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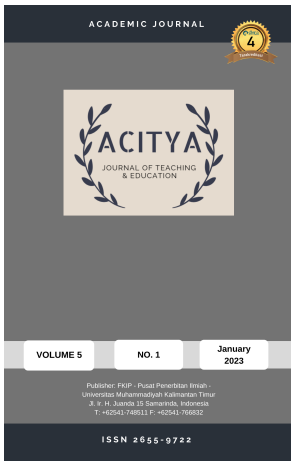


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# The Use of Natural Disaster Picture as a Medium of Learning to Write Report Text

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## ABSTRACT

Writing is one of the language skills that is considered difficult for most Indonesian EFL students. Teachers are challenged to provide an interesting medium of learning to increase students' writing skills and motivation. Natural disaster pictures can be utilized as an alternative medium for learning to write report text. Therefore, this study aims to find out students' ability in writing report texts using natural disaster picture and to describe perceptions of students in using natural disaster picture as a medium of learning to write report texts. The respondents were 22 students in the tenth grade at SMA N 1 Binangun in the academic year 2021/2022. A descriptive quantitative study was utilized in the present study. To collect the data needed, the researchers used tests and questionnaires. Furthermore, a test is used to collect the data on students' achievement in writing report text, meanwhile, a questionnaire is used to find out students' perceptions of using natural disaster picture as a learning medium to write report text. The results of the study revealed that the total score of students is 1308 and the mean score is 60. It means that the achievement of tenth-grade students at SMA N 1 Binangun is categorized as "Enough" as per the scoring rubric conversion scale. Meanwhile, the results of the questionnaire showed that using natural disaster picture as a medium of learning may motivate students to learn, create an interesting atmosphere, and provide new experiences in learning to write report text.

**Keywords: achievement, writing, report text, picture as a medium, perceptions.**

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## 1. INTRODUCTION

### *1.1. Introduction*

Language is a communication tool to convey information and arguments to others that are used by everyone in everyday life (Rabiah, 2018; Sirbu, 2019). English has become an

international language and is spoken by native and non-native speakers to communicate (Akbar, 2018). In the Indonesian context, English is taught in schools ranging from secondary to tertiary levels of education. Students learn the four language skills, language components, and several genres such as report text, descriptive, procedure, narrative, and recount text. Apsari (2017) confirms that writing could help students make logical arguments. However, Indonesian EFL students at the secondary level had experienced some difficulties in writing, especially writing report texts (Swandi, 2019; Leviana, 2013; Saliputra, 2013; Path, 2019).

Report text is a text that is often used in various forms of writing that contains an overview or observation report that expresses ideas (Tarigan, 2021; Kaffah et al., 2021; Isgiarno et al., 2020; Dinamika & Hanafiah, 2019). It is in line with the 2013 curriculum that requires students to understand and make useful short texts in the form of descriptive, procedure, report text, recount, and narrative. Literature review shows that writing activities are very complicated when compared to other language activities because writing needs a lot of time and regular practice in producing good writing. Furthermore, several factors support writing activities, such as language organization, word choice, use of language style, and cognitive factors (Latupeirissa, 2016). Teachers need some techniques to improve the ability of students in writing report text and to encourage them to express their thoughts, and points of view on paper (Ningsih & Rosa, 2013; Sudaryanto, 2001; Hayland, 2004; Hawkins, 2005; Utami, Pabajah., & Juhansar, 2018).

According to Richards & Renandya (2002), writing is a skill that is considered the most difficult for language learners. They went on to say that writing activities not only generate and organize ideas from one's mind but also translate ideas into texts that can be read by everyone. Therefore, it is natural that foreign language learners experience some difficulties in improving their writing skills. According to Batubara, Rahila., & Rahmadani (2021), writing is more challenging to learn for students at the secondary level. Concerning the difficulty of writing skills, Smaldino, et al., (2015) state that teachers should pay attention to the characteristics and components of learning so that the process learning and teaching would run smoothly.

