

THE USE OF SINGLE PICTURE MEDIA TO IMPROVE STUDENTS' WRITING SKILL THROUGH WRITING DESCRIPTIVE TEXT AT TENTH OF SMA DARUSSALAM BANYUWANGI

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Abstract

In Indonesia English is considered as the first foreign language. English is one of the international languages spoken by many people in the world. Learning English is important because by knowing English well it will be easier for them to understand every writing of information in English. Teaching English should include four language skills: listening, speaking, reading and writing. This research was conducted using classroom action research as a methodology of this research. There are three meetings during the research (pre-cycle, cycle 1, cycle 2, consisting of planning, acting, observing, and reflecting). Researchers used written tests to measure students' skills in descriptive text writing after treatment, use of observations to monitor student activity during the teaching and interviewing process to obtain information and verify the data. The results of quantitative data on the application of the technique to see a single image can improve the writing skills of students in grade X4 SMA Darussalam Blokagung Tegalsari Banyuwangi. This can be seen from the results of the test evaluation and observation results are always increasing during the implementation of this technique is done. Can improve writing skills as well. It can be concluded that the use of a single image can effectively improve students' writing skills. In addition, the single image is also in good design and good themes, so that students are more motivated and enjoy the learning process.

Key Word: Single Picture, Writing Skill, Descriptive Text

Abstrak

Di Indonesia Bahasa Inggris dianggap sebagai bahasa asing pertama. Bahasa Inggris adalah salah satu bahasa internasional yang digunakan oleh banyak orang di dunia. Mempelajari Bahasa Inggris penting karena dengan mengetahui bahasa Inggris dengan baik akan lebih mudah bagi mereka untuk memahami setiap penulisan informasi dalam bahasa Inggris. Pengajaran bahasa Inggris harus mencakup empat keterampilan bahasa yaitu mendengarkan, berbicara, membaca dan menulis. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas sebagai metodologi penelitian ini. Ada tiga pertemuan selama penelitian (pra siklus, siklus 1, siklus 2, terdiri dari perencanaan, bertindak, mengamati, dan merefleksikan). Peneliti menggunakan tes tertulis untuk mengukur keterampilan siswa dalam menulis teks deskriptif setelah memberikan perlakuan, penggunaan observasi untuk memantau aktivitas siswa selama proses belajar mengajar dan wawancara untuk mendapatkan informasi dan menguji

kebenaran data. Hasil data kuantitatif tentang penerapan teknik melihat satu gambar dapat meningkatkan keterampilan menulis siswa di kelas X4 SMA Darussalam Blokagung Tegalsari Banyuwangi. Hal ini dapat dilihat dari hasil evaluasi tes dan hasil observasi yang selalu meningkat selama penerapan teknik ini dilakukan. Dapat meningkatkan keterampilan menulis juga. Dapat disimpulkan bahwa penggunaan gambar tunggal dapat secara efektif meningkatkan keterampilan menulis siswa. Selain itu gambar tunggal juga dalam desain yang baik dan tema yang baik, sehingga siswa lebih termotivasi dan menikmati dalam proses pembelajaran

Kata Kunci: Gambar Tunggal, Keterampilan Menulis, Teks Deskriptif

A. Background of the Research

In Indonesia English is considered as the first foreign language. English is one of the international languages that are used by many people in the world. Learning English is important because by knowing English well it will be easier for them to understand any information writing in English. Therefore, using English is the easiest way to communicate with people from other countries about many aspects of human life such as technology, economy, social, and politics.

Teaching English must cover four language skills namely listening, speaking, reading and writing. Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language some language components (spelling, grammar, vocabulary, punctuation). Campbell (1993:3) state that the important reason for teaching writing for students is because writing helps students to learn. First, writing reinforces the grammatical structures, idioms, and vocabularies that have been taught to the students. Second, when students write, they also have just learned to say, to take a risk. Third, when they writing, they necessarily become very involved in the new language, the effort to express ideas and the eye contact, hand and brain is a unique way to reinforce learning.

