

**TEACHING WRITING THROUGH PICTURE
FOR JUNIOR HIGH SCHOOL STUDENTS**

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Abstract

This research was conducted with the aim of finding the usefulness and benefits of picture as a teaching strategy or media of teaching to teach writing skill to the students. The method in this research was classroom action research method, which was carried out in two cycles. Subjects or participants in this study were the students at SMP Negeri 7 Pematangsiantar, precisely the IX-4 students. The researchers collected data from the test results of students on the implementation of picture in writing a text. In addition, the data were also obtained through observation results carried out in the learning process. Based on the results of research that the researchers obtained, it was proven that the use of picture had effects on student learning abilities. Their writing abilities increased after using pictures as medium in writing a text.

Keywords: Teaching, Writing Skill, Picture, Students

1. INTRODUCTION

At present, English is a language that is almost used throughout the world, including in Indonesia. In Indonesia, English is studied mandatory starting from the junior high school until college level. Thus, it can be said that English is one of the important languages to be mastered by the world community.

To learn English, there are four skills that must be mastered by students, namely Listening, Reading, Speaking, and Writing. Of these four skills, the basic skill is listening, and the last skill is writing. The four skills are also divided into 2 parts, namely receptive skills, and productive skills. Receptive skills include of listening and reading, and productive skills include of speaking and writing.

In this research, researchers chose writing skill to be studied. Based on the opinions of other researchers, it was said that writing skill is the most challenging skill compared to other skills (Abdullah & Yunus, 2019; Sa'diyah, 2017; Wening, 2017). In other words, writing skill is the most difficult skill to master by the students based on the level and the manner to learn it.

Truscott (1999) added that to master writing well, the students need knowledge and understanding of good grammar in a language.

In addition, Raimes (1983) said that to master writing, students could not learn it only by mastering other skills in English, but also had to be guided and led by educators or teachers in learning writing.

An educator or teacher can teach writing to students by using a media. One of the media that can be used is in the field of art, such as pictures, comics, graphics, photos, posters, etc. According to Abdullah & Yunus (2019), picture is one source that contains

information indirectly about a topic, so that it can be used by students in class by developing their thoughts.

Leonhardt (in Widyahening, 2011) stated that students will be made easier and more interested in writing stories or experiences, for example family experiences while on vacation, by looking at the photos of the holiday. Students will be more focus and enjoy in written sentences to tell their experiences, and will write it in detail.

Based on several opinions above, the researchers can conclude that picture is one of the strategies that the teacher or educator can used to teach writing to students. Through pictures as a learning technique, students can improve their writing skill.

2. REVIEW OF LITERATURE

2.1. Writing Skill

Writing skill is a skill that must be mastered by the students to make themselves comprehend about English. According to Abbas (2006), writing skill is someone's ability in expressing his/her ideas, opinions, and feelings to other person and write it in a language. The accuracy of disclosure of ideas must be supported by the accuracy of language that used by the writer, considering the vocabulary, spelling, and grammar of the language.

Tarigan (2008) stated that writing skill is one of productive skill and also an expressive-language skill, which is used as a tool or media to communicate with other person or other parties indirectly, which is not face to face. In addition, Suparno (2008) stated that writing skill is the activity of someone in conveying messages or may be stated as communication, by using a tool or media, which is the written language.

Writing is an activity to state ideas by using a language (Nurgiyantoro, 2001). Nurgiyantoro (2001) also stated that writing skill can be interpreted as a skill in using language in order to give thoughts, feelings, or ideas to other by using written language.

Based on the following opinions above, researchers can conclude that writing skill is a skill, in which someone can pour his/her ideas and feelings in the form of written language so that other people who read it can understand the contents properly.

Suparno (2009) stated that there are four elements involved in a writing product, such as (1) the author, (2) the contents of the writing, (3) the channel or the media in the form of writing, and (4) the reader as the receiver of the message.

