

THE USE OF SINGLE PICTURES AS A MEDIA TO TEACH WRITING DESCRIPTIVE TEXT TO THE SEVEN GRADERS OF SMP ANGELUS CUSTOS II KEBRAON, SURABAYA

THE USE OF SINGLE PICTURES AS A MEDIA TO TEACH WRITING DESCRIPTIVE TEXT TO THE SEVEN GRADERS OF SMP ANGELUS CUSTOS II KEBRAON, SURABAYA

Hesti Siregar

English Education, Languages and Arts Faculty, State University of Surabaya
11020084024.hesti@gmail.com

Him'mawan Adi Nugroho S.Pd, M.Pd

English Education, Languages and Arts Faculty, State University of Surabaya

Abstract

Writing is a skill to enable the students to communicate in written. Besides, writing has much a difficulties process which is make the students who study English get difficulty because they have low mastery of vocabulary. The other problems are teaching method and environments are the main cause of students' weaknesses in writing English and students' difficulties in tenses. Based on those problems, the teacher can use single pictures as the alternative and interesting media in teaching writing.

Single Pictures is an interesting media for teaching students in writing class. The aim of this research is to describe the implementation of single pictures to teach writing descriptive text taught by the teacher and to describe the students' attitude toward the use of single pictures.

The data of this study are obtained from the result of unstructured field notes and the result of questionnaire. The results of this study realize that the implementation of single pictures encourages the students to increase their vocabulary in writing descriptive text.

In addition, the number of students' bored on reduces through this media. It means that students feel interested in the implementation of single pictures. In conclusion, single pictures is a good and interesting media to be used in teaching writing descriptive text, especially for the seven graders, since it helps the students to solve their problems above in writing, stimulate the students' creativity, and create an interesting atmosphere in the class.

Kata Kunci: *single pictures, teaching writing, descriptive text*

Abstrak

Menulis adalah suatu keterampilan yang dapat memampukan siswa berkomunikasi dalam tulisan. Selain itu, menulis memiliki sangat banyak kesulitan dalam proses penulisan yang membuat siswa yang belajar bahasa inggris menjadi sulit karena mereka memiliki penguasaan kosakata yang rendah. Masalah yang lain adalah metode pengajaran dan lingkungan adalah merupakan masalah yang utama dari kelemahan siswa dalam menulis bahasa inggris dan kelemahan siswa dalam tenses. Berdasarkan masalah-masalah itu, guru dapat menggunakan single pictures sebagai media cadangan dan menarik dalam pengajaran menulis.

Single Pictures adalah suatu media yang menarik untuk mengajar siswa dalam kelas menulis di pelajaran bahasa inggris. Tujuan dari penelitian ini adalah untuk medeskripsikan dari penggunaan single pictures untuk mengajar menulis deksriptif teks yang diajarkan oleh guru dan untuk mendeskripsikan sikap siswa terhadap penggunaan single pictures sebagai media untuk mengajar menulis deksriptif teks pada kelas tujuh.

Data dari studi ini diperoleh dari hasil unstructured field notes dan hasil questionnaire. Hasil dari studi ini menyadari bahwa penerapan single pictures mendorong siswa-siswa untuk meningkatkan kosakata mereka dalam menulis deksriptif.

Sebagai tambahan, angka kebosanan siswa dapat menurun melalui media ini. Itu menyimpulkan bahwa siswa-siswa merasa tertarik dalam penerapan dari single pictures. Secara kesimpulan, single pictures adalah media yang bagus dan menarik untuk digunakan dalam pengajaran menulis deksriptif teks, khususnya untuk kelas tujuh, selama itu dapat membantu siswa-siswa untuk mengatasi masalah-masalah mereka dalam menulis, merangsang kreatifitas siswa-siswa, dan menciptakan atmosfir yang menarik di dalam kelas.

