

USING PICTURES TO INCREASE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT BY THE FIRST YEAR OF MTsN ANDALAN PEKANBARU

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Abstract

Using pictures is a method that is employed to enable the learners to think inductively. Pictures enable to interact with the people. It can used in many skills. One of the possible ways of increasing writing ability is by using pictures. This article is based on the research finding in answering the questions: Can picture increase the writing ability of the first year students of MTsN Andalan Pekanbaru? While the second, how is the effectiveness of applying pictures in teaching writing for the first year students of MtsN Andalan Pekanbaru? This study is classroom action research which was conducted in two cycles. The proficiency test (Pre-Test and Post-Tests) was administered as a guidance, and also a set of observation sheets was used to gain the record of the classroom activity during the using pictures treatment. The participants were 35 students of VII-2 at MTsN Andalan Pekanbaru. Based on the findings, it was discovered that there had been improvement of writing ability of the first year students at grade VII of MtsN Andalan Pekanbaru in the Academic Year of 2012/2013 where about 23 students or 65.71% reached the minimum criteria of achievement (KKM), 75. The effectiveness of applying this strategy indicates from the average score of pre-test is 69.27, while the average score of first post-test is 72.57 and and it increases into 76.06 in second post-test. It showed that the students had positive attitudes towards in teaching writing by using pictures where they enjoy in learning writing and become active in every meeting based on the observation sheets result. Thus, the researcher suggested English teachers should be applied this technique to improve writing ability in order to help the learners enjoy and write better, and also makes the instructional process more active.

Keyword: *Pictures, Writing Ability*

INTRODUCTION

Pictures are two dimension visual representations of person, place, or things. Through picture, students are able to reach outside their minds. Pictures that can see always lead to the reality of their minds. The purpose of using pictures for the students is to give them an opportunity to practices the language in real context or in which they can make it to communicate their idea.

Writing is one of all four aspects of English skill are taught intensively. Most of the students consider writing to be the most difficult subject because there are many aspects to be considered. The aspects are grammar, vocabulary, mechanic, form and fluency. In writing,

we need to demonstrate not only our competence in grammar of English but also our knowledge to develop ideas in writing..

Teaching and learning process of Junior High School especially at MTsN Andalan Pekanbaru of the first year students have problems especially in writing. Based on the writers' experience when practiced teaching in MTsN Andalan Pekanbaru, many students still have difficulties in writing. It might be caused by several factors. The first is the student's difficulties in developing ideas in written form. The students spent a lot of time to write a text. After three times the writer asked them to write a text, the students seem confused to start their writing. Most of them asked the teacher for home assignment. There were none of 35 (thirty five) students finished writing their text. They were lazy to think of idea and write in a text. The second is their mistakes in grammatical device, such as the use of the imperative sentence punctuation, conjunction, etc. For example, the wrote "you must pour the water into the glass" for "pour the water into the glass", this sentence is still incorrect, because he used no appropriate grammar, because the procedure text using imperative sentence. Therefore, the writer took procedural text as the focus of the study. Although students are taught to write a procedural text, the students still have problem in writing it. The students get problems in writing a developing English text, especially in expressing their ideas, thought and feeling in written form.

There are many factors faced by the students. The Factors are as in the following: (a) get difficult in developing their ideas, thought, feeling; (b) lack of grammatical devices, vocabulary and knowledge about procedural text based on the generic structure; (c) do not have the strategy in starting writing. Using pictures is a media can be used in increasing students' writing ability. Every students have to remember that there are no bad ideas and everyone needs to feel free to express the ideas. Each students have to share all ideas and not leaving any out. By applying this media, it is good to build the way of thinking of students in developing their coming idea.