Writing activities are very complicated when compared to other language activities because writing needs a lot of time and regular practice in producing good writing. Furthermore, several factors support writing activities, such as language organization, word choice, use of language style, and cognitive factors (Latupeirissa, 2016). Concerning the difficulty of writing skills, teachers must pay attention to the characteristics and components of learning so that the process learning and teaching could run successfully. Moreover, the teacher needs to apply learning and

teaching strategies such as using songs and pictures to improve students' writing skills (Yulianti, 2018).

Teaching writing using pictures is useful because it helps students to improve students' writing skills. Pictures guide students to write descriptions and stories, and students gain more new vocabulary from the available pictures during writing exercises. According to Umam & Anas (2018), several advantages of learning media using a picture as a medium of learning such as teaching, and learning will be more efficient and effective. A picture is one of the media that has advantages for students, namely students spend a very short time reading, and it is easier for them to write as they can guess the story in it (Nurhayati, 2014). Meanwhile, according to Fitri & Supriani (2016), the benefits of picture media will stimulate students to expand their imagination so that they can write well, increase students' motivation to write, and build their knowledge when writing texts.

According to Boardman & Frydenberg (2008), some aspects should be taken into consideration when writing report text, namely topic sentences, supporting sentences, grammar, and organization. In addition, students need to figure out the generic structure of the report text, such as General classification: which describes the phenomenon under discussion, and Description: which state the phenomenon that is being discussed in various ways Pestaria (2014). To explore students' perceptions, Hamka (2002) confirms that there are two indicators of perceptions namely absorbing: a process of stimulation from outside the individual that is absorbed through senses, enters the brain, then a process of analysis, and understanding: the results of the classification and organizing process which is subjective and different for each individual.

Several studies about using learning media in improving students' writing report text have been conducted by several researchers in the field. For instance, research conducted by Putri (2016), would like to find out how teachers use scaffolding in teaching writing report text and the types of scaffolding used by teachers in teaching writing report text. English teachers and ninth-grade students of SMP N 3 Kawali were involved as the respondents of the study. Observations and interviews were conducted to gain the data using purposive sampling techniques. The results of the study revealed that scaffolding techniques enable students to move from simple to complex aspects of writing, such as grammar, vocabulary, and writing processes.

Pohan (2018), conducted a quantitative study to determine the effectiveness of the documentary video on the student's ability in constructing the text of the report. The study utilized observation, interviews, and tests to obtain the data needed. The findings showed that the use of

documentary videos in teaching report texts provided beneficial to improve the ability of students to construct report texts.

Another study was carried out by Fadhila (2018), who confirms that students have difficulty in writing and developing their ideas, as well as they are afraid of making mistakes in grammar, vocabulary, and language use. Therefore, teachers must provide interesting and useful techniques for students, especially when teaching writing. One of the techniques is using a picture as a medium in facilitating students to find ideas and compose a well-organized paragraph. The use of pictures as teaching aids in teaching writing can increase students' success and active participation.

Literature reviews show that EFL teachers need to utilize interesting media like pictures to enhance students' motivation and achievement in writing skills, especially in the writing report text. Therefore, the present study is worth conducting to fill in the gap as most of the previous studies used general picture, and not specific to certain theme like the one which is used in the present study, namely natural disaster picture 'flood' as a theme at the secondary level of education. Furthermore, the previous studies were also revealed that students experienced several problems in writing descriptive text. Besides, to figure out students' ability and their perception in writing natural disaster picture. Therefore, the present study is focused on students' achievement in English writing report text and their perceptions of using natural disaster pictures as learning media for class X students at SMAN 1 Binangun.

### *1.2. Research questions*

The following research questions are set as follows: 1) How is students' ability in writing report text using natural disaster picture as a medium of learning to write report text? 2) What are the perceptions of students in using natural disaster picture as a medium of learning to write report text?