Key Words: *single pictures, teaching writing, descriptive text*

INTRODUCTION

The new curriculum in Indonesia is curriculum 2013. It is a new curriculum for all education levels (SD, SMP and SMA). Based on the curriculum 2013, English as an international language is taught integratedly for seventh graders. It means that the material is formed into one whole, for example in SMP English subject: "*Teks lisan dan tulis untuk sapaan, pamitan, ucapan, terimakasih, dan permintaan*". Words of *sapaan*, *pamitan*, *ucapan terimakasih* and *permintaan* are formed into one whole, in three meeting. Thus, by applying the curriculum 2013, the teachers are able to teach the students about 'sapaan, pamitan, ucapan terimakasih and permintaan as suited to the timing allocation in syllabus. Therefore, teaching English in Indonesia as a foreign language (L2) for students is to enable the students to communicate in oral and written. Writing is a skill to enable the students to communicate in written. Writing is an activity to change the words into sentences and change sentences into paragraph (Miller and Cohen, 1998). Besides, writing is one of four basic skills in English as a foreign language. Writing is important because the students can pour what is in their mind in writing form.

Based on the curriculum 2013, students of seventh graders are expected to write a descriptive text. "*Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda*" (Sillabus, 2013). They have to be able to write a text clearly. Unfortunately, to create the students' mood to write is not easy like what teacher thought. Sometimes students do not have good mood to join writing class. According to Al-Khsawneh (2010; 2), teaching method and environment are the main cause of students' weaknesses in writing English. Al-Khasawneh clarified that students' low qualification in English is related to the lack of students' motivation. Students perhaps do not find an interesting object in their class that can be used to build the imagination and their motivation to write in English.

Furthermore, to make students able to write,

firstly the teacher should make writing class become interesting, and full of joy. The teacher can add some interesting pictures, or objects to make the students easily to imagine what are they going to write. It is to avoid the students' bored while they are in writing class. Besides, there are some problems in writing class, which often happen to the students. They have difficulties in vocabulary. As stated by Rabab'ah (2003; 2), students have limited vocabulary. Rabab'ah clarified that students could not give voice to their thought because they have lack stock of vocabulary. Another problem is that the students also have difficulties in tenses. Students only focus on the present tense. The present tense only used in students' writing (Rabab'ah, 2003; 2). It will make students difficult to enrich their writing in other tenses like past tense if they want to write a narrative text.

Those situations demand the teacher to be creative in solving those problems in teaching learning English. Based on the problems above, the teachers are forced to giving alternative media to cover the lack of students' weaknesses. Besides, the use of media will make teaching learning process to be more interactive. Thus, the students will be more enthusiastic and will not feel bored in teaching learning method. As stated by Rohani (1997; 7) media can attract the students' attention and it can stimulate their motivation in class, and it can give their real view of new things, add new vocabularies which are not verbalized, and overcome different background knowledge and experience.

There are three kinds of media; they are visual, audio, and audio visual (Gerlach, 1980; 18). As stated by Asri Pratiwi (2011; 2), each types of media have its own characteristic and nothing is best over the others. In this case, the teacher should choose the media carefully, and it should be appropriate for the subject and students' level. Furthermore, a good media can be said as a media if it could bring the class near to real life, help students actively to be engaged with the subject, and clarify the points explained (El- Araby,

THE USE OF SINGLE PICTURES AS A MEDIA TO TEACH WRITING DESCRIPTIVE TEXT TO THE SEVEN GRADERS OF SMP ANGELUS CUSTOS II KEBRAON, SURABAYA

1974; 3). Those characteristic can be found in picture series. According to Wright (1997) pictures series are pictures, which show some actions or events in chronological order. Picture has a large or medium size in order to enable all students in the class see what pictures are alike. The teacher shows some pictures to the students in front of the class, put them on the blackboard in series, and then invites the students to write a descriptive text related to the picture. By using pictures, students can get idea and imagine what they want to write based on that picture that they have seen already. By using pictures, it will make the students do not feel bored and got new vocabularies, new words, and then arrange it into sentence form and then arrange it into paragraph. It will ease students to write a descriptive text.

