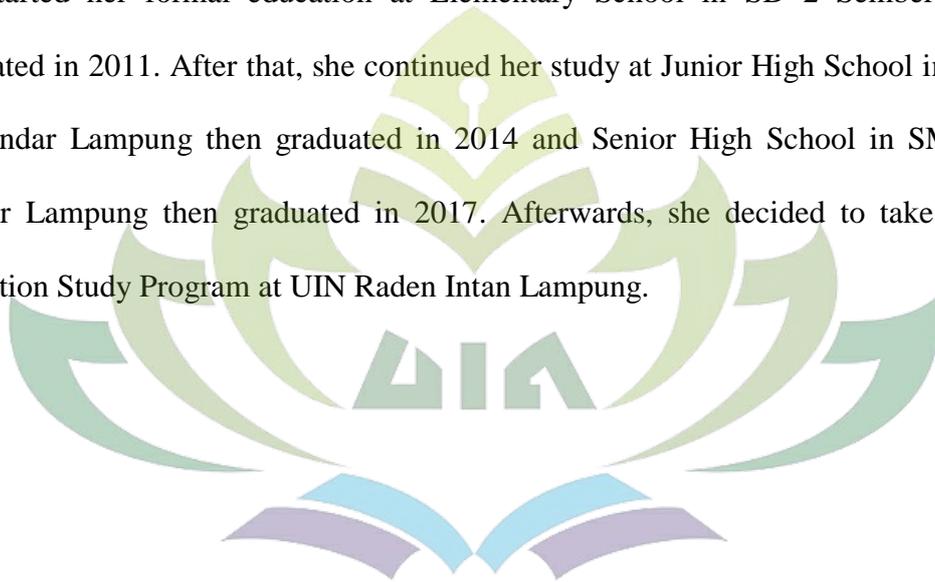
(Steve Jobs)



CURICULUM VITAE

The researcher is Anisa Rizki Romadhoni. She was born in Bandar Lampung, on December 25th, 1999. She is the first child of three children of Mr. Sutanto and Mrs. Nanik Pristiani. She has 2 sisters, they are Nabila Rizki Salsabila and Zahwa Rizki Aulia.

She started her formal education at Elementary School in SD 2 Semberejo then graduated in 2011. After that, she continued her study at Junior High School in SMPN 14 Bandar Lampung then graduated in 2014 and Senior High School in SMAN 14 Bandar Lampung then graduated in 2017. Afterwards, she decided to take English Education Study Program at UIN Raden Intan Lampung.



DEDICATION

This thesis is dedicated to everyone who always loves, cares, and support me. I would like to dedicate this thesis to:

1. My Beloved Parents Mr. Sutanto and Mrs. Nanik Pristiani, who always taught me good things and always support me in any condition. Thanks for the love and everlasting prayer for me since I was a child. May Allah Bless you all.
2. My Beloved Sisters, Nabila Rizki Salsabila, Zahwa Rizki Aulia and all of my big family who always support me to finish my thesis.
3. My Beloved Partner and Best Friends, Angga Lianto, Fenie Rezkawati, Atika Ayu Ningsih, Rini Wulandari, Aini Nurhayati, Falihatul Kholidiyah, Istia Ayuna, Gita Guspita Sari and Dina Ariana who always reminds me to not giving up and always be there whenever I need them.
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5. My Beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.

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May Allah, the Most Gracious and the Most Merciful, always give His blessing and compassion for all Muslim in the world. The researcher is fully aware that there are still a lot of weakness in this thesis. For this the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, October 2021