### *1.3. Significance of the study*

The results of the present study will provide a theoretical and practical contribution. Theoretically, the findings will enrich the existing theory of teaching English skills, especially teaching writing skills by utilizing picture as a medium of learning to write report texts at the secondary level of education. Meanwhile, the practical contribution of this research would be useful for teachers as a strategy teaching and learning report writing that is interesting and fun. Teachers can also use pictures as a medium for learning other skills that can motivate students to learn English. In addition, this research can also be a reference for the next researchers who

conduct similar study with the difference approaches and genres.

The researchers believe that picture as a medium of learning writing report text make it easier for students to write report text as it accommodates the students' difficulties to arrange paragraphs during the process of writing report text. Teachers and students may make use of the findings of present study for their starting points on how to teach and learn report text in an easy and effective way, so that students enjoy their writing class.

## 2. METHOD

### *2.1. Research Design*

The present study utilized descriptive quantitative study as the research design since the data on students' ability to write report text, and students' perceptions of using natural disaster picture as a medium of learning to write report text were in the form of quantitative data.

### *2.2. Samples/Participants*

Twenty-two (17 females, and 5 males) students of the tenth grade of SMAN 1 Binangun have participated in the data gathering process. They learned the report text in the previous semester and experienced some difficulties in writing such a genre.

### *2.3. Instruments*

To figure out students' ability in writing report text, the researchers used a test as a research instrument, and the researchers utilized the questionnaire to explore their perceptions of using natural disaster pictures as a learning medium to write report text.

### *2.4. Research Procedures*

Prior to administering the test, the researchers recalled the material of the report text, explaining the language features and the generic structures of the report text. In collecting data, the researchers conducted several procedures, they are as follows: 1) researchers provided a natural disaster picture to be used as a medium of learning to write report text; 2) researchers asked the students to write a report text on a piece of paper based on the picture given and was provided 45 minutes to write a report text using pictures on natural disasters as learning media. 3) researchers collected students' work and gave scores on the student's works to find out their achievement in writing report text using natural disaster picture; 4) researchers distributed the questionnaire to the students and provided 10 minutes to respond to the 10 statements in 15 minutes.

### *2.5. Data Analysis*

Furthermore, the researchers analysed the test results and explore the students' perceptions of using pictures of natural disasters as learning media. In analyzing the results of the writing test,

the researchers used a formula based on the scoring rubric as purposed by Boardman and Frydenberg (2008) to determine the score of each student's work as seen in Table 1.1 as follows:

**Table 1.1 Scoring Rubric of English Writing Report Text**

| Aspects | Score | Criteria |
|---|---|---|
| Topic Sentence (TS) | 5 | The topic sentence is very clear and focused. It expresses the topic of the paragraph. It is neither too general nor too specific. No mistake. |
| | 4 | The topic sentence is clear and focused. It expresses the topic of the paragraph even though too general. Only 1 mistake. |
| | 3 | The topic sentence is clear enough but it is too general to express thetopic of the paragraph. 2 - 3 mistakes. |
| | 2 | The topic sentence is too specific and difficult to develop the topic of the paragraph. 4 – 5 mistakes. |
| | 1 | The topic sentence is not clear and difficult to express the topic of the paragraph. More than 5 mistakes. |
| Supporting Sentence (SS) | 5 | All the supporting sentences could develop the topic sentence. It could explain, describe, give facts, and give examples related to the topic sentence. No mistake. |
| | 4 | Most of the supporting sentences could develop the topic sentence. The supporting sentences could explain describe and give a fact or give examples related to the topic sentence. Only 1 mistake. |
| | 3 | Several supporting sentences are clear enough to develop the topic sentence. It only describes and gives examples about the topic sentence. 2 – 3 mistakes. |
| | 2 | Many supporting sentences are unclear and unrelated to describe the topic sentences. 4 – 5 mistakes. |
| | 1 | Most of the supporting sentences are unclear and unrelated to the topic sentence. More than 5 mistakes. |
| Grammar (G) | 5 | No mistake. |
| | 4 | Only 1 mistake. |
| | 3 | 2 – 3 mistakes. |
| | 2 | 4 – 5 mistakes. |
| | 1 | More than 5 mistakes. |
| Organization (O) | 5 | All sentences within the paragraphs are written in good order. There is a perfect relation between the sentences to put the ideas in order. No mistakes. |
| | 4 | Most of the sentences within the paragraphs are written in good order and the sentences are mostly connected. Only 1 mistake. |
| | 3 | Many sentences within the paragraphs are written in good order but the sentences are rarely connected. 2 – 3 mistakes. |
| | 2 | Several sentences within the paragraphs are written in good order but the sentences are seldom connected.4 – 5 mistakes. |
| | 1 | Most of the sentences within the paragraphs are not organized because there is no relation between the sentences. More than 5 mistakes. |

