



Improving the Students' Participation in Writing Narrative Text by Using Pictures

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Abstrak

Penelitian ini menyajikan penggunaan gambar-gambar pada pembelajaran menulis untuk meningkatkan partisipasi siswa dalam menulis teks naratif. Penelitian ini menggunakan metode penelitian tindakan kelas yang dilaksanakan di SMA Negeri 1 Bulakamba. Subyek dalam penelitian ini adalah siswa kelas XI Sosial 3. Dengan menerapkan gambar pada pembelajaran menulis, partisipasi para siswa dalam menulis meningkat. Hal ini ditandai dengan hasil penilaian menulis mereka yang meningkat dan partisipasi menulis mereka juga meningkat. Ini bisa dilihat dari hasil penilaian mereka pada siklus 1 dan 2. Peningkatan kualitas menulis mereka dinilai dengan menggunakan komponen-komponen menulis. Indikator peningkatan partisipasi siswa juga bisa dicapai. Hal ini menunjukkan bahwa strategi penggunaan gambar-gambar pada pembelajaran menulis efektif untuk meningkatkan partisipasi siswa dalam menulis teks naratif.

Kata Kunci: Partisipasi, Menulis, Narasi, Gambar

Abstract

This study presented the use of pictures to improve students' participation in writing narrative texts. The study employed a Classroom Action Research which has held in SMA Negeri 1 Bulakamba. The subject of this study was the students at grade XI Social 3. By applying pictures, the students' participation in writing narrative text was improved. It was indicated by the result of their assessment on writing products increased and their participation in writing also improved. It can be seen from the results of their assessment results in cycle 1 and cycle 2. Their grade of writing was assessed through their score on the writing components. The indicators of participated students could also be reached. It can be seen from the low level to excellent level. This could be concluded that the use of pictures is effective to improve students' participation in writing narrative texts.

Keywords: Participation, Writing, Narrative, Picture

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INTRODUCTION

According to the observation, the main problem of the low students' ability in writing text was the low students' participation in learning writing and the lack of method used by the teacher to attract students' participation. The major reason for the problem was due to the absence of appropriate approach and technique used by the teachers. They still used conventional method in which they initially explained the process of writing to the students then asked them to write, and then handed in to the teacher without any editing process. In this study the researcher presented the use of picture media in writing to solve the problems.

For those reasons, this study was conducted to get the description of the problems in participation faced by the students in writing narrative text, how to make students be more participated in writing and how picture could improve the student's motivation in writing narrative text.

This study is theoretically significant to give insight for the teachers on how to get participation for the students in learning writing narrative text through picture. This research is practically significant to become a reference especially for those who conduct the same field of the research.

Writing is one of the language skills that used for simple communication. In writing activity, the writer must exploit the competence (ability), such as grammar and vocabulary. Celce-Murcia (2001: 213) says that writing is a skill which enables the learners to plan and rethink the communication process. It means that to create a good writing, the writers need to employ all their thought and knowledge. Writing is also a means of communication that must consciously be learned and part of what makes it hard to be learned. The writer can communicate in many different ways instead of by speaking. Writing has also been characterized as written and creative thinking. The students are motivated to express their ideas, experiences, thoughts and feelings.

There are five steps in process of writing; pre-writing, organizing, drafting, revising and editing (Oshima & Hogue, 2007: 15-20). Those are the absolute steps for student in writing text well. Pre-writing is a first activity of writing. In this point, the students have to establish the topic what are going to carry on. The decision should be an interesting and great topic to be developed. It will affect how excited and interested the reader is. The second is organizing. Here, the students need to organize and manage the ideas for their writing. It should have the similar concept and support the topic. Drafting is a process of illustrating and applying what decided in the previous stage. Next stage is revising. It seems like an evaluating process to ensure the writer of his writing. The last is editing. The process of proofreading is doing in this stage. It is talking about the final draft of writing. This is to complete the missing ideas or inappropriate words.

The applied texts for students of The Senior High School in Curriculum 2004 included transactional conversations, interpersonal conversations, short functional texts, monologues and essays of certain genres. This study was emphasized on narrative text. According to Rebecca (2010), a narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors. The basic purpose of narrative is to entertain, to gain and hold readers' interest. The narrative mode is a natural method of telling story step by step, entertaining enthusiastically and amusing expressively (Comprone, 1974: 107; Derewinka, 2004: 40). It is obviously a valuable mode to use in the retelling of experiences. The students are able to use simple present and adjective clause in writing narrative text (Gerot and Wignell, 1994: 208).

Picture is one of parts of many kinds of teaching aids which is often used for teaching a foreign language like English to the non-native students. This is because through pictures, the students are able to see clearly the real objects being taught by the teacher. Wright (1989)

stated that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas. The aims of using pictures are (1) Pictures are good at achieving what may be called the collective eye of the class. Students are made to focus their attention on one thing at the same time. (2) Pictures may be used in teaching the meanings of new words through word-picture association. (3) Pictures may be used as stimuli to conversation and other similar oral activities. (4) Pictures may supply situations suitable for practicing some grammatical structures that are taught for the first time or reviewed. (5) Pictures may function as visual cues in substitution drills. (6) A picture may be a topic of a written composition on descriptive or narrative themes. (7) A picture may be used as an aid in explaining the content of some reading material. (8) Pictures can introduce some sort of variety and, consequently, be a source of external motivation in the foreign language lesson.