The English language learning there are some materials that should be mastered by students of senior high school, such as short functional text, conversation interpersonal, and text in the form of narrative, recount, report, procedure, newsystem, hortatory exposition, analytical exposition, explanation, discussion, and review (Genre-based Approach). One such form

of descriptive text. As stated in the standards of content, about the basic competencies that students of SMA Darussalam Blokagung in writing is able to express the various meanings (interpersonal) in texts write interactional and monologue form of a narrative, report, recount, and more in general, especially the student should be able to make short form of descriptive text. But in reality, skill writing in grade X4 of SMA Darussalam Blokagung still low. Based on my experience, there are some problems found in the field at the time of writing materials to students, especially about the descriptive text.

The first problem of students' writing is their ideas are not clearly stated, the ideas and sentences are not well organized. The second problem is that there are many errors in vocabulary, grammar, and spelling. Another problem is low mastery of English grammar and the students did not interest in doing the task since the writing activities are not interesting. Usually, the students are asked to write sentence and paragraphs without being given some instruction so that it is difficult for them to express their ideas on a piece of paper. Many students get difficulties in writing text, it is difficult for students to arrange word into a sentence, sentence into a paragraph, paragraph into a composition in which the message understand and grammatically correct. This is because writing is difficult for them since they have to master enough vocabulary, spelling, and grammar. Based that, the students have difficulties in describing everything that caused by the learning strategy are not correct, in additional the teachers did not use the correct media to support the learning process so the students not interesting to follow the learning process.

The researcher has some reasons for choosing SMA Darussalam Blokagung as the place to do the research. First, based on the English teacher's information, students' class X4 of SMA Darussalam Blokagung have a problem in writing skill. Second, the headmaster gave permission to conduct the research at the school. Based on the explanation above, the researcher is interested in conducting an experimental study examining the use of picture media in an attempt to improve the students' writing skill.

Based interview with students and English teacher of class X4 SMA Darussalam Blokagung that most students have a problem in writing. It can be shown by the students writing test score 38% of students get ≥ 70 it mean that they are 19 students of 31 whose score below 70 (students standard passing grade) with the means score of 60,12. On the other hand, teaching and learning writing at school can be considered successfully if the score at least 70. So they were the only test of 12 students in one class who got 70 and the rest got below 70. This condition indicates that the English teacher has to give a more participation on writing activities.

In reference to the explanations above and the strong desire of finding the solution of these problems, the researcher has the motivation to do the research in improving the teaching of writing in tenth grade of SMA Darussalam Blokagung by using single picture as the instructional media. It is hoped that the media may improve the students' skill in writing, especially in writing the descriptive text. In order to improve students' descriptive writing, the researcher should be able to create, and explain about this subject so that it will be something interesting and easy to understand for the students. As far as we know teaching English is still being a problem for Indonesia teachers, especially in finding out what method which is suitable for the students. In the other hand, many students still have difficulties in writing because of the lack of vocabulary, language function, grammar, especially for making the sentence in a good arrangement.

One way to help the researcher in teaching writing descriptive text is by using media, and single picture is one of the media that hopefully can help the researcher in teaching writing process. By using single picture students can become more motivated and easier to express their feeling. Because media the important in understanding English learners in receiving materials, the researcher as a guide of the class should use it in delivering descriptive text. Basyirudin stated that media for teaching language can be classified into visual media, audio media, audiovisual media and games Asnawir (2002:29). Based on the research above, the research want to do a research on students'

skill in developing paragraph using text descriptive as the aid to focus the students by doing the research entitled "The use of single picture media to improve students' writing skill through writing descriptive text at tenth of SMA Darussalam.

B. Problem of the Research

Based on the background of the research above, the research problems are formulated as follows: How can single picture improve writing skill students' of descriptive text at the tenth grade of SMA Darussalam Blokagung Tegalsari Banyuwangi in academic year 2015/2016?