The Researcher,



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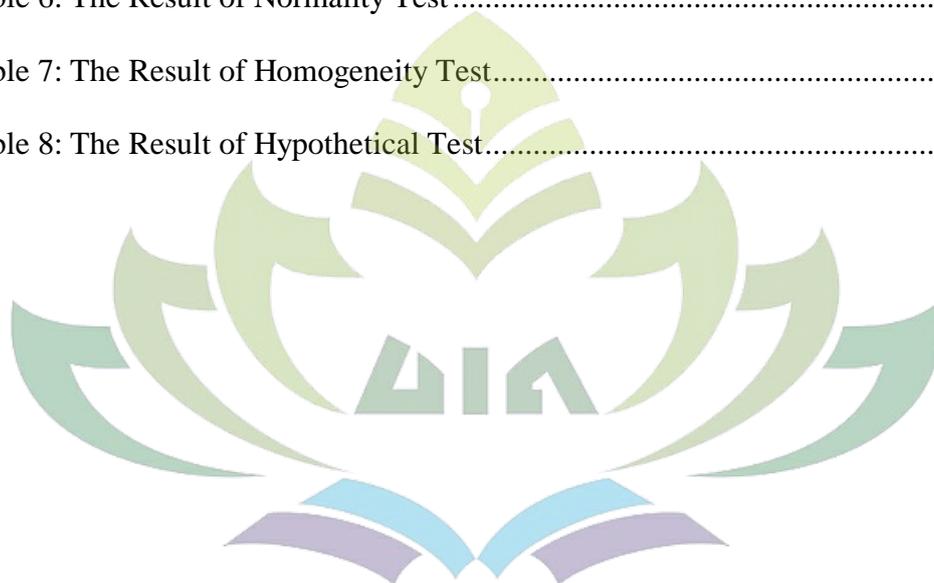
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CHAPTER I

INTRODUCTION

A. Background of the problem

Nunan claims that, writing is a difficult activity that necessitates a wide variety of abilities. They include clear thinking, curiosity, and the capacity to organize thoughts.¹ It indicates that writing is a skill that may help students increase their creativity and ideas as a result of their thoughts and imaginations. Writing is regarded as the most difficult skill to master since it requires the combination of accurate grammar and text coherence.² It indicates that writing is an activity that challenging by the student. Writing may be a challenging subject for students since it requires them to acquire vocabulary, grammar, and how to communicate their thoughts in a text.

There were five aspects for the writing process. According to Tribble, content, organization, vocabulary, mechanics, and language were the five characteristics of writing.³ The substance, or content, must communicate the statement. The content has to be coherent because of the organization. In vocabulary, the writer should select words that are appropriate for the topic. Mechanic, spelling, punctuation, and capitalization must all be used correctly. In this situation, language meant grammar; the writer utilized accurate grammar to construct a clear and understood syntactic pattern.

¹David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.88.

²Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3.

³Christoper Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130.

According to the concept, the writer concluded that the definition of writing is an activity to process and produce something with the ideas, imagination and feeling through written. To master that skill, commonly the student will come to the teacher. Then teaching and learning activity is began. In order to make teaching and learning easier, people make language teaching method, teaching strategy, learning strategy, learning media, and so on.

Writing is a hard skill to master since there are so many factors to consider when writing, including as content, grammar, mechanics, organization, and vocabulary.⁴ According to Bryne, there are three things that concern writing: psychological issues, linguistic issues, and cognitive issues.⁵ It means that students find writing difficult, and they must understand and master the writing component.

Based on interview by the students, the researcher identified some characteristics that relate to students' difficulties in learning English. They said learning writing is boring since the teacher just delivered the theory and the task, and the teacher does not use any special media. The students also compare the media that teacher used in learning listening. In learning listening, teacher used many various ways. And also because of the effective class situation during this pandemic, students difficult to concentrate on getting the information that delivered by the teacher.

Researcher also interviewing the teacher. After conducting interview with Mr. Habi Septiawan, an English teacher in SMAN YP UNILA Bandar Lampung, the writer found out that students had difficulties and low motivation in writing.

⁴Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983),P.3.

⁵Doon Bryne, *Teaching Writing Skill*, (New York: Longman 1998),P.5

Actually there are many ideas in their mind, but it is difficult for them to put their ideas into a text. In addition, the researcher asked about the students' grades with the teachers. The teacher took the scores throughout everyday activities. There were any students failed to achieve the required minimum score, 75. It can describe in Table 1 below.