1. How is the implementation of Single Pictures as a media to teach writing descriptive text to the seventh graders?
2. What are the students' attitudes toward the use of Single Pictures as a media to teach writing descriptive text to the seventh graders?

RESEARCH METHOD

The design of this research is descriptive qualitative research. According to Ary, Jacobs, and Sorensen (2010), qualitative research focuses on understanding, social phenomenon from the view of the human participants in natural setting. According to Parahoo (1997:142), he describes a research design as "a plan that describes how, when and where data are to be collected and analyzed". Besides, Polit et al (2001:167) define a research design, as "the researcher's overall for answering the research question or testing the research hypothesis". Meanwhile, according to Cresswell (2000: 186), qualitative research is one in which the researcher often makes knowledge claims based primarily perspective such as the multiple meaning of individual experiences. In this study, the researcher is as the observer. The data, which are

gathered by qualitative inquirer are in the form of words and or pictures rather than numbers or statistics; such as field notes, and interviews of excerpts from videotapes, audiotapes, or electronic communication are used to present the findings of the study.

The subjects of the study were the students of the seventh grade in one of SMP Angelus Custos in Kebraon, Surabaya. The researcher took the students of seventh grade (7^A) of SMP Angelus Custos because they were from different intelligence throughout the classes. The researcher chose the seventh grade because in this level, students are expected to able how to write descriptive text suited to curriculum. Moreover, in that semester the students of the seventh grade were studying about descriptive text.

The researcher conducted observation two times in the classroom. The focus of the study was in the teaching and learning process, especially in students' writing. Then the researcher described the process happened using words according to the objectives in the study. The first data were description of the teacher's activities in teaching learning process in the first meeting until the last meeting. The second data were the students' attitude toward the use of single pictures. Other instruments used were unstructured field notes and questionnaire.

In this research, the data was collected by utilizing field notes and questionnaire since those instruments were used to described how the implementation of Single Pictures as a media to teach writing descriptive text to the seven graders and the students' attitudes toward the use of Single Pictures as a media to teach writing descriptive text to the seven graders. In doing so, the researcher took two observations of the writing class. The researcher observed the conditions that really occur. The researcher became a non-participant observer that paid attention to the teaching and learning process, gathered data from the teaching learning activity and students' attitude and took a note on the field notes without participating in the lesson. The researcher recorded all teaching learning

THE USE OF SINGLE PICTURES AS A MEDIA TO TEACH WRITING DESCRIPTIVE TEXT TO THE SEVEN GRADERS OF SMP ANGELUS CUSTOS II KEBRAON, SURABAYA

activities from the beginning until the end of the class, so that, the researcher was able to know the detail of the teaching and learning activity in the writing class. Those observations were conducted by filling unstructured field notes to gain the data for each meeting. To answer the second research question, the data was collected by using students' attitude by using questionnaires in the end of the class.

The collection data will be selected and analyzed by the guide of the theories from Ary, Jacobs, and Sorensen (2010). In analyzing the data, this study was conducted qualitatively. There are three stages proposed by Ary, Jacobs, and Sorensen (2010) to analyse qualitative data: (1) organizing and familiarizing, (2) coding and reducing (3) interpreting and representing.

RESULT OF THE STUDY

The researcher would analyze the result descriptively based on the theories that had been elaborated in chapter two. The researcher also discussed the result based on the instrument used in this study. In this discussion, the researcher gave an overview of students' speaking performance which had already analyzed. The researcher used unstructured field notes and questionnaire to analyze the students' attitudes result.