| | | |
|---|---|---|
| Generic Structure (GS) | 5 | The text shows very clear generic structures that consist of general classification and description which provide detailed information. All the ideas are put in the correct place. No mistakes. |
| | 4 | The text shows clear generic structures that consist of general classification and description which provide detailed information. Most of the ideas are put in the correct place. Only 1 mistake. |
| | 3 | The text shows clear enough generic structures, and most of the ideas are put in the correct place. 2 – 3 mistakes. |
| | 2 | The text shows incomplete generic structures. Some paragraphs and ideas are put incorrect places. 4 – 5 mistakes. |
| | 1 | The text shows incomplete generic structures within the paragraphs and all ideas are put incorrect places. More than 5 mistakes. |

Adopted from: Boardman and Frydenberg (2008)

To figure out the student's ability in writing report text using a picture as a medium of learning writing report text, the results of the mean calculation and rating index calculation above are then converted into the scoring conversion adopted from Nurgiyantoro (1998) as seen in Table 1.2 as follows:

**Table 1. 2 Scoring Conversion of Students' Achievement**

| Interval | Level |
|---|---|
| 85 – 100 | Excellent |
| 75 – 84 | Good |
| 60 – 74 | Enough |
| 40 – 59 | Less |
| 0 – 39 | Bad |

Meanwhile, the results of questionnaires from students' responses using the Likert Scale, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) as seen in Table 1.3 as follows:

**Table 1.3 Likert Scale Score Rubric**

| Scale | Score |
|---|---|
| Strongly Agree | 4 |
| Agree | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

## 3. FINDINGS AND DISCUSSION

### *3.1. Findings*

The purposes of this study are to find out students' ability and perceptions of using natural disaster picture as a learning medium to write report texts. Furthermore, students were asked to write a report text including five aspects as purposed by Boardman and Frydenberg (2008), namely

Topic Sentence (TS), Support Sentence (SS), Grammar (G), Organization (O), and Generic Structure (GS). The findings of the present study are as follows:

**The Ability of Students in Writing Report Text Using Natural Disaster Picture as a Medium of Learning**

The test of writing report text was joined by 22 students of the tenth grade at SMAN 1 Binangun. The student's score can be seen in Table 1.4 as follows:

**Table 1.4 Students' Test Result**

| No | Name | Aspect | | | | | Score |
|---|---|---|---|---|---|---|---|
| | | TS | SS | G | O | GS | |
| 1 | ADC | 1 | 1 | 1 | 1 | 1 | 20 |
| 2 | AG | 5 | 5 | 2 | 5 | 5 | 88 |
| 3 | AAS | 1 | 2 | 2 | 2 | 1 | 32 |
| 4 | ASK | 4 | 3 | 3 | 3 | 3 | 64 |
| 5 | DRA | 4 | 4 | 2 | 4 | 5 | 76 |
| 6 | DMA | 4 | 4 | 5 | 4 | 5 | 88 |
| 7 | DN | 2 | 2 | 3 | 3 | 3 | 52 |
| 8 | DS | 5 | 4 | 2 | 4 | 5 | 80 |
| 9 | DD | 2 | 2 | 2 | 2 | 2 | 40 |
| 10 | DA | 3 | 3 | 2 | 3 | 5 | 64 |
| 11 | ESP | 2 | 2 | 2 | 1 | 1 | 32 |
| 12 | FNA | 5 | 4 | 4 | 4 | 5 | 88 |
| 13 | FKU | 2 | 2 | 2 | 1 | 2 | 36 |
| 14 | FNF | 4 | 4 | 4 | 3 | 4 | 76 |
| 15 | FDL | 3 | 3 | 3 | 2 | 2 | 52 |
| 16 | GK | 4 | 2 | 3 | 3 | 3 | 60 |
| 17 | GNM | 4 | 4 | 2 | 3 | 4 | 68 |
| 18 | HS | 3 | 2 | 4 | 2 | 2 | 52 |
| 19 | IFN | 3 | 3 | 2 | 3 | 3 | 56 |
| 20 | IDY | 2 | 2 | 5 | 2 | 2 | 52 |
| 21 | IH | 3 | 3 | 1 | 3 | 2 | 48 |
| 22 | IPN | 4 | 4 | 5 | 4 | 4 | 84 |
| | | Total | | | | | **1308** |
| | | Mean | | | | | **60** |

Table 1.4 shows that the lowest score is 20 and the highest score is 88. Meanwhile, the mean score is 60 which is obtained from the total score of 1308, and was divided by the number of respondents. This average result is then converted into the rubric of student achievement adopted from Nurgiyantoro (1998). Based on the test results, in general, it is found out that students' ability in writing report texts using natural disaster picture as a medium of learning can be categorized into

"Enough" category (60-74). The frequency of students' scores can be seen from Chart 1.1 as follows:

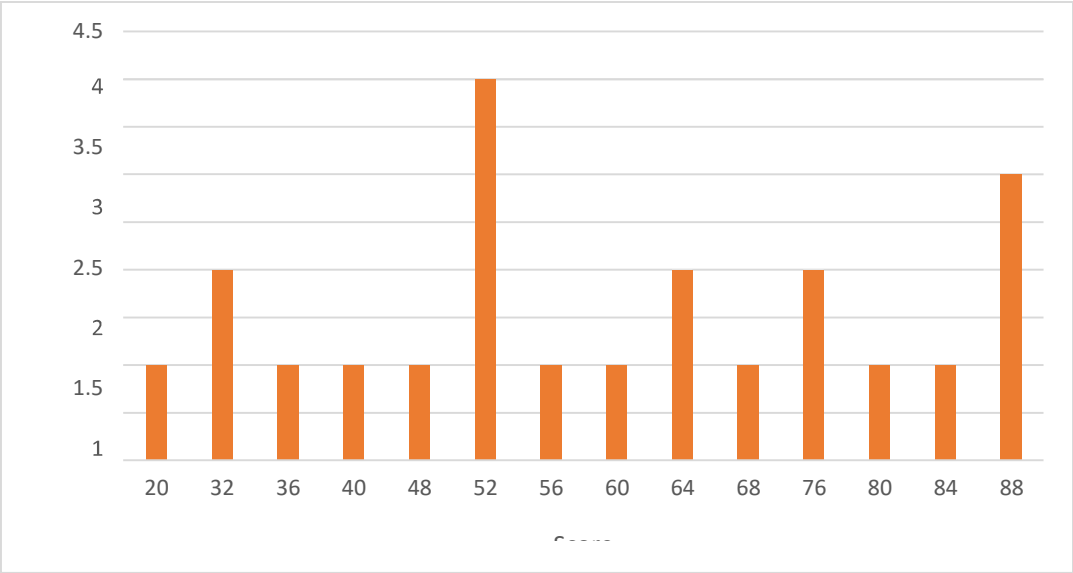


**Chart 1.1 Frequency of Students' Score**

Chart 1.1 shows the scores of 22 students who joined the test of writing report text using natural disaster picture as a medium of learning English writing. It is seen that the scores varied among them. If we make it in detail, then we can find out that one student received the lowest score of 20, two students gained a score of 32, and one student received a score of 40. In addition, one student received a score of 48, four students got a score of 52, one student gained a score of 56, one student got a score of 60, and two students gained a score of 64. There was one student who received a score of 67, two students received a score of 76, one student gained 80, one student gained a score of 84, and finally, there were three students who gained the highest score of 88.