Table 1
Writing Scores of Students at SMA YP UNILA Bandar Lampung in the first semester of tenth grade in 2021/2022 Academic Year

No	Students' Score	Number of Students	Percentage
1.	≥ 75	116	38%
2.	≤ 75	187	62%
Total		303	100%

According to the data above, several students scored below the required minimum. At the school, the standard score for the English requirements of minimal mastery (KKM) is 75. There are 303 students in SMA YP UNILA. According to the table, 116 students had a score of 75 or above, while 187 students received a score of less than 75. It means that 62 percent of students had trouble producing descriptive text.

Based on the description, the teacher must develop a plan to make sure students are not bored in class and interested in the material. Media is one of the important things in teaching learning process. Time by time, to make it easier people use a technology. With technology learning and teaching activity can be done everywhere and everytime as long as there are devices and internet connections. Technology can also integrated with teaching and learning activity in classroom. One of the technology that can support learning and teaching activity in the classroom is piclits.

According to Norfauziana, Piclits is a fun site with incredible images that encourage students to match them with words from the word bank or their own creativity.⁶ It means that using piclits in learning writing activity make students more interested with the material.

To use piclits, students can use any devices that enable to the internet connection such as smart phone, computer iPads, or any other devices. Students can enjoy the picture first, and then they can match the word with the picture or can use free style writing. It is a fun and interested way to learn writing.

The following is the previous research that is related to this research: The first research comes from Siti norfauziana about "*Pick and Write*": *Learning through Piclits*. The participants in this research were elementary school students in Shah Alam who had a poor level of English ability. The result of this research, Piclits is useful in their learning writing process and can improve their writing ability. This is because piclits as visual learning media can grab attention of students who less interest in writing and reading. Nowadays students interact better with interactive learning instead of the traditional classroom environment. Piclits could be an effective tool for attracting students.⁷

The second researcher comes from Grace Y. Kang about *Playing With Digital Tools With Explicit Scaffolding*. Data were collected from a pilot study in an out of school digital writing camp. The participant were the students from diverse racial and socioeconomic background in summer writing camp. The result of this research

⁶ Nourfauziana, "*Pick and Write: Learning through Piclits*". (Journal Post Graduate Student, Faculty of Education, Universiti Kebanggaan Malaysia, Malaysia, 2018), p. 760.

⁷ *Ibid*

is the use of digital tools (Google slides or power point, Piclits, Animoto, and iMovie) improve students' writing ability.⁸

The researcher concludes that Piclits can be utilized to teach writing based on the explanation above. There are some differences between previous research and the researcher, including differences in the study, school, and the researcher's specific goal of study.

B. Identification of Problem

The researcher can identify the problem as follows based on the background above:

1. In writing, students seem frequently get low score.
2. The students get difficulties in developing and expressing their idea due to lack of vocabulary.
3. The media which cannot achieve their goal in writing was used by the teacher.

C. Limitation of the Problem

It focuses on using piclits media to improve students' writing skills in the first semester of tenth grade at SMA YP UNILA Bandarlampung in academic year 2021/2022, the researcher limited to students' writing.

D. Formulation of the Problem

The problem which came up in this research was formulated as follows: Is there any significant effect of using piclits toward students' writing ability?

⁸ Grace Y. Kang , *Playing With Digital Tools With Explicit Scaffolding*, (Article in The Reading Teacher, Illinois State University, 2018)

E. Objective of the Research

As the objective of the research is to know whether or not there is significant effect of using piclits towards students' writing ability.

F. Use of the Research

1. Theoretically, the results of the study are intended to be used to support up the idea regarding the impact of piclits on students' writing abilities, which will be discussed in the following chapter.
2. Practically, the results of the study might provide fresh information to English teachers on how to use Piclits to assist students in the development of their writing abilities.

G. Scope of the Research

1. The students in the first semester of tenth grade at SMA YP UNILA Bandar Lampung 2021/2022 are the subject of the research.

2. Object of the Research

The object of the research is the influence of using piclits toward students' writing ability.

3. Place of the Research

This research is conducting at SMA YP UNILA Bandar Lampung

4. Time of the research

The research is carried out in the first semester of the tenth grade at SMA YP UNILA Bandar Lampung 2021/2022.