C. Purpose of the Research

The purpose of the research related to the problem of the research above as formulated: The researchers want to improve students writing skill on descriptive at tenth grade of SMA Darussalam Blokagung Tegalsari Banyuwangi in academic year 2015/2016."

D. Review Related Literature

1. Writing

The term of writing has several meaning. Many experts have proposed the definition and explanation of writing. Writing is one of the language skills that are used in communication indirectly. Writing skills are not found in nature, but must go through the process of learning and practicing. By its nature, writing is also a productive language skills and receptive. Lado (1986:248) state that writing as foreign language needs power and skill to use vocabulary, structure, and their conditional representation in a usual writing situation. Based on the statement above, writing also as a skill of language is used to communicate indirectly, not face to face with other.

Writing is one of the important skill for the students to master. The students must be able to give a simple command or others in written form chronologically, and express their ideas or thoughts, and feeling in written communication (Dekdikbud, 1994:32). According to Tarigan

(1986:89) can improve students other language skills. There are four skills to master or achieve in learning English such as writing, speaking, listening, and reading.

2. General Concept of descriptive Text

A descriptive text is a text that describes the features of someone, something or a certain place. Describe people usually display the person's identity as well as physical traits, character, interests and activities. Describe animals usually about physical traits, and his favorite place to stay. Describe place to explain the location, part special feature characteristics and the interesting thing about the place. Descriptive text is text to describe a particular person or object so that the reader can imagine narrated as if it was real (Astutik, 2015:152). A descriptive text has function. Descriptive text "describe people, place and thing" The purpose of descriptive text is to provide information on the characteristics of a person or a specific object.

According Hidayat (2015:05) there are two generic structure of descriptive text. They are:

- a. Identification: Identifies phenomenon to be described. Characteristic feature of a person, an object or a specific place will be described.
- b. Description: Describes parts, qualities, characteristics. Describing the characteristics of a person, thing or place is for example: shape, size, origin, interests and characteristics of other special characteristics.

The characteristic feature of descriptive text there are nine according Kurniawatiand Yuliani (2012:44). They are: a) Using specific nouns. b) Using adjectives. d) Using the simple present tense. e) Using the phrase objects are detailed to provide information on the subject. f) Using a variety of adjectives that are describing, numbering, classifying. g) Using verbs about your thoughts and feelings to express personal views of the author on the subject. h) Using action verbs. i) Using word

description for additional information members. k)Using a figure of speech / imagery

3. Introducing the Picture Media

Media is a place as information delivery of learning or message delivery (Djamarah and Zain, 2010:120). Media is the roles of the teaching of the learning resources as aid in teaching and learning activity and can distribute message and coverage difficulties in teaching and learning process. Picture is a media which can be seen by eyesight sense only. Picture is used as a teaching media to help students in improving their vocabulary. According to Hornby (1995: 871) picture is an account or description of something that enables one to form a mental picture or impression of it. In this study, pictures have a role as visual aids in teaching writing,

The pictures can be adapted from books, magazines, newspapers, internet, photograph, brochure, catalog, posters, cartoon strips, and one's drawing. Pictures as an effective media can stimulate learners to use the language.

a. Single picture

Picture of single object is picture that shows only one thing for example clothes,book. From these pictures students are expected can give the simple explanation about something shown in the picture. Furthermore, students can give the general idea of picture by their own mind (1989:136).

b. Series picture

Secondly is picture series.It means number picture each which is related to some ways to the other, especially to the one before it. Series picture is serviceable for teaching composition purpose because from this kind of pictures the student will get a complete idea and their imaginative powers are stimulated. The researcher can use a ready made picture either for teaching purpose or cut out from the magazine, but it should be taken into account that the picture should

be large enough for the whole class to see. The teacher must be able to judge their language content to what can be done with them.