Writing skill can be interpreted as a complex intellectual task, which involves several components. Some of students may face some difficulties, and some of students may partially mastered it. The components of are as follows :

1. Reading comprehension
2. Analytical skills
3. Writing skills, including :
 - a. Writing mechanics : grammar, sentence structure, and spelling
 - b. Planning a writing strategy
 - c. Communicating ideas clearly and concisely
 - d. Constructing marshaling evidence and using sources appropriately
 - e. Organizing ideas effectively

From those components, researchers can state that writing is a really complex skill that has to be mastered by the students. Thus, an appropriate strategy should be implemented in accordance with the students' needs, so that they can learn to write in an efficient way and can improve their writing skill with the help of the strategy, which is implemented in the learning process with the guidance of the teachers or educators. Some of students may find it difficult to achieve success in the writing learning.

It means that the teachers or educators must be able to help the students to face the difficulties, and help them to solve the difficulties, so that they can write in a good and correct manner at the end of the learning process.

According to Baraja (in Haryadi & Zamzani, 1996) there are several stages in writing learning, namely:

1. Featuring

At this stage, students are asked to write based on examples.

2. Producing

At this stage, students are asked to write a summary of the material that has been studied in writing learning. This stage can begin with listening and reading activity by using a text. The results of what are listened by students then poured in a writing product using their own words.

4. Recombination

At this stage, students are led to be able to combine sentences that initially standalone into a combination of several sentences.

5. Guided Writing

At this stage, students are taught about good paragraph writing, with the help of teachers to explain about paragraph. At this stage, the teacher can use the help of pictures or writing frameworks.

6. Free Writing

In this stage, students are given the freedom to write their own ideas, feelings, and thoughts into a real writing form. For example, writing news, papers, and so on.

There are several criteria for a good writing product, including (1) has unity; (2) short and solid; (3) fulfill the rules of the language; and (4) use communicative writing.

To fulfill the writing criteria, students are required to have knowledge and understanding of what they want to write, and what steps will be done when writing. The understanding should concern the contents of the writing product and then concern to the use of language and writing technique.

2.2. Picture

According to Styati (2016), picture is a method in teaching that can be used to enhance students' writing performance. Sesrica & Jismulatif (2017) added that using picture in a language teaching can improve students' motivations, and also students' interests and attitudes.

Ali & Hasanah (2014) stated that in writing narrative text, students have to fulfill the five series of writing components by using series of pictures. The use of pictures made to

create visual aids in teaching writing, and create an exciting atmosphere, so that the students can achieve higher score in writing. By using pictures in teaching writing, students will be encouraged to be able to develop their ideas, thoughts, feelings, and also their imaginations in their writing products (Ali & Hasanah, 2014). It means that, by using pictures, a teacher may invite the students to generate their ideas with excitement.

Several researchers found that the students' scores in writing by the help of picture are different with the students who write regularly. As Kurniati (2015) found that students who used pictures in their writing get higher score than the students who did not use pictures. In addition, Asrifan (2015) found that the students who learn to write guided by the teacher in using pictures have better performance in writing than the students who taught by the teacher in regular way.

In addition, Widyahening (2011) stated that picture is a media that is projected or not projected, which can be used as a tool or visual assistance. This visual assistance is a mean to deliver messages of a topic or event.

According to Hamalik (in Widyahening, 2011) there are several important reasons in the use of picture as a media in teaching, such as:

a. Picture is concrete

Thus, by using picture, students can clearly see something that is being discussed regarding to the picture used in the learning process.

b. Picture overcomes space and time

This means that picture is a miniature of original objects that may not be touched and seen directly. Thus, with the help of pictures, students can learn something without having to see objects or original forms of something.

c. Pictures overcome human's senses weakness

This means that with picture, students can see the picture of objects clearly, which may only be seen directly at a glance. Small objects that cannot be seen by human eyes, if interpreted in a picture can become bigger and more clearly, so students can find out the picture of the small object easily.

d. Picture as a media of explanation

Picture is a media that can be used to explain a problem. Thus, educators or teachers can use picture media to explain problems or events that occur based on pictures used during the learning process.

e. Picture is easy to get

This means that it is to get a picture, an educational agency or teacher and students do not need to spend large funds. Pictures can be purchased at low prices, so they can be profitable and ease the burden on those who need pictures as a medium of teaching.

f. Picture is efficient

Pictures is teaching media that can be easily used by teachers and students. A picture can be seen by many people, for example when the image is put on the school 'mading', the entire people in the school can see it, so it can be concluded that picture is a very efficient and useful media for many people.

