

Improving The Students' Writing Skill by Using Picture

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ABSTRACT

The objectives of this thesis are to describe whether picture improves students' writing skill and to describe the classroom situation when picture is used in writing class. The method of the research was classroom action research. The action research was conducted from January to April 2013 and was carried out in two cycles in 32 students of VIII A in SMPN 1 Jaten. The researcher collected the data using observation and questionnaire. After collecting the data, the researcher analyzed the data using qualitative and quantitative technique. The research findings show that the using of picture could improve the students' writing. It can be seen from the mean scores improvement of pre test, post test cycle 1, and post test cycle 2, were 51.62 for the pre-test, 68.00 for the post-test in cycle 1 and 78.31 for the post-test in cycle 2. The using of picture in teaching writing also could improve classroom situation in writing class.

Keywords: writing, picture, classroom action research

ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan gambar dapat meningkatkan kemampuan menulis siswa dan situasi kelas. Metode penelitian ini adalah penelitian tindakan kelas. Penelitian dilakukan sejak Januari sampai April 2013 dan dilakukan dalam dua siklus pada 32 siswa di SMPN 1 Jaten. Peneliti mengumpulkan data menggunakan observasi dan angket. Setelah mengumpulkan data, peneliti meneliti data menggunakan teknik kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa menerapkan gambar dapat meningkatkan kemampuan menulis siswa. Hal ini dapat dilihat dari peningkatan nilai rata-rata siswa pada pre tes, post tes siklus 1, dan post tes siklus 2, yaitu 51.62 pada pre-tes, 68.00 pada post-tes siklus 1 dan 78.31 pada post-tes siklus 2. Menerapkan gambar dalam mengajar menulis juga meningkatkan situasi dalam kelas.

Kata kunci: menulis, gambar, penelitian tindakan kelas

In this globalization era, English is needed to communicate with people globally. English is one of the subjects that is required for Indonesian students to graduate from junior and senior high school. Junior High School graduates in Indonesia are expected to reach functional level of English. In this case, they are expected to be able to communicate or participate in their creation of text in spoken and written in their daily life. They have to be able to produce many kinds of functional text and monologue in the form of procedure, descriptive, recount, narrative, and report (Depdiknas, 2006:124).

To write well, students must have good capabilities in writing. They need to know how to write an essay, paragraph, how to write a letter, invitation, memos and how to reply the letters. Before starting to write, they have to know the elements of writing. They are: unity, cohesiveness, coherence (organization), grammar, vocabulary, spelling and punctuation.

As what has been stated above, there are many forms of writing, such as: description, recount, narration, exposition, and argumentation. Based on KTSP (Kurikulum Tingkat Satuan Pendidikan) syllabus of Junior High School (SMP), eighth grade students have to achieve the following writing competences.

Based on English Standards and Basic Competence for the eight Grade Students, students of Junior High School are expected to produce / write descriptive accurately and fluently. They also need to be able to write in a good organization. But in a fact, the students of eighth grade of SMP N 1 Jaten had not achieved those competences.

In addition, the result of the pre-test given by the researcher was not satisfying. There were some problems in content, organization, vocabulary, language use, and mechanic. From the result of the students' writing, their average score is 51.62. The lowest score in percentage of each element of writing is grammar that is only 39.37. The average score of vocabulary is 49.22 and followed by organization which is 55.46 and content which is 58.33. The last element is mechanics which has the average score is 68.20. The highest students' writing score is 80 and the lowest is 27. From the writing score, there are only 31.25 percent or 10 students who get writing score above 70. It means that is only 30 percent meet the passing grade of writing. While the other 22 students or 68.75 percent get score under 70. It means that they still fail in writing English.

Based on the pre-test result, the researcher found that the difficulties faced by the students in writing were: (1) the students lacked of ideas and focus their writing; (2) the students' writing was less or unorganized. It means that the students were not able to arrange their writing into coherent paragraph or text; (3) the students lacked of vocabulary; (4) the students were poor in grammar. Some of the students write texts with ungrammatical sentences; (5) the students could not master mechanical aspect, meaning that the students could not use spelling and punctuation well.

Besides, some other problems dealing with classroom situation were found. They are as follows: 1) Students paid low attention to the teacher's explanation, 2) They lacked of learning resources. Their teacher had not given them insufficient material using no teaching aid to help them learn writing, 3)

Students were not motivated in writing class. Having analyzed the students' writing and observed the class situation, the researcher inferred that the causes of the problems were: 1) Students were passive during teaching and learning process. They were not apply the concept of subject that they were learning, 2) Teacher used limited learning resources, such as book or other media. 3) Teacher did not guide the students when they were learning writing.

