

Improving Senior High School Students' Writing Skill Using Picture Media

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Abstract

This study has the objective of examining the effectiveness of utilizing picture media to enhance the writing skills of senior high school students. To achieve this goal, the study draws upon written materials, including books, journals, and undergraduate theses, accessible on the World Wide Web within the time frame of 2015-2021. This research adopts a library research methodology, characterized by the collection of data through existing materials such as books, notes, and research reports from previous studies. Following a thorough analysis of the gathered data, it is evident that the incorporation of picture media in improving students' writing skills yields promising results. Students exposed to this approach tend to exhibit improved scores compared to those who engage in conventional classroom learning that lacks visual aids. However, it is important to note that the researchers encountered challenges concerning students' limited familiarity with utilizing pictures as a learning medium. Nevertheless, these issues can be mitigated by providing clear instructions and guidance on how to effectively utilize pictures in the learning process, this research concludes that the integration of picture media into teaching and learning activities significantly contributes to more effective and engaging educational practices, particularly in enhancing students' writing skills.

Keywords : picture media, writing ability, writing skill

1 INTRODUCTION

Writing is one of the most important skills in language learning. One of the reasons is that it is related to the students' future need for occupational purposes for academic study, or for personal communication. In the writing skill, the graduate of senior high school must be able to express meaning in written product in interpersonal and transactional discourses, formally and informally, in the form of expressing written requests and commands related to daily life. Therefore, the students must have a good mastery in writing to be able to write. there are some considerations why writing is regarded as a difficult skill. Difficulties in writing arise not only in generating and reorganizing ideas but also in translating the ideas. (Richards, J.C. and Renandya, W.A., 2002).

Writing is one of language skills which have to be mastered by the language learners. In the end of the lesson, the learners are required to produce the written product. (Swanson, L. H., Bianchini, J. A., & Lee, J. S. 2014). Describes written products as "the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally. (Brown, H. D. 2001). That statement shows writing is not a simple and instant process. Therefore, to be able to write something good, students must do a lot of practices. It is done to get them used to write anything in the well-ordered steps. There are six steps of creating written work. There are drafting, structuring, reviewing, focusing, generating ideas and evaluation.(Harmer, Jeremy. 2001) Non-creative forms of writing, mostly in essay writing is called mode of writing. There are four classifies modes of writing. They are descriptive writing, narrative writing,

expository writing, and argumentative writing.(Richards, Jack C., and R. Schmidt. 2002).

Picture is a sketch of object(s) visualized in a surface of paper, board, wall, etc. In teaching media, it belongs to visual aid. Picture as media is able to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture. (Wright, Andrew. 1988) Pictures contribute to teaching language. Emphasizing in teaching writing, pictures can be stimulation for gaining the idea. Some things in the picture can build students' vocabulary mastery by mentioning some objects. The vocabularies can help students to construct the paragraph to write. There are variety of activities can be created by using pictures. In language learning pictures can contribute to interest and motivation, a sense of context, and a specific stimulus. (Wright, Andrew. 1988). By using pictures, the students can be more motivated because pictures provide the real material which can be observed and identified by the students. This is in line with the statement that picture can motivate students and nowadays, motivation is found to be important factor in learning everything. (Akbari, Omid. 2008).

Pictures are also contextual in which a teacher can draw certain situation on them. Pictures bring the outside world into the classroom in a concrete way.(Canning-Wilson, C.1999). Using Pictures in EFL and ESL Classrooms. They can improve students' stimulus because after observing the picture, the students will immediately need the vocabularies, idiom, and sentence structures to discuss or to explain what they see. Writing products which are accompanied with pictures will make the readers more interested. This is interesting to open a book that is both beautifully illustrated and beautifully written. (Dils, Tracey E.2009) The harmony between the written and the visual will be able to inspire and entertain the readers. (Firdaus, F. 2020). It can be concluded that pictures also contribute to inspiring and entertaining. Picture is one of visual aids used by the teachers to help learning. Using a picture in writing activity can help generate and capture plenty of ideas, which individuals can then adapt or select from to make their own back stories pictures can help teachers and students in teaching and learning vocabulary, and other language components. In addition, picture can help students to imagine the real object. (Akbari, Omid. 2008). As the conclusion, pictures are a helpful tool in education. They motivate students, make lessons clearer, and show cultural concepts. In language teaching, pictures spark ideas, build vocabulary, and assist in writing. They also make learning fun and relatable by bringing real-world situations into the classroom. When used in writing, pictures make stories more interesting by combining visual and written elements, inspiring and entertaining learners. In a nutshell, pictures are a valuable resource for teachers and students in various aspects of learning.