Writing by using pictures is one of the teaching strategies that have been proven by other researchers. The use of pictures for writing can improve students' writing skills, especially for writing using English.

Researchers can state that picture is a media that can cause interest for anyone who sees it. In the context of this research, picture and the writing learning process, both are related to each other. A picture can cause interest, increase the imagination and sensitivity of the students when they see it. Thus, they can express their opinions, feelings, and thoughts based on what they see from a picture in a writing product.

Therefore, in teaching writing to students, a teacher or educator must be able to choose an interesting picture and be able to stimulate curiosity and students' imaginations.

As according to Hamalik (in Widyahening, 2011) that there are several criteria in choosing pictures to be used in the teaching and learning process, including:

- a. Pay attention to the authenticity of the picture

The selected picture must be able to show the actual situation, so students can see and believe the truth of the picture that used during learning.

- b. Pay attention to the simplicity of the picture

The selected picture must have simple color without adding the color of the original form or the original situation of the picture used.

- c. Pay attention to the shape of the picture

When students see a picture, the picture must be able to invite their response, so that the shape of the picture must be interesting.

- d. Message in picture

The selected picture should be able to show an indirect act, for example Maling Kundang's picture when scolding his mother. Thus, students will be more interested and will be able to understand the picture better and can imagine the incidence in their minds.

- e. Artistic value picture

The use of picture as media in learning must be able to contain artistic values, in order to increase students' imagination and senses of art, so that they can pour them directly.

3. RESEARCH METHOD

In this research, the researchers used the classroom action research to teach writing to students by using picture. According to the Kemmis & Taggart (in Saur, 2004)), classroom action research is a strategy used to detect and solve problems faced by educators by carrying out concrete actions, through research procedures called the teaching cycle.

The subject of the research were the students of class IX-4 of SMP Negeri 7 Pematangsiantar. There were 32 students of the class. Classroom action research model applied by researchers is Kemmis and Taggart model. This model consists of four parts, namely planning, action, observation, and reflection. In the application of the classroom action research on this model, researchers are required to combine action and observation. According to Kemmis & Taggart (in Saur, 2004), action and observation cannot be separated as components in research action. Therefore, parts in the classroom action research are carried out in one cycle of a learning process.

At the planning stage, the researchers compiled a teaching design and determined the focus of the problem, then determined the observation instrument to record the things that occurred in the process of implementing media in teaching.

Furthermore, at the action stage, researchers applied the design that has been prepared while conducting the application of strategy or media used to teach the students.

At the observation stage, the researchers made careful observation of the process of learning. At this stage the researcher also observes the results obtained by students when carrying out the test. Through the success of the test, researchers then may continue the next step in this classroom action research.

In the last stage, namely reflection, the researchers conducted a review of all activities that occurred during the teaching and learning process. If the reflection result does not reach the research target, the researchers will carry out the next cycle. However, if the result of the reflection based on the learning process has reached the research target, then the classroom action research can be said to be successful.

4. FINDINGS AND DISCUSSION

Researchers obtained data from the results of observations during the learning process, where one of the researchers rolled as the teacher, and other researchers observed ongoing learning processes. Based on researchers' observation, some things that have been found related to the learning process are as follows :