Numerous studies have pointed out dealing with the using pictures as follows: Hornby (1995) says the picture is description of something that enable to impression of it Zurasfi (1991), point out some advantages of using pictures in teaching English are: (a) Picture helps students to understand the word meaning; (b) It is easy to remember because picture as other visual media to focus type student's attention; (c) Picture gives a clear concept of what of word structure may mean; (d) Picture is very useful to develop or to increase vocabulary. According to Chalhoun (1994), a major principle of picture is to build on children's' vocabulary and to facilitate the transition to writing and reading. Here, using pictures is as strategy which help teacher resolve the problem facing the students.

This article presented the used of pictures to increase writing ability of the first year students of MTsN Andalan Pekanbaru. The discussion is based on the result of the students' score in writing skill in writing a procedural text. Specifically, this study attempted to answer the following questions: Can pictures increase the writing ability of the first year students of MTsN Andalan Pekanbaru? While second, how is the effectiveness of applying pictures in teaching writing for the first year students of MTsN Andalan Pekanbaru?

METHODOLOGY

This research is an action research with a single-cycle. There are plan, act, observe, and reflect. The subject of this research is the first class of MtsN Andalan Pekanbaru. There are 35 students, consist of 18 girls and 17 boys. This research contained 2 cycles to know how far the improvement of students' writing ability by implementing pictures. In this

research, in collecting data, the writer had given a test. The first, pre-test was given before teaching activity by using pictures. In pre-test, the students asked to write a procedure text based on topic had given.

After conducting the treatment in the 4 meetings the researcher gave post-test in last meeting. The purpose of this test was to know how well the students' writing ability in expressing some expression through pictures by interviewing the students. Then the result was collected as raw data of the research and was analyzed to find out whether the students showed the improvement writing skill by using pictures.

This data analysis technique based on minimum criteria achievements (KKM). Minimum criteria achievements (KKM) in MTsN Andalan Pekanbaru is 75. To know the level of ability of the students, the following classification is used as follows:

Table 1

Score	Level of Ability
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

Haris (1974)

RESULT AND DISCUSSION

The researcher found that there was improvement in students' writing ability in which could be seen and compared from the pre-test to post-test.

Table 2. The ability level of the Students in Pre-Test

Score	Level of Ability	Rater 1		Rater 2		Rater 3		Total
		F	P (%)	F	P (%)	F	P (%)	
80 - 100	Good to excellent	0	0	0	0	0	0	0
60 - 79	Average to good	27	77,14	27	77,14	27	77,14	81
50 - 59	Poor to average	6	17,14	6	17,14	7	20	19
0 - 49	Poor	2	5,714	2	5,714	1	2,857	5
Total		35	100	35	100	35	100	105

In rater I we can see that there were 2 students (5,71%) got poor level, 6 students (17,14%) got poor to average level, 27 students (77,14%) got average to good and no one student got good to excellent level. In rater II, there were 2 students (5,71%) got poor level, 6 (17,14%) students got poor to average level, 27 students (77,14%) got average to good level, and no one got good excellent level. In rater 3, there was 1 student (2,85%) got poor level, 7 students (20%) got poor to average level, 27 students (77,14%) got average to good level and no one got good to excellent level.

Below is the analysis of the students' writing ability by three raters in pre-test:
 Table 3. The Analysis of the Students' writing Ability by Three Raters in Pre-Test

Score	Level of Ability	Frequency	Percentage
80-100	Good to Excellent	0	0
60-79	Average to Good	34	97
50-59	Poor to Average	1	3
0-49	Poor	0	0
Total		35	100

Based on the table above, the writer reveals that there was no one of students was able to reach "good to excellent" level. There were 34 or 97% of the students got "average to good" level. Then, there was 1 or 3% of students reached "poor to average" level. Next, there was no one of students at the "poor" level. From the explanation above, the students writing ability was not satisfied.