To resolve the problem, the researcher proposed the use of picture in the classroom action research focusing on teaching writing. Pictures are aids for teaching learning. Gerngross (1992: 3) states that the uses of pictures make communication in the foreign language class more lively, natural and stimulating. He recommended that pictures can be used to offer ideas to train language skill. The use of pictures can generate the productive skills namely speaking and writing skills. Related to this point, Jacobs in Genesee and Upshur (1996: 207) states that students' writing skill refers to the students' competence in applying the components of writing including content, organization, vocabulary, language use (grammar), and mechanism (spelling and punctuation).

According to Wright (1989: 17) picture can motivate learners to pay attention and take part in the lesson, it brings the context of any situation through which they can express their ideas, and most importantly pictures can be described in many ways that will develop learner's writing and organization skill as well. According to Raimes (1983: 27), with a picture, all students, after close observation of the material, will immediately need the appropriate vocabulary,

idiom, and sentence structure to discuss what they see. It can help students improve their language use when writing (grammar and vocabulary).

In addition, Raimes states that picture can be the basic for not just one task but many, such as sequence of sentences to the writing of original dialogues, letters, reports, or essays. This is very helpful to improve students using conjunctions in their writing and writing in logical order. Furthermore, she states, because everybody likes to look at picture, their use in the classroom provides a stimulating focus for the students' attention. A picture brings the outside world into the classroom in a vividly concrete way. This helps students gain ideas for their writing. Finally, a picture is a valuable resource as it provides (1) a shared experience in the classroom, (2) a need for common language forms to use in the classroom, (3) a variety of task, and (4) a focus of interest for students.

Besides, there are some roles of pictures in improving writing class situation: 1. Pictures can motivate the students and make them want to pay attention and want to take part. Pictures can contribute to the context in which in the language is being used. They bring the world into the classroom (a street scene or a particular object); 2. The picture can be described in an objective way; 3. Picture can cue responses to questions or cue substitutions through controlled practice; 4. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling (Wright, 1989: 17).

Furthermore, according to Sadiman (2009: 29-31), picture is (1) concrete, it points out the point of discussion more realistically than any temporary verbal media do. (2) Picture can reduce the border of time and space, (3) it can resolve our

observation problem, (4) it can make clearer certain concept in any subject ant for any age, so that it can avoid and correct misunderstanding, (5) it is cheap and easy to use, with no need of using special tools.

From the discussion above, it can be concluded that picture is essential to help provide students with learning experiences, through appropriate method and presentation of places, object, and people that has characteristics and aim to attract and influence students' act and attitude and bring the students to relax situation with symbols, as well as to deliver their message, idea or opinion.

Based on the review of related literature, it comes to the hypothesis that the students' writing skill can be improved by using picture in teaching writing.

RESEARCH METHODS

The research was conducted at eight grade students of SMP N 1 Jaten in 2012/2013 academic year. The research was started from January 2013 to April 2013. The model of action research used in this research is based on the model developed by Kemmis and McTaggart in Burns (1999: 32). According to them, classroom action research is spiral process that includes planning, acting, observing and reflecting.

The techniques for collecting data used in this research are qualitative and quantitative method. The data in form of qualitative were got from the observation that was done by observing the teaching and learning process about the whole activities and the students' behavior. The quantitative data were gotten from

individuals' score from the beginning of the research up to the end of the research. They came from the test given.

The process of analysis was conducted by using qualitative and quantitative technique. The qualitative data was analyzed by using qualitative technique analysis. Miles and Huberman (1992: 15) state that one of its models is interactive technique analysis which has four steps. The steps are data collection, data reduction, data display, data conclusion.

The quantitative data was analyzed by describing test results. The data was gained from the comparison the mean score of pre-test (before implementing picture) and post-test (after implementing picture).

RESEARCH FINDINGS AND DISCUSSION

The Improvement of Students' Writing Skill

Using picture as media in teaching writing has improved the students' writing skill including in content, organization, vocabulary, grammar, and mechanical aspects (spelling and punctuation). The pre test mean score was just 51.62 then increased to 68.00 in post test 1, and 78.31 in post test 2.

In content, previously, most of students found difficulty how to express their idea. They could not state their idea in English and write relevant supporting ideas. By using picture students can create their idea or content within their written text will have meaning. They could state their idea in English and write relevant supporting ideas. Gerngross (1992: 3) states that the uses of pictures make communication in the foreign language class more lively, natural and

stimulating. He recommended that pictures can be used to offer ideas to train language skill.

In organization, the researcher found the students had problems in organizing text. They could not determine what to put first. After seeing and observing a picture, students knew the generic structures of descriptive text and could organize well. The students saw the picture then mentioned every part of picture to arrange the word in good sentence and organization. They were able to organize their idea in generic structure of Descriptive text. According to Wright (1989: 17) picture can motivate learners to pay attention and take part in the lesson, it brings the context of any situation through which they can express their ideas, and most importantly pictures can be described in many ways that will develop learner's writing and organization skill as well.