1. On observation in the first cycle, researchers witnessed the way the teacher in carrying out the learning process. First, the teacher greeted students and checked their presence. Furthermore, the teacher provided basic information about the lessons to be learned and remind students about previous lesson. Next, the teacher began teaching students about writing skill, then about picture, and finally about narrative text. After giving the explanations well, the teacher told a narrative text entitled 'Malin Kundang' briefly and orally to the students. After that, the teacher distributed several pictures to students using power point. The pictures are one-by one rotated by the teacher using power point presentation. The teacher asked students to retell the text they have just heard with the help of the pictures they see by using their own words. After that, the students who had finished writing collected their writing to the teacher. Furthermore, the teacher gave conclusion to the students, and motivated them, and finally closed the learning process.
2. On observation at the second cycle, researchers witnessed the way the teacher in carrying out the learning process. First, the teacher greeted students and checked their presence. Furthermore, the teacher provided information about the lessons to be studied and remind students about previous lessons regarding writing, narrative, and pictures. Next, the teacher taught once again briefly to students about writing skill, then about picture, and finally about narrative text. After gave explanations, the teacher told a narrative text entitled 'Bawang Merah dan Bawang Putih' briefly and orally to the students. After that, the teacher distributed several pictures to students using power point presentation. The pictures are one-by one rotated by the teacher through power point presentation. The teacher asked students to retell the text they have just heard

**REVIEW OF MULTIDISCIPLINARY EDUCATION, CULTURE
AND PEDAGOGY
(ROMEO)
VOLUME 1 ISSUE 2 (2022)**

with the help of the picture they see by using their own words. After that, the students who had finished writing collecting their writing to the teacher. Furthermore, the teacher gave conclusions regarding learning to students, and motivated them, and closed the learning process.

In implementing of the classroom action research, the researchers conducted two cycles. In each cycle, researchers prepared a text with the pictures. In the first cycle, the researchers used a narrative text, titled '*Malin Kundang*', then in the second cycle also used a narrative text, titled '*Bawang Merah dan Bawang Putih*'. For each text, the researchers also prepared the pictures. These pictures used to stimulate the students' abilities in telling a story in a writing product.

For the test, the researchers conducted essay test, by asking the students to write a story based on pictures that given to them. The minimum score to be achieved by the students is 73 according to the regulation of SMP Negeri 7 Pematangsiantar.

Before testing them, firstly, the researchers taught the students about writing skill, about pictures, and about narrative text. The researchers also told the stories firstly to the students orally. Then after that, the researchers gave the students the pictures, and then the students are asked to write again the story based on the picture by using their own words.

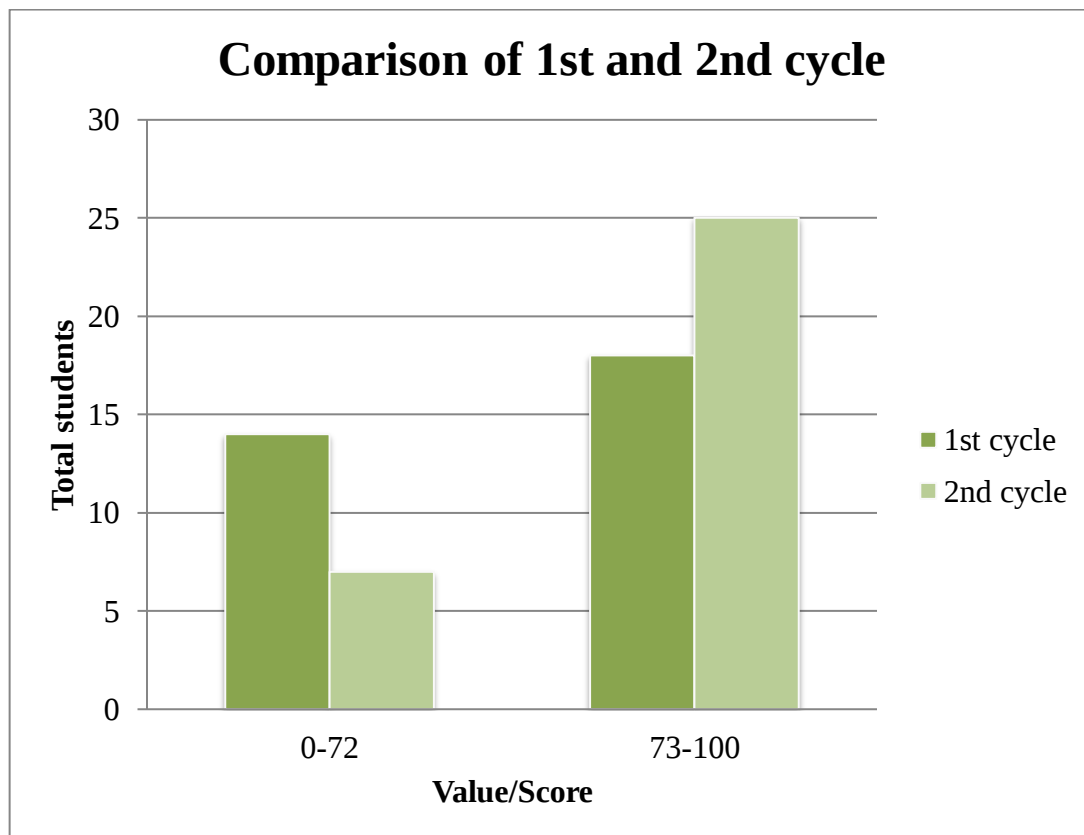
In conducting the test, researchers collected it in the form of table, which is consist of student's name, score of 1st cycle, and score of 2nd cycle. The following table is the results of the data collected by the researchers from the students' tests.