E. Previous Research

There are two previous study related to this study. The first study was conducted by Muhammad Wahyudi (2010.31.1.0378), one of Lectures of Jember Islamic University Malang under the title “Implementing Social Media Facebook to Improve the Writing Skill of Eleventh Grade Students of MAN 3 Jember”. The purpose of this study is to improve students’ writing skill by media facebook in the classroom. The type of the research is classroom is Classroom Action Research and methods of collecting data are writing test, and observation.

The second study was conducted by Ardiati (2101009320230), the Lecture of English education Departement of Muhammadiyah University of Malang under the title “Using Efforts Strategy to Improve Student’s Writing Skill through Writing Recount Text on The Second Year Students of The SMP Negeri 3 Malang at Second Semester in Academic Year 2013/2014”. The purpose of this study is to improve writing skill by using efforts strategy in the classroom. The type of this study is Classroom Action Research and methods of collecting data are writing test, and observation. Based on the result of the study it suggested that the used of the media facebook gives a very positive impact on the students' mastery writing skill.

F. Research Method

This research is a classroom action research (action research). Burns (1999) defines action research as excavation facts to solve problems in a social context by making collaboration between researcher and practitioners. According Kemmis and Mc. Taggart (1988): classroom action research is the study done to improve yourself, work experience itself, which is carried out in a systematic, planned, and with an attitude of introspection.

1. Area Determination Method

This classroom action research is done in SMA Darussalam at class X4 which is located in BlokagungTegalsariBanyuwangi. This research is done here because some reasons. First, the research find the problems in writing skill. Second the head master gave permission to conduct the research at the school.

2. The Schedule of the Research

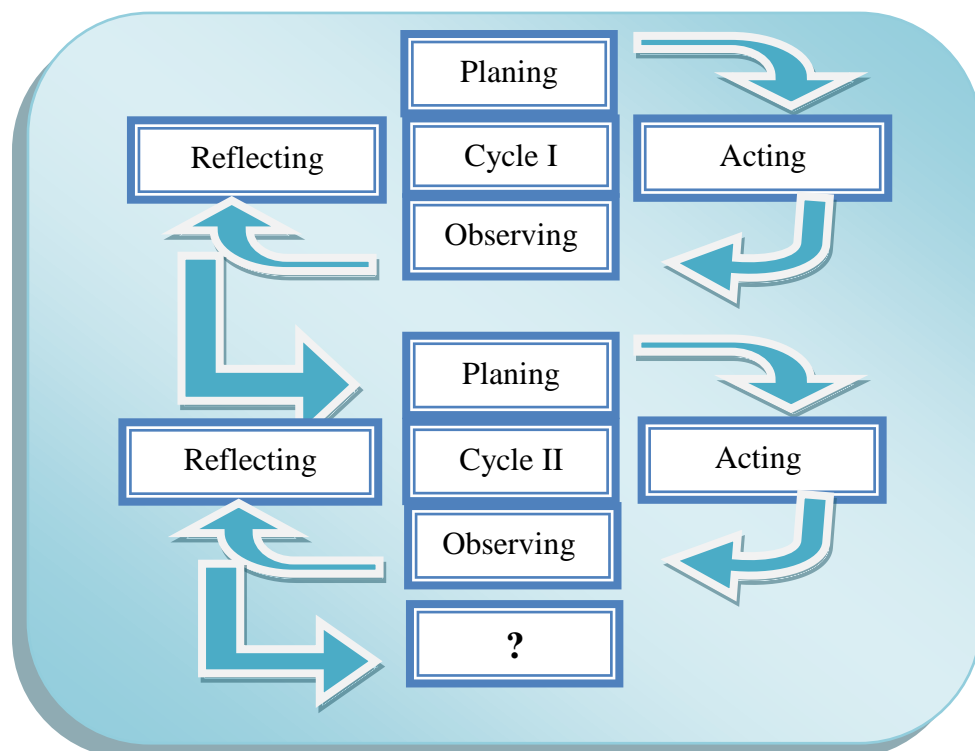
This classroom action research is startdate28thFebruary until 6thMarch 2016. The schedule of every meeting the following table.