Table 4. The ability level of the Students in Post-Test I

Score	Level of Ability	Rater 1		Rater 2		Rater 3		Total
		F	P (%)	F	P (%)	F	P (%)	
80 - 100	Good to excellent	2	5,714	2	5,714	3	8,571	7
60 - 79	Average to good	33	94,29	33	94,29	32	91,43	98
50 - 59	Poor to average	0	0	0	0	0	0	0
0 - 49	Poor	0	0	0	0	0	0	0
Total		35	100	35	100	35	100	105

It can be seen that there was a much better improvement of the students scores compare to pre-test result. According to rater I, there were 5,7% of the students' got good to excellent level, 94% in average to good level, none of them got poor to average and poor level . Based on rater II, was 5,17% of the students' got good to excellent level, 94% in average to good level, none of them got poor to average and poor level. According to rater III, there was 8,5% of the students in good to excellent level,91,4% got average to good, and no one got poor to average and poor. In can ne stated that after giving treatments, there is an improvement between the results of pre-test from post-test. But, the average score in post-test (after giving four times meetings for treatment) is not enough from KKM (75).

Table 5. The Analysis of the Students' writing Ability by Three Raters in Post-Test I

Score	Level of Ability	Frequency	Percentage
80-100	Good to Excellent	2	6
60-79	Average to Good	33	94
50-59	Poor to Average	0	0
0-49	Poor	0	0
Total		35	100

From the data above, there were 2 students (6%) of achieved "good to excellent" level. There were 33 students (94%) who got "average to good" level. Then, there was no one student who got poor to average and poor level. From the explanation above, it could be see that there was good improvement in students, writing ability in post test 1.

Table 6. The ability level of the Students in Post-Test II

Score	Level of Ability	Rater 1		Rater 2		Rater 3		Total
		F	P (%)	F	P (%)	F	P (%)	
80 - 100	Good to excellent	6	17,14	6	17,14	8	22,86	20
60 - 79	Average to good	29	82,86	29	82,86	27	77,14	85
50 - 59	Poor to average	0	0	0	0	0	0	0
0 - 49	Poor	0	0	0	0	0	0	0
Total		35	100	35	100	35	100	105

According to the data above, the writer reveals that writing ability of 35 students from three raters as follow: in level “good to excellent”, there were 6 students (17.14%) by rater 1, 6 students (17.14%) by rater 2 and 8 students (22.86%) by rater 3 who reached the level. Then, there were 29 students (82.86%) by rater 1, 29 students (82.86%) by rater 2 and 27 students (77.14%) by rater 3 who achieved “average to good” level. Next, there was no one who got “poor to average” and in level “poor”.

Table 7. The Analysis of the Students’ writing Ability by Three Raters in Post-Test II

Score	Level of Ability	Frequency	Percentage
80-100	Good to Excellent	4	11
60-79	Average to Good	31	89
50-59	Poor to Average	0	0
0-49	Poor	0	0
Total		35	100

From the data above, the writer could point out that there were 4 students (11%) of achieved “good to excellent” level. There were 31 students (89%) who got “average to good” level. Then, there was no one who got poor to average and poor.

Table 8. The Improvement of Students’ Writing Ability from Pre-Test to Post-Test II

Score	Level of Ability	Pre-test	Post-test 1	Post-test 2
80-100	Good to Excellent	0	6	11
60-79	Average to Good	97	94	89
50-59	Poor to Average	3	0	0
0-49	Poor	0	0	0

According to the data above, it could be revealed that in pre-test there was no one students could achieved “good to excellent” level, it increased become 2 students (6%) in post-test 1 and increased become 4 students (11%) in post-test 2. Then for “average to good” level there were 34 students (97%) achieved this level in pre-test, and then it increased into 33 students (94%) in post-test 1 and increased into 31 students (89%) in post-test 2. For “poor to average” level, there were 1 students (3%) who achieved it in pre-test, and no one students who got poor to average in post test 1 and post-test 2. And in pre-test,post-test1,post-test 2, no one students who got poor level.