2 RESEARCH METHODS

This research is a type of library research where data collection is done through books, notes, or reports on the result of previous research. This study uses a qualitative approach. The technique of the research is a literature review. This study aims to determine how the effects of Picture to improve students' writing skill are understood based on written materials (books, journals, and undergraduated theses) found on the World Wide Web from 2015-2021. And in this study, researchers analyzed from fifth sources: 1) Using Picture Media To Enhance Writing Ability In Procedure Text at Eleventh Grade of SMAN 2 Takalar, by Mewa Ameliah (2019); 2) The Implementation of Picture Series in Teaching Narrative Writing For the Tenth Graders of SMAN 2 Ponorogo by Wavy Rachmawati (2013); 3) Improving Students' Writing Ability in Recount Text Using Picture Series at Tenth Grade of SMAN 1 Barusjahe by Felix Ekarista (2018); 4) Using Pictures To Improve Writing A Descriptive Text at Tenth Grade of SMAN 1 Kayan Hulu, by Herkulanus Akim (2017); 5) The Use of Picture Series To Improve Writing Skill Of EFL Learners at Tenth Grade of SMKN 1 Mas Ubud by Komang Ayu Sri Wahyuni (2020).

Based on data analysis, the use of Picture in teaching writing had a significant impact, ranging from improving students' writing, improving students' scores and writing skills. Until increase students' enthusiasm in learning and more motivated to the material because pictures provide the real material which can be observed and identified by the students. And in learning activities, make more interesting. Based on this research, it can be concluded that the use of Picture is considered capable of improving students' writing skill. Besides that, this theory can make teaching and learning activities become fun, more interesting, arouse students' enthusiasm and activeness, students' communication skills become better and make students' writing activities more effective.

3 RESULT AND DISCUSSION

3.1 The concept of Using Pictures in Teaching Writing

The study described the efforts of using picture media to improve the writing skill of the senior high school students' the use of picture media in the teaching and learning process with some accompanying activities such as using picture to improve students' writing motivation, using classroom English in the teaching and learning process, and using punctuation and capitalization tasks in improving students' punctuation and capitalization mastery. By implementing picture media in teaching writing, the students' writing skill could improve. The improvement could be seen from the students' opinion and the collaborator's opinion learning. Pictures are very helpful for the teacher in delivering the lesson. Pictures, are also very beneficial for both teacher and students in teaching and learning writing. Pictures have four functions in learning. First, as a shared classroom experience that triggers various language activities. Second, as a need for language forms and vocabulary commonly used in the classroom. Third, as a variety of tasks ranging from mechanical controlled composition, to sentence joining exercises, to sentence sequencing. Fourth, as a focus of student interest, since everyone likes to look at pictures and pictures themselves can bring the outside world into the classroom in a concrete way. In the research conducted by Mewa Ameliah (2016) The procedure applied by the researcher in using the picture is first with the Building the context, teacher asks some questions based on the topic which related to the procedure text. Furthermore, teacher gives series of picture and asks some questions based on it. Second with the Modeling of text teacher give the text based on the give series of pictures. Then, ask the student stored and explore a series of picture. Finally, teacher and students try to analyze the structural pattern and language features of the model text. They will also try to compare the model text with other examples of the text-type.

In the research by Wavy Rachmawati (2013) The procedure applied by the researcher in using the picture is first the teacher show an example of a series pictures in a certain order. These pictures may depict a certain situation, event, or storyline. After showing the series of pictures, the teacher explain to the students the role and function of the pictures in constructing a story or narrative. The teacher will ask the students if they have any questions about the picture series. The teacher provide opportunities for students to ask questions or clarifications about the series. The last step is to ask students to produce their own narrative writing works by utilizing the series pictures that have been shown. Students are expected to use the pictures as a guide to construct a complete and coherent narrative story.