CHAPTER II

LITERATURE REVIEW

A. Frame of Theory

1. Definition of Writing

Writing is a shape of interaction that allows people to communicate with each other. A reader should comprehend overall aim of any writing, whatever it intends to tell or convey.⁹ It signifies that writing is a mechanism of communications in which information flows to readers.

Writing, as said by Means and Lindner, is contemplating on text, however attempting to compose and reflect at the same time is challenging. Writing, apart from thinking, would be both deterministic and concurrent; such that, it should be performed one word at a moment in a specific sequence.¹⁰ It involves putting ideas into text format and connecting them altogether, word after word to produce paragraphs.

Writing is a kind of interaction in which intended message are delivered to certain individuals through communicating administrations of textual material as a medium or channel.¹¹ After all, writing is such medium or device that conveying ideas or a statement to somebody whom one wishes to be reached.

Based on the theory, it is reasonable to infer that writing is indeed a practice which should be perfected. Since writing becomes a channel or device in transmitting particular message or information, various criteria are necessary in

⁹ Aan Raimes, *Op.cit.* p.129

¹⁰Beth Means and Lindy Lindner, *Teaching Writing in Middle School*, (United States of America: 1998), p. 57.

¹¹Dr. H. Dalman, M.Pd., *Keterampilan Menulis*, (Jakarta: PT Raja Grafindo Persada, 2012), p. 3.

order to make the text composed can be comprehended as well as grasped by readers.

2. Writing Ability

According to Nunan, writing is typically regarded as the greatest challenging ability to master, therefore must be emphasized until when learners have mastered other competencies. Generating logical, fluent, and prolonged; writing is undoubtedly first most difficult ability in languages.¹² It is a tricky aspect including any writing process for these individuals, since during drafting, students must construct creative work so it becomes engaging and comprehensible. Furthermore, every writer must consider overall coherence of their work, if it is interconnected with one another.

As said by Heaton, writing abilities have always been intricate and occasionally challenging to train since it necessitates prowess, not only the syntactic and deductive mechanisms, but also compositional and judgmental features.¹³ It suggests that in order to generate excellent composition, students should be mindful of their own writing abilities.

Based on the discussion mentioned, the author found that writing abilities is capable of channeling inner ideas and emotions into printed format by meeting five writing aspects (will be discussed later) which can make it comprehensible and practical.

¹² Javad Javadi, *A Study on the Relationship between Iranian EFL Learners' Beliefs and Their Writing Ability*, *International Journal of Applied Linguistics & English Literature*. Vol. 1 No. 4, September 2012, p. 2. (<http://journals.aiac.org.au/index.php/IJALEL/article/view/764>)

¹³ J.B Heaton, *Writing English Language Test*, (New York: Longman, 1998), p135.

3. Aspect of Writing

Writing, as shown by Tribble, writing includes specific aspects which every writer should possess so they will be able to write properly. The categories are as follows:

1. Content : a. substance of writing
 - b. ideas expressed.
 - c. arrangement of schematic structure.
2. Grammar : a. use of grammatical forms and syntactic patterns.
 - b. use of past tense.
3. Organization: a. organizing its contents
 - b. generic structure settings
4. Vocabulary: choice of words.
5. Mechanics: capital letters, punctuation, and spelling.¹⁴

4. The Process of Writing

Whenever learners begin writing, they must ignite creative thoughts properly by executing the phases of writing procedure. As shown by Harmer, overall writing procedure consists of four major components, which are as regards:

1. Planning

Prior to actually start writing, writers should figure out everything they intend to communicate. It is possible to commence by writing a specific outline of the author's thoughts. Once writers start preparing, they must

¹⁴Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press,1996), p.130

address three major concerns: the objective, the addressees, as well as the substance organization.

2. Drafting

The initial format of such a written text is referred to as draft. This procedure through which authors arrange material and shape their ideas into a cohesive result is known as drafting.

3. Editing (Reflecting and Revising)

Upon completing a draft, every writer must review the writing to determine everything which functions and which does not. It is a crucial procedure since the writer must also rewrite if their writing is unclear, confusing, or ambiguous. Independent viewers (editors) who criticize and give ideas to assist the writer and end up making proper edits sometimes aid in such phase.