Table 1 The Schedule Of Research

No	Date	Activities
1	Pre cycle, Sunday, 28 March 2016	Meeting 1
2	Cycle 1, Thursday, 03 April 2016	Meeting 2
3	Cycle 2, Monday, 06 April 2016	Meeting 3

a. Research Procedure

The design of classroom action research is illustrated in the following diagram:



1) Planning

In the planning stage the researcher prepare a draft action before doing action research in the form of a lesson plan evaluation plan in the form of tests to measure and determine the student's skill to write descriptive text, preparing materials and media, and define success criteria.

Criteria of Success of the Action

The criterion of success is used to know whether the implementation of the action achieve or not. The standard passing grade of SMA Darussalam BlokagungTegalsaribased on the interview with english teacher. In this research will be success if 75% score of the students' writing test who get the achieved the minimum standard (≥ 70). So that from a number of students must get score at least 70 (≥ 70) to be success the same as minimum mastery criterion of English.

2) Acting

Cycle action will be held during school hours in accordance with the schedule of British subjects. In line with the objectives of the study activities, actions or class refers to what the research actually in the classroom during the teaching process talking using single picture media descriptive text. And step in implementing measures only in accordance with the scenario the researcher. So the goal of teaching writing to run effectively and efficiently. The steps to be taken in its implementation are:

Learning Activity:

Pre Activity (10 ')

- a) Say hello to the students.
- b) Check for the presence of student.
- c) Dialogue with students about the material descriptive text.

Whilst Activities (75 ')

Exploration

In the exploration activities of researcher:

- a) Provide materials and examples of simple monologue text form of descriptive text
- b) Explain material descriptive text
- c) Give students the treatment ways to write descriptive text.

Elaboration

In the elaboration activities of researcher:

- a) Ask students to describe picture individually.
- b) Ask students to write descriptive text in accordance with the picture.

Confirmation

- a) Researcher provide feedback on the students by giving appreciation in oral form to the students who have been able to complete its task.
- b) Researcher provide motivation to students who are not and have not been able to follow in the material.

Post Activity (5 ')

- a) Researcher asks student difficulties during the learning process.
- b) Researcher concludes the learning materials.
- c) Researcher say hello.

3) Observing

In this classroom action research, observation is very important to know whether this technique is effective or not to improve students' writing. It can control the activities and the implementation of measures in this study.

Writing test

Writing test was to get the data about the student's writing skill in the form of score. The scoring of writing skill is generally highly subjective. To reduce the subjectively and to make the test more reliable, the researcher will conduct writing test by using single picture.

Observation

Observations will be used to monitor student activities during the learning process inside. Researcher studied the situation in the classroom during lessons, responses and attitudes of the students when they give an explanation, do the task, and to know their difficulties.

Interview

Arikunto (2006: 155) states that interview is a dialogue done by an interviewer to obtain the information needed from an interviewee. In this research, interview was done to support the primary data concerning with the English teaching in that school. The questions of the interview were about the students. In this research, the interview is in the form of semi structural interview. It is an interview in which a list of questions and details are developed to get the information needed during the process of interview.

4) Reflecting

In analyzing the data relates to the students' test of writing skill, the researcher uses analytical scoring rubric adapted from Weigle (2002: 116) in the analytical scoring rubric for writing. They are content, organization, grammar, vocabulary and mechanic.