In the research by Felix Ekarista (2018) The procedures applied by the researcher in using picture first First, the teacher briefly explains the meaning of recount text and the purpose of learning using picture series, the teacher provides pictures related to events or experiences and then explains the structure of recount text: Orientation, events and reorientation. Then the teacher invites students to identify the important elements contained in the picture series and assigns students to create a recount text using the identified picture series.

In the research by Herkulanus Akim (2017) The procedure applied by the teacher in using picture. The teacher followed the lesson plan to teach descriptive text writing by using pictures as the media. Firstly, the teacher explained to the students about a descriptive text including definition, social function, generic structure, and grammatical features. Secondly, the teacher gave an explanation how to use present tense in writing descriptive text. Thirdly, the teacher presented the students an example of descriptive text with its pictures. The teacher gave brief explanation. Then, the students learned how to construct a descriptive text by using pictures had prepared by the teacher. Finally, the teacher showed the students pictures followed by list of vocabularies and asked the students to write a descriptive text of the pictures that had been displayed on LCD projector. Students followed the instruction that stated above the pictures..

In the research by Komang Ayu Sri Wahyuni (2020) The procedure applied by the teacher in using picture series. The teacher provides examples of picture series that will be used in learning materials, and discusses with students the importance of using picture series in learning English, especially in writing. Then the teacher explains how this material helps students to develop their writing skills in English. And the teacher forms several groups for students and distributes picture series for each group that has been formed so that students can observe the pictures and collaborate with their group mates to create and write texts based on the results of observing the picture series.

The five studies listed above show that in using picture to improve writing skill. The concept of applying picture basically has the same theory as the previous research.

3.2 The Result of Using Pictures in Teaching Writing

(1) The results of a study from Mewa Ameliah entitled Using Picture Media to Enhance Writing Ability In Procedure Text. This research conducted in eleventh-grade students of SMAN 2 Takalar. The result of this research showed that In using pictures as a teaching aid significantly improves students' writing skills. The study involved two cycles and assessed content and organization, with positive results in unity, completeness, and coherence. Additionally, students became more engaged in the learning process. This suggests that incorporating pictures into teaching can be an effective strategy for enhancing writing abilities.

(2) The results of a study from Wavy Rachmawati entitled The Implementation of Pictures Series in Teaching Narrative Writing for the Tenth Graders of SMAN 2 Ponorogo. This research conducted in tenth-grade students of SMAN 2 Ponorogo. The results in this research showed that in this research consisted of data analysis and discussion. Data from students' writing assignments, field notes on classroom activities, and questionnaires were analyzed. The findings revealed that students showed interest and engagement during the implementation of picture series for teaching narrative writing. The research also examined the alignment between theoretical approaches and the teacher's practical implementation. Overall, the study suggests that using picture series can be an effective method to foster students' interest and improve their narrative writing skills

(3) The results of a study from Felix Ekarista entitled Improving Students' Writing Ability in Recount Text Using Pictures Series. This research conducted in tenth-grade students of SMAN 1 Barusjahe. The result in this research it was show the results In using picture series in teaching had a great impact on students. They became more interested in writing, felt more confident, and worked well in groups. Although some students made occasional mistakes, most of them improved their writing. They could write better and use correct grammar and words. When tested their writing, That their scores went up. They started with an average score of 56, then got 66.74 in the first test, 70.2 in the second, and 70.68 in the final test. This shows that using picture series really helped them write better and enjoy their classes more. In using pictures to teach writing made students better at it and made the classroom a more positive place for learning..

(4) The results of a study from Herkulanus Akim entitled *Using Picture To Improve Writing A Descriptive Text* The research conducted at tenth grade students of SMAN 1 Kayan Hulu. The result of this research showed that The research findings from the first cycle indicated that students faced difficulties in writing the generic structure of descriptive text and using the simple present tense. Recognizing these challenges, the second cycle was conducted. In the second cycle, the writer observed significant improvements in the students' descriptive text writing. All of their previous issues were resolved. The use of pictures played a crucial role in enhancing the students' descriptive text writing, as evident in the comparison of mean scores between the first and second cycles. In the first cycle, the students' mean score was 59.68, categorized as poor. However, in the second cycle, their mean score improved to 73.59, qualifying as good. Students' difficulties with generic structures (identification and description) and language features (simple present tense) in descriptive text were completely resolved in the second cycle, reflected in their good category writing results. Providing useful vocabulary prompts beneath the pictures facilitated students in describing the images and constructing sentences. As a result, they were better able to express their ideas in written form by translating their imaginations into descriptive text.