The Implementation of Single Pictures as a Media to Teach Writing Descriptive Text to the Seventh Grade Students

Based on the result of the two observations on 11th and 14th March, 2015 it could be seen that the use of single pictures as a media to teach writing descriptive text to the students could help them to solve their problems of the writing lesson. It can help them to build their motivation, to help them in adding the new vocabularies and give them some knowledge of present tense. According to O'Malley and Pierce (1996:139), there are three stages of process of writing process. They are pre, whilst, and post writing. According to O'Malley and Pierce, the pre-

writing stage, teacher opens the class by starting the discussion about what they do in writing class. Teacher introduces the material, and explaining the concept of writing. Therefore, in whilst-writing stage according to Hogue (2003) is the stage where students begin to write. Organize their idea, developing their idea into sentences, and arrange them into good structure. In this stage, teacher showed the single pictures on the whiteboard and arranged the single pictures based on the structure of a descriptive text (identification and description parts) to the students, explained the physical characters of single pictures and explained some clues and explained what they should do in the next activity. Then, post-writing is the last stage of writing process. In this stage, students have to finish their writing. According to Hogue (2003), post-writing is called editing and revising step. In this stage, students have a chance to edit and to revise their writing before they submitted it to the teacher. From the observation result, the teacher does all of the stages in the writing class, and most of the students in this study paid attention and followed the teacher's instructions and explanations carefully to the teachers' explanations or instructions by being silent while the teacher was teaching. If students felt confused how to write a descriptive text by using these simple pictures, they asked the teacher without any doubt. Therefore, from the observation result, the students seemed enthusiastic during the teaching and learning process.

The Students' Attitude towards the Use of Single Pictures as Media to Teach Writing Descriptive Text

The close-ended questionnaire consist of fourteen questions which had to answered by the students based on their opinion and feeling. There are two options in the close-ended questionnaire, they are; yes and no option. Students have to choose only one option. The first question of the close-ended questionnaire is about whether the students were interested in learning English especially in the learning writing a descriptive text. The researcher noted based on the close-ended questionnaire

THE USE OF SINGLE PICTURES AS A MEDIA TO TEACH WRITING DESCRIPTIVE TEXT TO THE SEVEN GRADERS OF SMP ANGELUS CUSTOS II KEBRAON, SURABAYA

that all of the students answer 'yes, they were interested'. Based on those students' answers written on the close-ended questionnaire, it was known that all of students were happy and interested in learning English writing descriptive text. The second question of the close-ended questionnaires is about whether students were interested in learning English especially in learning writing descriptive with the single pictures as media given by the teacher. Most of students answer 'yes, they were interested'. In close-ended questionnaires they wrote some reasons why they were interested. Some students wrote "because it is more flexible and easy to understand". Other reasons were like these "because it is interesting and pleased; help us easy to describe people; help us to add new vocabularies; it makes us easier to write a descriptive text and enjoy in learning; because the pictures in the single pictures were interesting". Besides, the researcher noted that there was a student who wrote "because I almost can learn English". Based on those students' answers written on the close-ended questionnaire, it was known that most of students were interested and gave positive answer in learning writing descriptive text with single pictures as media given by the teacher in the first and second meeting. Meanwhile, the third and fourth question of the close-ended questionnaire are about whether the students understand the teacher's technique in teaching writing descriptive text with single pictures or not, and students' opinion whether the teacher's technique in teaching learning writing descriptive text with single pictures as media is interesting or not. For the third question, most of students answer that they understand towards the teacher's technique in teaching learning writing descriptive text with single pictures as media. For the fourth question, all of the students said that the teacher's technique in teaching learning writing descriptive text with single picture as media is interesting.

Based on those students' answers written on the close-ended questionnaire, it was known that most of students understand and think that the teacher's technique is interesting in teaching writing descriptive text with

single pictures as media. Then, the fifth question of the close-ended questionnaires is about the students' opinion whether using single pictures can eased the students to learn the descriptive text. Most of students answer 'yes, they are'. Based on those students' answers written on the close-ended questionnaire, it was known that the single pictures as media that teacher uses in teaching descriptive text is accepted in teaching learning descriptive text to the seven graders.