No.	Student's Initial Name	Score of 1 st cycle	Score of 2 nd cycle
1	A.K.B	75	85
2	A.S	60	70
3	B.K.P.S	75	80
4	C.L.S	65	75
5	C.B.S	80	90
6	D.S.S	78	83
7	E.A.M	70	75
8	F.T.S	60	65
9	I.A.S	70	70
10	I.P	75	85
11	I.C.P	75	80
12	I.L.P.S	75	80
13	J.Y.T	75	80
14	L.I.S	70	75
15	L.S.S	77	80
16	M.M.M	75	75
17	N.M.P	80	90
18	N.A.H.S	65	75
19	R.V.S	60	65
20	R.M.V.S	75	85
21	R.P.S	75	75

22	R.T.S	75	80
23	S.R.M	75	75
24	S.P.P	77	75
25	S.A.S	65	75
26	S.E.T	60	75
27	T.A.V.P	55	60
28	T.N.S	50	65
29	V.B.S	77	75
30	V.R.D	75	80
31	V.D.H	55	65
32	Y.C.M	60	75
Total		2234	2438
Average		69, 8	76, 1

Based on the test results of the students in the table above, the researchers found the difference in total values on cycle 1 and cycle 2. In cycle 1, the total value of the students is 2.234, while in cycle 2, the total is 2.438. Means that, the improvement is about 204 points.

Here is the diagram to comprehend the 1st cycle and the 2nd cycle :



Furthermore, for the explanation of student test results per cycle are as follows :

1) 1st cycle

In this first cycle, the average value of students is 67,8. With details : 14 students did not reach value of 73, and as many as 18 students reached value of 73 and beyond. Thus, 56.25% of students were stated to have writing skills. This means, on this first cycle, the techniques and learning strategies have not succeeded, and it takes a continuation in the next cycle.

2) 2nd cycle

In this second cycle, the average of students value is 72,3. With details : 7 students did not reach value of 73, and as many as 25 students reached 73 and beyond. Thus, 78.12% of students have succeeded in writing text by using pictures. Thus, the classroom action research has been successfully implemented.

Researchers found that picture is an effective media in teaching writing, especially for junior high school students. Based on the explanation of the cycles above, it can be seen that students' writing abilities have increased significantly. At the first cycle there are still many students who have not been able to write well. This happens because the researchers introduced and applied picture to help them write narrative text as the first time.

Furthermore, in the second cycle, researchers found that almost all students were able to write text based on the picture they saw. This means, the picture is indeed more interesting to them, so they are finally able to write their opinions, thoughts, ideas, and imaginations in a form of written text.

5. CONCLUSION

Based on research that the researchers carried out, researchers found that in writing teaching, picture is one of the media that could be used to help teachers in teaching and help students to increase their interest in learning. As Sesrica & Jismulatif (2017) stated that using picture in a language teaching can improve students' motivations, and also students' interests and attitudes. In addition, picture also encourage students to express their ideas, opinions, and thinking based on their imagination when imagining the picture as real events. Thus, researchers suggest teachers to apply picture in teaching writing, thus learning objectives can be achieved, and students can get satisfactory results.

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