**Students' Perceptions of Using Natural Disaster Picture as a Learning Medium to Write Report Text**

To obtain the data needed for students' perceptions, researchers distributed a questionnaire using four Likert Scale, ranging from 4=Strongly Agree (SA); 3=Agree (A); 2=Disagree (D); and 1=Strongly Disagree (SD). The rubric of perceptions is based on the indicator of perceptions as purposed by Riduwan & Sunarto (2013), namely absorption (statement number 1 - 4), and understanding (statements number 5 - 10). The results of the questionnaire from students' responses can be seen in Table 1.5 as follows:

**Table 1.5 The Results of the Questionnaire**

| No | Statement | SA | | A | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| | | | | **Absorption** | | | | | |
| 1 | Statement 1 | 4 | 18% | 14 | 64% | 6 | 27% | 0 | 0% |
| 2 | Statement 2 | 1 | 5% | 18 | 82% | 3 | 14% | 0 | 0% |
| 3 | Statement 3 | 2 | 9% | 12 | 55% | 5 | 23% | 3 | 14% |
| 4 | Statement 4 | 0 | 0% | 9 | 41% | 8 | 36% | 5 | 23% |
| | | | | **Understanding** | | | | | |
| 5 | Statement 5 | 4 | 18% | 12 | 55% | 6 | 27% | 0 | 0% |
| 6 | Statement 6 | 18 | 82% | 3 | 14% | 1 | 5% | 0 | 0% |
| 7 | Statement 7 | 13 | 59% | 7 | 32% | 1 | 5% | 1 | 5% |
| 8 | Statement 8 | 1 | 5% | 12 | 55% | 10 | 45% | 1 | 5% |
| 9 | Statement 9 | 1 | 5% | 9 | 41% | 11 | 50% | 1 | 5% |
| 10 | Statement 10 | 3 | 14% | 7 | 32% | 9 | 41% | 3 | 14% |

Table 1.5 shows the results of students' questionnaires regarding the perceptions of using natural disaster picture as a learning medium to write report text. The followings are the discusion of the findings of the present study.

*3.2. Discussion*

Based on the findings, we can see the sample of the lowest and the highest scores of students' work. The lowest score of a student's work was initially named ADC who received a score of 20 in his writing report text. The results of the work were analyzed based on aspects as purposed in the scoring rubric of the English writing report text. In this part, the student made more than five mistakes on the Topic Sentence (TS). Besides, the topic sentences were not clear, and difficult to express the topic of the paragraph. In addition, the text written is no longer report text, but it is the news item text.

Moreover, on the aspect of Supporting Sentence (SS), most of his supporting sentences are not clear and unrelated to the topic sentence. On the aspect of Grammar (G), the student made more than 5 mistakes in constructing sentences and the text was written in the simple past tense. Meanwhile, on the aspect of Organization (O), most of the sentences within the paragraph are not organized because there is no relation between the sentences, and the student made five mistakes. And lastly, based on the aspect of Generic Structure (GS), the student did not compose the text

based on the correct generic structure of the text within the paragraph, and most of the ideas are put in the incorrect place. In addition, the student made five mistakes. Therefore, the student gained a score of 1 in each aspect of the writing scoring rubric.

Apart from the student's lowest score, the highest student's score is also presented to show the student's ability in writing report text. The results of a student's work with the highest scores initially named AG received a score of 88 in the writing report text test. The results of the works were analyzed based on the scoring rubric of English witting report text. If we observe AG's work, then we can see in the aspect of Topic Sentence (TS), the topic sentence is written very clearly and focused on the requested topic. In another aspect, the Supporting Sentence (SS) aspect, all supporting sentences could be well developed by AG in the text. The sentences produced were related to the topic of the paragraph.