In addition, the writer also presented the improvement of students' writing ability in each aspect of writing as shown on the table 9:

Test	Grammar	Vocabulary	Machanic	Form	Fluency	total
Pre-Test	11,60	13,20	12,86	12,17	12,51	62,34
Post-Test I	12,60	13,03	12,77	13,06	13,86	65,31
Post-Test II	13,03	13,34	13,60	14,03	14,46	68,46

In "grammar", the average score of students in pre-test was 11.60, and then it increased into 12.60 in post-test 1 and increased into 13.03 in post-test 2. For "vocabulary", in pre-test the average score of students was 12.60, then it decreased into 13.03 in post-test 1 and increased into 13.346 in post-test 2. While the score for "machanic" was 12.86 in the pre-test, then it decreased into 12.77 in post-test 1 and increased into 13.60 in post-test 2. The score of "form" was 12.17 in pre-test and then it increased into 13.06 in post-test 1 and it increased into 14.03 in post-test 2. And the score of "fluency" was 12.51 in pre-test and then it increased into 13.86 in post-test 1 and it increased into 14.46 in post-test 2. From all aspects, the highest score in fluency aspect, the researcher treat the students to consistents in using grammar, vocabulary. Because in procedure text is using present tense with imperatives.

The researcher not only found that there was improvement in students' pre test and post test but also in students' activity (observation). Below is the result observation each cycle:

Activities	Cycle I (%)				Average
	1 st Meeting	2 nd Meeting	3 rd Meeting	4 th Meeting	
Give responds	51,4	77,1	71,4	80	69,98
About the pictures	(18 students)	(27 students)	(25 students)	(28 students)	
Determine the Title	68,6	85,7	77,1	88,6	80
	(24 students)	(30 students)	(27 students)	(31 students)	
Give comments	51,4	80	74,3	85,7	72,85
	(18 students)	(28 students)	(26 students)	(30 students)	
Take a note	100	100	100	100	100
	(35 students)	(35 students)	(35 students)	(35 students)	
Do the exercise	100	100	100	100	100
	(35 students)	(35 students)	(35 students)	(35 students)	
Average	74,28	88,56	84,56	90,86	84,57
Category	fairly active	active	active	active	active

From the data above, it could be seen for the first meeting, there were 18 students or 51.4% of students give respond about picture, 24 students or 68.6% of students determine the title, 18 students or 51.4% of students give comments, 35 students or 100% of students doing take a note and do the exercises. The second meeting, there were 27 students or 77.1% of students give respond about picture, 30 students or 85.7% of students determine the title, 28 students or 80% of students give comments, 35 students or 100% of students doing take a note and do the exercises. The third meeting, there were 25 students or 71.4% of students give respond about picture, 27 students or 74.3% of students determine the title, 26 students

or 74.3% of students give comments, 35 students or 100% of students doing take a note and do the exercises. The fourth meeting, there were 28 students or 80% of students give respond about picture, 31 students or 88.6% of students determine the title, 30 students or 85.7% of students give comments, 35 students or 100% of students doing take a note and do the exercises. Here, it can be seen that in the first meeting, the students are categorized as fairly active students, while in the second, third, and fourth meeting, the students categorized as active students. There were improvements each meeting.

Activities	Cycle II (%)		Average
	1 st Meeting	2 nd Meeting	
Give responds	85,7	85,7	85,7
About the pictures	(30 students)	(30 students)	
Determine the	85,7	85,7	85,7
Title	(30 students)	(30 students)	
Give comments	80	85,7	82,85
	(28 students)	(30 students)	
Take a note	100	100	100
	(35 students)	(35 students)	
Do the exercise	100	100	100
	(35 students)	(35 students)	
Average	90,28	91,42	90,85
Category	active	active	active

From the data above, it could be seen for the first meeting, there were 30 students or 85,7% of students give respond about picture, 30 students or 85,7% of students determine the title, 28 students or 80% of students give comments, 35 students or 100% of students doing take a note and do the exercises. The second meeting, there were 30 students or 85,7% of students give respond about picture, 30 students or 85,7% of students determine the title, 30 students or 85,7% of students give comments, 35 students or 100% of students doing take a note and do the exercise.