Therefore, the sixth until seventh question of the close-ended questionnaire are about the students' opinion whether the teaching method in teaching descriptive text using single pictures had given a big motivation to the students or not and whether the teaching method with single pictures is effective or not especially in teaching writing descriptive text. Based on the students' written answer that all of the students thought that the teaching method had given them a big motivation to write a descriptive text using single pictures, and all of them argued that the teaching method was an effective teaching method especially in teaching descriptive text using single pictures. Therefore, the researcher concluded that by using a simple media such as single pictures, it is a big chance and also effective way for the teacher to help the students to write a descriptive text.

Then, the eighth until the fourteenth question are about the students' opinion towards the single pictures as a media in teaching descriptive text in English lesson. Based on the students' written answer on the close-ended questionnaire, most of students agreed that use single pictures as media in teaching descriptive text was an attractive media to help them in learning writing a descriptive text. On the close-ended questionnaire, most of students said that they were motivated and got a good progress to write a descriptive text using single pictures given by the teacher. Besides, most of the students wrote "with single pictures I can describe person because the pictures were interesting and I can write a descriptive text easier." They also said that single pictures are good media because it can improve their ability in writing descriptive text. Besides single pictures are good media,

THE USE OF SINGLE PICTURES AS A MEDIA TO TEACH WRITING DESCRIPTIVE TEXT TO THE SEVEN GRADERS OF SMP ANGELUS CUSTOS II KEBRAON, SURABAYA

they also said that using single pictures can also make writing class more active, especially writing descriptive text. Then, the last question is about the students' agreement if the single pictures can be used as media in teaching English. Therefore, most of students suggest that single pictures as media can be applied by the teacher in the next teaching English especially in writing descriptive text.

Thus, the use of single pictures as a media was successful to help students of seventh grade be able to write a descriptive text in learning English lesson.

CONCLUSION

Based on the result of this study, the researcher has made the conclusion that the use of single pictures as media to teach writing of a descriptive text implemented by the teacher could increase seventh grade students' motivation in writing a descriptive text. Besides, the teacher could also ease the students to write the descriptive text by following the structure of the text. The result of the observation based on field notes showed that the teacher used the single pictures as media to teach writing descriptive text to the students attractively. The teacher also could give good atmosphere to the students in the class when the teaching and learning was going on. Indirectly, the researcher noted that the result of students' task in writing descriptive text was satisfying. It showed that the students could produce their ideas in their mind onto written form well.

Therefore, based on the researcher's findings, it could be concluded that the use of single pictures as media to teach writing descriptive text has positive role towards the English lesson, especially for writing descriptive text.

REFERENCES

- Ary, Donald.(2010). *Introduction to Research in Education*. USA: Wadsworth, Cengage Learning.
- Creswell, John. W. 2008. *Educational Research: Planning, Conducting, and Evaluating*

Quantitative and Qualitative Research. United States of America: Pearson Prentice Hall.

- El-Araby, Salah. 1974. *Audio. Visual Aids for Teaching English: An Introduction to Materials and Methods*. London: Longman.
- Gerlach, P. Elly. 1986. *Teaching and Media: A Systematic Approach*. New Jersey: Prentice Hall, Inc.
- Hogue, Ann. 2003. *The Essential of English: A Writer's Handbook*. New York: Pearson Education Inc.
- O'Malley and Pierce Valdez. 1996. *Authentic Assessment for English Language Learners*. USA: Addison Wesley Publishing Company.
- Pratiwi, Asri. 2011. *The Use of Posters in Teaching Writing Analytical Exposition Text to the Eight Graders*. Surabaya: State of University Surabaya Press.
- Rohani, Ahmad. 1997. *Media Instructional Edukatif* Jakarta: Rineka Cipta.
- Van Els, Theo et al. 1984. *Applied Linguistics and the Learning and Teaching of Foreign Languages*. New York: Chapman and Hall, Inc.
- Wright, A. 1989. *Picture for Language Learning*. Cambridge: Cambridge University Press.