Moreover, the topic sentence is neither general nor too specific. However, on the aspect of Grammar (G), AG made four mistakes relating to the grammatical rule, using the simple past tense in his report text. Meanwhile, on the aspect of Organization (O), AG composed his sentences in good order. Moreover, sentences are arranged related to the topic requested. On the aspect of Generic Structure (GS), the text is compiled according to the structure and linguistic rules of the report text.

As we can see from the indicator of perceptions, statements from one to four are classified as indicators of perceptions of the absorption part. It is the stimuli from outside the object that is absorbed through the senses. Students were only asked to observe the object and assess their perceptions of the object. Meanwhile, statements from five to ten belong to the understanding part of the perception indicator. Indicators of perception as a result of the classification process and organization.

In statement 1, it shows that 4 or 18% of 22 students strongly agree that the image media used has an interesting object, and 14 or 64% of students agree, meanwhile, 6 or 27% of students disagree and none or 0% of students strongly disagree. Based on the results of the largest percentage, it means that students agree that the image media used has an interesting image object. It can be concluded that the use of natural disaster picture as a medium of learning can be one of the interesting media that may be utilized by teachers in teaching report texts. The findings of the present study are in line with Adhim (2020), who confirms that teachers should create an interesting and fun classroom atmosphere in teaching writing classes.

In statement 2, it shows that 1 or 5% of 22 students strongly agree that they like the concept of image media that is applied and 18 or 82% of students agree. Meanwhile, 3 or 14% of students disagree, and none or 0% of students strongly disagree about the statement. Based on the results the largest percentage that students agree that they like the concept of image media that is applied. The researchers can conclude that the concept of using natural disaster pictures as a medium of learning made students enjoy learning to write report text.

In statement 3, it shows that 2 or 9% of 22 students strongly agree that the picture media displayed has a clear image object, and 12 or 55% of students agree about the statement. Meanwhile, 5or 23% of students disagree, and 3 or 14 % of students strongly disagree about the statement. We can say that most of the students agree that the image media displayed has a clear image object. It can be concluded that the object within the picture as a medium of learning is clear.

In statement 4, it shows that none or 0% of 22 students strongly agree that the picture object is easy to understand, and 9 or 41% of students agree about the statement. Moreover, 8 or 36% of students disagree, and 5 or 23% of students strongly disagree. From the data displayed, we can conclude that students agree that the image media used has an image object that is easy to understand. The researcher can conclude that the object of the image in the picture as a medium of learning is easy for students to understand.

Statements from five to ten belong to the understanding part of the perception indicator. Indicators of perception as a result of the classification process and organization. This stage occurs in the psychic process. The results of the analysis are in the form of understanding. Understanding is also subjective and might be different from one individual to another. Statements five to ten describe students' perceptions regarding theirunderstanding of natural disaster picture as a medium of learning. After the images or impressions occur in the brain, the images are organized, classified, and interpreted so that understanding is formed. The following are the details of the student's responses.

In statement 5, it shows that 4 or 18% of 22 students strongly agree that pictures can help improve students' ability in writing report texts. 12 or 55% of students agree about the statements, and 6 or 27% of students disagree. However, none or 0% of students stronglydisagree about the statement. Therefore, we can say that students agree that the picture can help improve students' ability in writing report texts. We can conclude that the use of natural disaster picture as a medium of learningcan help students improve their ability to write report texts. The results of present study support the findings of Fitri & Supriani (2016), who state that the benefits of picture media will

stimulate students to expand their imagination so that they can write well, increase students motivation to write, and build their knowledge when writing texts.

In statement 6, it shows that 18 or 82% of 22 students strongly agree that the use of pictures provides a new experience for them. Meanwhile, 3 or 14% of studentsagree, and 1 or 5% of students disagree about the statement. However, none or 0% of students strongly disagree. Based on the results of the largest percentage, it means that students strongly agree the useof pictures gives a new experience for them. It can be concluded that the use of natural disaster picture as a medium of learning became a new experience for the students.