In vocabulary, the researcher found the students the students had lack of vocabulary. They had difficult to use proper vocabulary. After used picture, students were able to use the proper vocabulary based the content of sentence. After seeing and observing the pictures, the students will be engaged and motivated to find the vocabularies related to the pictures. They will try hard to find words for expressing what they see and feel from the pictures. Related to this point, Raimes (1983: 27) states that with a picture, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. So pictures are valuable, too, in that they provide for the use of common vocabulary and common language forms.

In grammar, the researcher found the students had difficulty in producing grammatically correct sentences. After using picture, students were able to use grammatically correct sentences. They watched the picture then they find the word. After they found the word, they feel easy to make sentences based on the theme. They can make simply sentences correctly. Picture can help students improve their grammar. Raimes (1983: 27) states that with a picture, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see.

In mechanical aspects (spelling and punctuation), the researcher found the students had difficult in mechanical aspects (spelling and punctuation). The students were not concerned with the mechanical aspects of writing. After using picture the students were more concerned to use spelling and punctuation. They were able to use punctuation and capitals in their writing. Mechanic (spelling and punctuation) is one component of writing skill or ability. Related to this point, Jacobs in Genesee and Upshur (1996: 207) states that students' writing ability refers to the students' competence in applying the components of writing including content, organization, vocabulary, language use (grammar), and mechanism (spelling and punctuation). Gerngross (1992: 3) says that the uses of pictures make communication in the foreign language class more lively, natural and stimulating. He recommended that pictures can be used to offer ideas to train language skill. The use of pictures can generate the productive skills namely speaking and writing skills. So, picture can improve the students' writing skill in spelling and punctuation.

The Improvements of Classroom Situation

Using picture as media in teaching writing has improved class situation. First, students' attention to the teacher's explanation improved. In preliminary research, the researcher found that the students did not pay attention to the teacher' explanation. They did useless activities. After implementing picture, almost all students gave more attention to the teacher's explanation. They gave more response toward the teacher's instruction. They did not do useless activity. It can be seen when the teacher give the students work, they only focus on their work, and did the teacher instruction seriously. Wright (1989: 17) said that pictures can motivate the students and make them want to pay attention and want to take part.

Second, students got sufficient materials to learning writing. Previously, students lacked of learning resources and insufficient materials to learn writing. It was because the teacher used limited learning resources. After used picture, the students got sufficient materials to learning writing. It was because the teacher gave them varied and enough material. Raimes (1983: 27) stated that picture is a valuable resource as it provides (1) a shared experience in the classroom, (2) a need for common language forms to use in the classroom, (3) a variety of task, and (4) a focus of interest for students.

Third, picture improved the students' motivation in learning writing. Previously, students were passive during teaching and learning process. They were not apply the concept of subject that they were learning. After implementing picture, students had more motivation and became enthusiastic in writing class.

They were more active and creative in teaching and learning process. It was because picture, the students became interested in learning the lesson and more motivated to follow the lesson. Beside, students were more active and creative in cooperative interaction among the students in their group. Picture made students more interested to the lesson and they are motivated in the teaching learning process. By using picture, students are enthusiastic and motivate in joining the lesson in writing class. Wright (1989: 17) stated that pictures can motivate the students and make them want to pay attention and want to take part.

CONCLUSION AND SUGGESTION

The result of the research showed that the use of picture are able to improve the students' writing skill that covers (1) students can express their ideas after being stimulated with pictures; (2) students are able to organize their idea in generic structure of Descriptive text; (3) students are able to use the proper vocabulary based the content of sentence; (4) students had fewer mistake in grammar; (5) students are able to use correct spelling and punctuation. The improvement of writing skill can be seen from the test results. The mean score increased from cycle to cycle. The mean score of pre-test is, 51.62, the mean score of post-test in cycle 1 is 68.00, and the mean score of posttest in cycle 2 is 78.31.

Beside, the implementation of picture in teaching writing improves the class situation. The improvements are indicated by (1) students gave more attention to the teacher's explanation. They did not do useless activity; (2) students got sufficient materials to learning writing, because the teacher gave

them varied and enough material. Picture helps students got sufficient materials to learning writing; (3) students had more motivation and became enthusiastic in writing class. Besides, the student's relationships develop in cooperative studying.

Suggestion

The following are some suggestion which might be useful for the English teacher, the institution of education, the other researcher, and the students: (1) For The English Teacher: the teacher can use pictures of teaching English in order to make the students motivated in joining the lesson. It is an important thing for the teacher to create an enjoyable situation of teaching learning process in order to make the students eager in improving their English; (2) For the institution of Education: the institution of Education can give the attractive technique in learning process in order to improve the students' language skill and also the process of teaching learning language; (3) For other Researchers: this study is one of the ways in improving students' writing skill. It is expected that the findings will be used as the research of the future research on the similar problem; (4) For Students: they have to study hard in English and have to brave to express their own opinion in writing English. They should not be afraid, shy or embarrassed, and nervous in expressing their performance. They must remember that who often practice, who will get the best, not only in English but also in all aspects in their life.

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