4. Final Version

Once the writer has completed their revising processes and made changes to original text, they generate their final version. Since it is adjusted during the revision stage, the finished edition can perhaps vary from initial concept and initial version. During the stage, the writers are getting ready to deliver their prepared content to their target audience.

The writing process is cyclical instead of sequential. That occurs as writers frequently re-plan, re-draft, or re-edit their work. Even if writers

generate the completed manuscript, they occasionally change, re-plan, re-compose, or modify their work.¹⁵

5. Definition Teaching Writing

According to Harmer, essential contributing factors in learning writing for English students involve learning style, language development, reinforcement and, most crucially, writing as one competence in its proper sense.¹⁶ Harmer also explains, there are several motivations behind learning how to write. First is creating language reinforcement, which indicates that upon studying new languages, learners must therefore endeavor to produce sentences under that language. The next is promoting language development, which means that writing allows them to articulate themselves in English as a foreign language. The third, forwarding learning entails using sentences to communicate and verify information. Finally, writing as a competence becomes important since children should comprehend ability to peruse letters, styles, and several genres of writing.

It had always been a significant thought to teach writing. Writing is a skill that learners must acquire as part of their language acquisition since it is required in all activities. Academic learners must then grasp writing skills from the beginning of their studies till they find employment considering they would constantly write or take exams. That is why writing lessons are critical.¹⁷ As said by Harmer, instructional writing refers to outcome as well as the creative procedure. Consequentially, teaching writing to children centers on whatever learners should

¹⁵ Jeremy Harmer, *How To Teach Writing*, (England : Pearson Education Ltd, 2004) , p. 4-6

¹⁶Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Third Edition), p.4

¹⁷*Ibid*, p.257

accomplish throughout a lengthy procedure that begins with ideation and ends with the finalized output.

Premised on those statement, the researcher suggests that instructional writing begins with the easiest assignment such that the learner can understand it. The learner must then decide whatever they want to write.

6. Text

a. Definition Of Description Text

A collection of sentence fragments which clarify or depict any entity is referred to as descriptive text. descriptions, as said by Siahaan, is a textual English content wherein the writer defines nouns.¹⁸ Inside a descriptive writing, writers are typically needed to define persons, objects, or things, so the depiction may give the appearance of one's personalized perception or it could be entirely imagined.

b. Generic Structure of Description Text

The generic structure of descriptive text:

Table 2
Generic Structure of Descriptive Text

Text Element	Contents
Identification	The introductory part of the stated entity or object, including what or who, where and what
Description	The object's descriptions. For instance, its appearance, shape, fragrance, taste, or whatever makes it unique, and so on.

¹⁸ Sanggap Siahaan and Kisno Shinoda, *GenericText Structure*, (Yogyakarta: Graha Ilmu, 2007), P.81.

	<p>For person: individual appearance, everything they have, how they behave, whatever they enjoy or detest, which makes them unique. For thing: how something seems, tastes, smells, feels, or sounds, where this could be found or located, whatever it can do, how it should be utilized, and everything distinguishes itself.¹⁹</p>
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c. Purpose of Descriptive Text

Whenever read separately, descriptive paragraphs seek to provide features to the audience as precisely as possible.²⁰ A descriptive paragraph concludes with a statement. The final line summarizes the issue and might indicate the author's feelings towards it.

d. Example of Descriptive Text

Tanjung Setia Beach

Lampung is well-known for more than Way Kambas National Park. Tanjung Setia Beach is among the major tourism destinations within the said region. The beach is located in Tanjung Setia, Western-Lampung, Lampung province. It is around 273 kilometers or 6 to 7 hours' drive from Bandar Lampung, the regional biggest city in Lampung.

¹⁹ Lilies Setiasih Dadi, *How to Write A Short Essay In English Academic Writing*, (Bandung: Alfabeta, 2015), p. 172.

²⁰ Alisa Ligon, *Written English in Context*, (United States of America: Saddleback Educational Publishing, 2002), p. 35.