In statement 7, it shows that 13 or 59% of 22 students strongly agree that the image is following the concept of report text. Moreover, 7 or32% of students agree about the statement, and 1 or 5% of students disagree. In addition, 1 or 5 % of students strongly disagree about the statement. We may conclude that students strongly agree that the image content is following the concept of report text writing. Therefore, the content of natural disaster picture as a medium of learning is following the concept of report text material.

In statement 8, it shows that 1 or 5% of 22 students strongly agree that picture media can attract students' attention to study the report text. Meanwhile, 12 or 55% of students agree about the statement, 10 or 45% of students disagree, and 1 or 5% of students strongly disagree about the statement. Based on the results of the largest percentage, it means that students agree that image media can attract students' attention to study report text. Therefore, we may conclude that the use of natural disaster picture as a medium of learning can attract students' attention in studying report texts.

In statement 9, it shows that 1 or 5% of 22 students strongly agree that image media can develop ideas in writing report texts. Meanwhile, 9 or 41% of students agree about the statement, and 11or 50% of students disagree. Besides, 1 or 5 % of students strongly disagree about the statement. Based on the results of the largest percentage, it means that students agree that image media can develop their ideas in writing report texts. Therefore, in statement 9, we may conclude that the use of the natural disaster picture as a medium of learning cannot help students in developing ideas in compiling report texts. Aspect of developing ideas here is supported by Apsari (2017) who states that writing could help students make logical arguments. In addition, it is in line with Ningsih & Rosa (2013), who state that teachers need some techniques to improve the ability of students in writing report text and to encourage them to express their thoughts, and points of view on paper.

In statement 10, it shows that 3 or 14% of 22 students strongly agree that picture media can motivate students in developing their skills in writing report text. Meanwhile, 7 or 32% of students agree about the statement, and 9 or 41% of students disagree about the statement. About 3 or 14% of students strongly disagree. Based on the results of the largest percentage, we may say that the students disagree that image media can motivate them in developing their writing, especially report text. Therefore, in statement 9, we may conclude that the use of natural disaster pictures as a mediumof learning cannot motivate students to develop report text writing skills.

## 4. CONCLUSIONS

### *4.1. Conclusion*

Some important points to be highlighted concerning the findings and discussion are as follows; 1) the ability of the tenth-grade student of SMA Negeri 1 Binangun is an average of 60. This means that the ability of students in class X MIPA 2 at SMA N 1 Binangun is considered in the "Enough" category, with writing indicators namely; topic sentence, support sentence, grammar, organization, and generic structure. Based on the results of the questionnaire, students have the largest percentage in statements 6 and 7. This means that students strongly agree that the use of natural disaster picture as a learning medium to creates a new experience for them. In addition, students strongly disagree most with statement 10. Moreover, students also strongly agree that the content of natural disaster picture as a medium of learning is following the concept of report text material. Based on the result of the questionnaire on using natural disaster picture as a medium of learning in writing report text, we can conclude that natural disaster picture as a medium of learning can motivate and provide them with new experiences and enjoy learning.

### *4.2. Suggestions*

The researchers provide some suggestions for students, English teachers, and future researchers. The first recommendation is for students. Researchers hope that students will be more creative and active in learning English report texts in their ways and improve their abilities.

The second recommendation is for English teachers. Teachers are highly recommended to provide interesting English media of learning to make students interested in learning. One of them is by utilizing natural disaster picture to make them more creative, active, and enthusiastic. The teachers must provide as much detail as possible about writing report texts, the generic structures, and language features. Researchers hope that teachers always provide feedback on students ' work so that they know their weaknesses, and appreciate students' work.

The third recommendation is for the next researchers. For future researchers, this research can be a guideline for conducting research, especially regarding improving students' writing skills with a qualitative approach. Moreover, we recommend further research to examine the effectiveness of the use of video as another medium of learning to improve students' writing skills using other genres.

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