Table 2 Analytical Scoring Rubric Adapted From Weigle

No	Components of writing	Score	Indicator
1	Content	4	Relevant to the topic and easy to understand
		3	Rather relevant to the topic and easy to understand
		2	Relevant to the topic but is not easy to understand
		1	Quite relevant to the topic but is not quite easy to understand
2	Organization	4	Most of the sentence relate to the main idea
		3	Some sentence relate to the main idea
		2	Few sentence relate to main idea
		1	The sentence un relate to each other
3	Grammar	4	A few grammatical inaccuracies
		3	Some grammatical inaccuracies
		2	Numerous grammatical inaccuracies

4	Vocabulary & Mechanic	1	Frequent grammatical innacuracies
		4	A few errors in choice of words, spelling and punctuation
		3	Some errors in choice of words, spelling and punctuation
		2	Occasional errors in choice of word, spelling and punctuation
		1	Frequent errors in choice of words, spelling and punctuation

To get final students' writing score within each cycle use the formula:

$$X = \frac{n}{N} \times 100$$

Note:

X : final score

n : Students' individual score

N : maximum score

To get mean of students' writing score within each cycle use the formula:

$$\text{Mean} = \frac{\sum X}{N}$$

Note:

M : mean score

$\sum x$: the total score of the students writing test

N : the total number of the students

(Taken from Hadi, 2002: 246)

At this case the researcher will analyze the test results and determine the increase writing skills after the action in the cycle. The researcher tries to compare test before using the media and the test after using the media in each cycle, and also try to understand the strengths and weaknesses of the strategy.

G. Finding and Discussion

After doing the research such as doing preliminary study and then cycle 1 and cycle 2. The researcher finally could say that implementing of media single picture really help the researcher and also the students to improve their

writing skill in their daily activity. In this sub chapter, the researcher would like to describe and discuss the findings of the researcher. As mentioned in the previous chapter that in single picture as media to improve student' skill in writing descriptive text. Its purpose was to know whether there was improvement of students' skill in writing descriptive text or no after using single picture. In these findings, the researcher presented the result of researcher and the analysis of the data collected which were conducted through preliminary test and two times of treatment. Preliminary test was considered as the preliminary reflection. Two times of treatment were the teaching and learning processes and the assessment tests which were considered as implementation.

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from preliminary to cycle 1 and cycle 2. The improvements of students' skill in writing descriptive text can be seen in the following table.

Table 3 The Results Of Observation On Pre Cycle, Cycle 1, Cycle 2.

NO	CYCLE	TOTAL SCORE	MEAN
1.	Pre Cycle	1864	60,12
2.	Cycle I	2081	67,12
3.	Cycle II	2630	84,85

From the preliminary study, at first the students got a lot of trouble in their writing test because they still less understand the descriptive material and grammar, they don't want to follow the difficult and boring, but after the researcher doing the first cycle and teach the students about writing the use of single picture the students start to feel interested in writing descriptive text.

In the preliminary test, all of the students have been doing the test, and the method, the researcher did not use single picture as learning media. Researchers only explain the material In teaching learning process, only half students are active and antusiastastic to the lesson. A half of students did not gave response maximally, especially the students who sat down in backside. In the first cycle, the average result was 67,12 the teacher began use single picture to teach writing descriptive text.

In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although some students still confused with the teacher direction. In the second cycle, the average of students score result was 84,85. It is mean that there were improvements from pre cycle, cycle 1, cycle 2. It showed that there was significant improvement in students' achievement. Furthermore, the using single picture as a learning aid is helpful in the process of teaching and learning writing descriptive text.

H. Conclusion

Based on the data analysis, the conclusion of this research is :”the use of single picture as media can improve the writing skill of descriptive paragraph at tenth of SMA Darussalam BlokagungTegalsariBanyuwangi in academic year 2015/2016”. The results of writing tests or after analyzing the data, researcher found that students' scores increased. Improvement can be seen from the average score of students of a written test in the pre cycle 60,12, cycle 1 67,12, cycle 2 84,85. It is means that it had achieved the standard passing score, or minimum score's criteria which is 70. Further, the percentage of each components of product evaluation result which include content, organization, vocabulary, mechanic, and grammar was in good and excellent category. Moreover the result the process evaluation had fulfilled the target. Morethan 75% students were actively involved in writing activities. Furthermore the student paid more attention to the material given by the researcher. The students also enjoyed learning and practicing writing by single picture because it is very interesting and seem real.

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