This beach is not generally famous among Indonesians, however for international surfers, it is a concealed surfing heaven. The said beach is located directly just on path of big Indian Ocean current flow, resulting powerful waves which make ideal for surfers. The magnificent wave throughout this coast normally will last around June until August, with the height of approximately between 7-8 meters and the length of 200 m.

In conjunction to fantastic surfing wave, this coastline boasts an unique environment of white sand throughout the shore. This coastline is likewise adorned with lines of coconut trees growing. The seashore region is especially popular among locals for fish. Blue marlin, that might weigh approximately to 70 kilos, is one of the most common fish caught by fishermen. By local residents this fish is known by the name of Iwa Tuhuk.

7. Media

a. Definition of Media Learning

The use of media is a tool used for effective communication. The media can also help teachers in teaching activities. According to Evgeny Aleksandrov, Anastasia Levitskaya, the application of integrative multimedia educational technologies as in context of professional curriculum might encourage the formation of professional and social competences of prospective specialists.²¹ It means that, technology used in educational media that can be used to stimulate social development.

According to Achmad Baidawi, anything which should assist teachers in delivering the lessons (transmission) to learners (receivers) to keep lessons clear and relatively easy to be comprehended and absorbed by learners, thus they

²¹ Evgeny Aleksandrov, Anastasia Levitskaya. *Technology of Integrated Media Education*. Journal. Vol.58 No.4. UNISCO. 2018. P.4.

become highly passionate in participating in instructional activities is considered media²². It means that, media is a tool used to assist students learning processes that will be used by teachers to convey messages, incorporating media should encourage learners to participate more actively in the learning process.

Given on such explanations, it is fair to conclude that media are instruments that may assist educators in delivering educational content. The teacher employs media during the class to improve the effectiveness of classroom instruction, as well as to pique learners' interest and encourage active participation.

b. Definition of Piclits

Pic-Lits is an innovative website that features appealing photos to urge learners to correlate them to words from within a list of terms or phrases supplied freestyle. It is a fun, engaging and an interactive method of improving literacy through writing. A picture is worth a thousand words, as the saying goes. Illustrations have been used as a technique to assist the teaching - learning activities over a significant period of history. Visualizations could become a helpful alternative for pupils acquiring specific repertoire or grammatical constructs, and they may also help the students grasp particular ability.²³ Piclits is very much the recommended digital platform which learners might utilize to explore pictorial literature composition by combining words and pictures.

²² Achmad Baidawi. *Using Visual Media in Teaching Speaking*. Journal. Vol.1. 2016. P.56.

²³ Nourfauziana, *Op.cit.* p. 760.

The use of Pic-Lits throughout English classes is aimed at empowering and present an interesting technique for upper primary learners to write creatively using images and words networks rather than conventional pencil - and - paper work. According to studies on human cognitive processing, graphics are perceived significantly quicker than texts. In particular, images tend to last more inside the long - term memories than texts.²⁴

Piclits is an excellent site for finding creative writing. It tries to achieve goal by providing students with images that the text is based on. First of all, Piclits provides a list of words that can students drag and drop into sentences. If the students don't want to use a list of words, the students can select the free style option to start writing.

Based on the theory above, it can be concluded that piclits is one of media that could be utilized to boost learners' writing abilities. Such platform is simple but effective way of connecting language and picture. With Piclits students can add words—which are neatly grouped into adverbs, adjectives, nouns, or others—to the images that the students choose. certain adjectives could be altered into either superlative or comparative forms by clicking on the intended word.

²⁴ *Ibid.* p.760.

c. Procedure of Using Piclits

1. First, open piclits from your smartphone or computer
2. You can creat piclits account using email or your Google account for added features and save your work
3. Then choose the image, and then you can begin write in the image.