According to data presented above, the writer has answered the research questions which number one is: Can using pictures increase the writing ability of the first year students of MTsN Andalan Pekanbaru? Yes, it can. There was increasing of writing ability of the first year students of MTsN Andalan Pekanbaru by applying using pictures. The average score in pre-test 69.27 then it improves into 72.57 in the first post-test and it increases into 76.06 with 23 students or 65.71% who reach the minimum criteria of achievement (KKM). It can be conclude that the improvement of students' writing ability of MTsN Andalan Pekanbaru was quiet high.

Next, the writer also has answer the question of the research which number two is: How the effectiveness of applying using pictures in teaching writing for the first year students of MTsN Andalan Pekanbaru? The effectiveness of applying using pictures is expected that using pictures can be implemented not only for students but also for English teacher in teaching writing, whereas, the students will be more enjoyable, interested, and also stimulated

their skill in learning. Using pictures motivate students to become active and creative in the classroom.

After conducting the action of this research, the writer found some strength of using picture in teaching and learning process as below;

- 1) The students were encouraged to be active since there were some activities they need to do. Each student had chances to perform himself/herself in front of the class.
- 2) The atmosphere of the class was much relaxed. So, each student could enjoy
- 3) Every student could understand the material given because they enjoy the teaching learning process.
- 4) The pictures, as a teaching media was easy and simple to be prepared.

In this research, the writer did not only find the strength but also the weakness as follow:

1. The writer was difficult to control students in teaching and learning process while using pictures, they preferred to talk with friends so the class became noisy in every meeting. It happened because each of them wanted to write their ideas on the board.
2. Some students seemed shy and did not want to answer the questions. It would waste the time.

CONCLUSION

The aim of this research is to find out whether the use of pictures in teaching English specifically writing skill can increase students attained. Based on the result of the data that has been done in MTsN Andalan Pekanbaru, the writer can conclude that the use of pictures can increase the students' writing achievement. The improvement of the students can be seen from 23 students or 65.71% who reach the minimum criteria of achievement (KKM), while KKM is 75. This result is come from the research question: "Can round robin brainstorming increase the writng ability of the first year students of MTsN Andalan Pekanbaru?" It can be conveyed that the improvement of students' writing ability of MTsN Andalan Pekanbaru was quiet high.

Moreover, the effectiveness of the using pictures on the teaching writing of the first students of MTsN Andalan Pekanbaru is showed from the average score of the students that had increased from pre-test to the second post-test. In the data, the average score of pre-test is 69.27 then it improves into 72.57 in the first post-test and it increases into 76.06, while the observation sheets results are also showed that the students had active attitudes. It can be seen from the increasing of the number of students in every activity in every meeting. They enjoy while teaching and learning process. It helps students to be more active in class. So, they write more better. This result finding is caused from the following question: "How is the effectiveness of applying pictures in teaching writing for the first year students of MTsN Andalan Pekanbaru?"

Hence, the applying pictures in teaching English especially in writing is really effective in improving students' writing ability at MTsN Andalan Pekanbaru in academic year 2012/2013.

IMPLICATION

The result of this research shows that the implementation of pictures can improve students' writing skill. Therefore, it is needed to propagate this strategy to other English teachers, as one of the innovation strategy that can improve students' writing skill. It is expected that pictures can be implemented by English teacher in teaching writing, in order to make students will be more interested, stimulated, and active in writing.

SUGGESTION

Regarding to the result of the research, the writer suggest that first, the teacher have to be creative in teaching learning. It means that the teacher should know the appropriate technique in teaching writing in order to increase the students writing ability. Second, it is suggested for English teacher to use pictures in order to improve students writing ability.

It is much better for an English teacher to use picture as one of better solution to minimize phenomena in teaching writing. As an English teacher, the teacher needs to know to apply the appropriate series of picture in order to motivate students to practice their writing. The students need to do more exercises and pay attention to the teacher's explanations, so the teacher needs to give a clear instruction and students can understand what to do and what to write. It is created a good circumstance during teaching and learning in order to make students comfortable and enjoyable in it. It is suggested for the teacher to monitor the students become active and effective.

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