(5) The results of a study from Komang Ayu Sri Wahyuni entitled *The Use of Picture Series To Improve Writing Skill of EFL Learners*. This research conducted in tenth-grade of SMKN 1 Mas Ubud. The result followed a classroom action research design, comprising two cycles, each with four interconnected activities: planning, action, observation, and reflection. Prior to the teaching-learning process, an initial reflection was conducted to assess the subjects' prior knowledge in writing during the pre-cycle phase. The study aimed to determine whether the writing skills of tenth-grade students at SMKN 1 Mas Ubud could be enhanced using Picture Series. To evaluate the progress in the students' narrative writing, the researcher utilized various assessment tools. The data analysis, including pre-test to post-test comparisons and questionnaire responses, demonstrated a significant improvement in writing skills through the use of Picture Series. The questionnaire results indicated positive responses from the subjects following the implementation of Picture Series, with increased activity and engagement. Therefore, it can be concluded that writing skills can be improved through the effective use of Picture Series in the teaching-learning process.

In other words, based on the results proven by the five studies above, the use of Pictures is considered capable of improving students' writing skill. Besides that, this method can make teaching and learning activities become fun, more interesting, arouse students' enthusiasm and activeness, students' communication skills become better and make students' writing activities more effective.

3.3 The obstacles of Using Pictures in Teaching Writing

Based on several related studies, there are several obstacles that researchers encountered in the use picture media in improving students' writing skills as found by Wavy Rachmawati (2013) the study focused on using Picture Series for teaching narrative writing to tenth-grade students. The observation sheet revealed certain challenges encountered during the implementation of Picture Series in narrative writing. Specifically, the pictures provided by the teacher were deemed insufficient, as they did not fully represent the entire story and lacked conflict elements as specified in the assignment. However, the students were already familiar with the story, enabling them to develop their ideas based on prior knowledge, which aided in composing the narrative text. Despite this, some errors persisted in their narrative writing, particularly related to language use and mechanics. Nevertheless, these errors were not considered significant, as the students' overall writing composition met the standards outlined in the ESL profile, indicating a successful implementation of the teaching approach.

Another obstacles was found by Felix Ekarista (2013) The study focused on tenth-grade students. The research identified certain obstacles encountered during the study. While most students experienced improvements in their writing skills, some still faced

challenges in selecting appropriate words for their writing. This indicates that despite the overall enhancement in writing skills, there are students who require additional support in choosing suitable and contextually appropriate words. These errors could involve the use of inappropriate words, incorrect synonyms, or grammatically incorrect usage. Therefore, while the majority of students showed positive progress, it is essential to provide extra attention and assistance to those students who still encounter difficulties in using the right words in their writing.

Based on the findings of the previous two researchers, in addition to the use Picture Media that can have a positive impact on students, there are also various obstacles in its, but these obstacles can be overcome by researchers. There are also three studies that do not reveal any obstacles in the use Picture Media in teaching Writing.

4 CONCLUSION

Based on this research, it was concluded that to teach writing using pictures, teachers should have chosen or created a series of images that related to what students would write about. They had started by explaining the concept to students and had told them the pictures would inspire their writing. They had shown the first picture and had discussed it with students, encouraging them to come up with ideas for a story or description. They had let them write a rough draft based on the first picture, focusing on characters, setting, and plot. Then, they had moved on to the next picture and had had students continue their story, making it flow smoothly. Studies had shown that using pictures to teach writing had had a significant impact. It had improved writing skills, had raised scores, and had made students more enthusiastic about learning because pictures had made the material real and interesting. Some challenges researchers had faced when using picture media had included students struggling to understand certain pictures, especially if they hadn't known much about the subject. Students had also had limited vocabulary to describe pictures in detail, which had made it hard for them to express their ideas. Connecting pictures in a logical order to create a coherent story had also been a challenge for students.

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