There are 2 options to write with piclits:

a. Drag and Drop

To create piclits, hold the pointerover any keyword or universal word. Next, click and hold the chosen keyword. Drag it to the desired location upon an image. The pointer could also be used to relocate the word at any moment.

b. Freestyle

Should you want broader flexibility in the composition, you may use the freestyle option to open identical image with the text box in which you may input whatever you want. To set the contents inside the text box in which users desire them to display on the image, just press space bar, then press enter.²⁵

²⁵*Ibid.* p. 760.

d. Procedure Of Guided Writing

The study will employ the guided writing technique in adopting Piclits medium. As shown by Dunigan, typical guided writing exercise consists of multiple phases, which are as follows:

1. Planning: depending on any theme assigned by teachers, learners conceive, compile, and arrange their ideas.
2. Packaging: teachers lead the students in a write-along stage while students complete their initial drafts according to the plan.
3. Popping: the teacher and the students confer on paragraphs by following set criterion. Putting thoughts as well as concepts in, out, and around.
4. Polishing: students refine respective writing projects, receiving guidance as necessary to accomplish the completed draft.
5. Publishing: students presented their finished project. The students can share their results of writing to their friends in front of the class or stack edit on the wall.²⁶

e. Procedure of Teaching Writing Using Piclits

The researcher elaborated the procedure of learning through Piclits Media with Guided Writing.

1. Planning: the teacher asked the students to define, compile, and arrange their concepts depending on the topics assigned. The teacher demonstrates anything about using Piclits.
2. Packaging: as students execute the strategy to compose the initial drafts, the teacher leads them in setting up an account on Piclits then providing assistance in writing.
3. Popping: the teacher asks students to check their writing draft to make sure whether there is mistake
4. Polishing: the teacher asked students to revise that are not correct.
5. Publishing: the students save their worked in Piclits and shared their completed work in their LMS

²⁶Jima Dunigan, *Classroom Authoring Guided Writing*. Teachers Created Resources, 2008, p.14.

f. Advantages and Disadvantages Piclits

1. Advantages

- a. There's a drag and drop feature that would allow students to choose from a list of words which may broaden their vocabulary. They can also type their own words.
- b. The piclits can be embedded in a blog or website as a part of a larger project.

2. Disadvantages

- a. We cannot import own pictures.
- b. Many ads that not suitable in learning process.²⁷

From the discussion provided, disadvantages of this media were spend a lot of time. Sometimes students were distracted by the ads. And then cannot improve creativity using their own images. Students must choose the suitable images with the context.

g. Definition Learning Menegement System

LMS (Learning Management System) is an internet - based technology platform that is used to design and evaluate a particular process of learning. In other terms, software that is utilized in e – learning classes to assist with execution, recordkeeping, and monitoring. The goal of LMS would be to support education throughout the pandemic.²⁸

²⁷ Lottie Baker. *How Many Words Is a Picture Worth? Integrating Visual Literacy in Language Learning With Photographs*. Journal Vol.53. 2015. P13

²⁸ www.elearningindustry.com

B. Thinking Framework

Writing is among the English abilities which learners need to develop. Writing is a means of interaction between writers and readers. Thus, in order to create a decent interaction, writers need to structure words into right sentences so that readers can comprehend whatever they are attempting to communicate.

The learners have several issues in learning to write, such as producing ideas, specific media which they utilize in learning, and focusing on obtaining relevant materials. As a result, in order to tackle this challenge, the instructor must seek out and employ specific media in order to pique the pupils' attention. Piclits media is an excellent tool for assisting pupils in generating ideas for writing. In Piclits media, they can visualize a word that turns into a sentence in a picture that comes to mind. Aside from that, the activity supplied by Piclits media was intriguing and motivating, thus the students are more interested in the writing process because they are in a new environment.

As shown in statement above, piclits media may assist teachers in teaching writing. Additionally, the researcher believes that employing Piclits medium is appropriate for teaching writing skills since it makes it easier for learners to construct ideas. The researchers conclude that Piclits should be an excellent training tool for learners' writing abilities.

C. Hypotesis

The reseacher formulated the hypotheses were of this research as follows:

Ha: There is an influence of using Piclits media to improve writing ability at the first semester of tenth grade of SMA YP Unila Bandar Lampung in academic year 2020/2021.

Ho: There is no influence of using Piclits media to improve writing ability at the first semester of tenth grade of SMA YP Unila Bandar Lampung in academic year 2020/2021.



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