Participation is an involvement of someone's mental and emotion to the expectation and responsible on it. Students' participation is the role of students during the process of teaching and learning activities in the classroom. Participation is a process rather than an event, with varying degrees of involvement from being consulted on a predetermined issue to young people choosing their agenda, making their own decisions and taking them forward (Cymru and Welsh Government, 2011: 8). The students have their own roles of different lesson. In writing narrative text, the students are needed of their participation in order the teaching and learning activities is running well. This participation is to improve their skill in writing narrative text. It goes without saying that participation will give children a say in their education, listening to them and involving them as much as possible in school life. It means valuing their opinions and ideas and giving them control of their learning.

In this study the researcher used pictures as a media of learning to improve the students' participation in writing narrative texts. Students can explore their idea in writing with the help of picture media. By using its role, students will be easy to express the idea in improving their participation through writing.

METHOD

In this research method, the researcher used Classroom Action Research (CAR). It is with the reason that the classroom action research is aimed to improve the result series of teaching-learning process. It is designed to treat students with lack participation of learning. In doing this research, the researcher choose one of the teacher to be the observer who will observe, take notes, give comments, and be partner to discuss with in the process that will be done during the research. The design of present study will be adapted from Kemmis and McTaggart model (1998) which consist of four steps: (1) planning of action, (2) Implementing of the action, (3) observing of the action, (4) making analysis and reflection. This study was conducted in two cycles in which each cycles involved four steps.

The subjects of the study are the students of XI Social 3, SMAN 1 Bulakamba – Brebes in academic year 2012/2013. The total number of students is 37. Instruments for the study were devised to collect the relevant data. The instruments used to collect data during the research were questionnaire, observation checklist, students' field note and tests.

FINDING AND DISCUSSION

Findings in Cycle 1

The findings of the action of cycle 1 related to the implementation of pictures to improve the content quality of the students' composition in writing narrative texts. The findings presented the research procedures: planning the action, observing the implementation of the action, and the reflecting the results of the observation. Furthermore, the findings analyzed the

students' writing achievement, the teaching and learning process, and the result of cycle 1.

The planning of cycle 1 was devised ahead to the implementation stage. The planning was established as the response to the preliminary study. The planning for cycle 1 was discussed in chapter III. The implementation for cycle 1 was spanned on April 2013. It covered six meetings. The teacher began the class by the greeting the students. Subsequently, the teacher was checking the students' presence. There was no student absent that day; hence, all students are joining the class. After checking the attendance, the teacher was presenting the evaluation of the test result of writing narrative paragraph that they had before. It was found that actually the students had written narrative paragraph. It means that they were not confused of any other type paragraph such as recount. The teacher also noticed that actually the students had fair grammar, organization, diction, and punctuation accuracy. Before the treatment was given to the students, the researcher gave pre-test to know their previous competence.

The implementation of the action on cycle 1 comprised six meetings. The meetings covered four stage strategies: BKOF, MOT, JCOT, and ICOT. BKOF with different topic of discussion was presented in the first meeting until the fourth meeting. A narrative text which was developed from recount text was modeled in the second meeting while narrative text with pictures was modeled in the fourth meeting. The process of writing (generating ideas), drafting, peer editing, revising, and final drafting) was reflected in JCOT and mostly presented in the fifth and sixth meetings.

In order to determine the success or failure the implementation of the strategy, the researcher made an analysis of the action. The analysis was based on the data obtained from the observation notes, field notes, questionnaires addressed to the students' products. The result of analysis of the action became the basic reflection to determine whether the action was continued to next cycle

or not by considering criteria of success formulated in the beginning of the study.

Based on the result of the questionnaires during the implementation of the pictures for six meetings in Cycle 1, it showed that the average percentage of the students' progress.

Another data was taken from observation notes. The teacher and the collaborator did the observation during the teaching learning process. The result of the observation gave the information the students' participation was in fair level.

The activities of meeting four that made the students reluctant to participate in the teaching and learning process were expressing ideas orally (speaking). They were telling the story based on pictures, answering the teacher's questions based on the pictures, and expressing the ideas of the pictures. The activities of meeting five which did not run well were group work and outlining. Therefore, it should be one consideration of modification of the following cycle.

The next instrument used down the students' involvement during the teaching and learning process was field notes. Based on the field notes collected by the observer and researcher, they were opening activities which stimulated the students and the use of pictures or pictures of media of instruction. However, there were also thing should be considered by the researcher in order to make his class activities better.

Based on the data above, the researcher concluded the use of pictures as the aid of writing narrative texts did not show the degree of success. There must be continuing cycle to make the students' participation improve.

The other findings of Cycle 1 concern with the students' writing products and their average score. After analyzing the students' drafts, it could be said that the students were not familiar which criteria of a good writing in term of vocabulary, grammar and mechanics. Some errors in sentences structure, choice of word, verb agreement, and errors in spelling, punctuation, capitalization were noticeable.

Findings in Cycle 2

In the second cycle, many revisions were made. Cycle 2 was carried out from May 6th to May 21st, 2013 and was conducted in four meetings. Since the action of cycle 1 had not yet met the criteria of success in which the effect to the action did not give a significant change on the students' writing ability, some revisions on the planning of the process in using pictures in the teaching of writing were needed in Cycle 2. The revision covered four-stage strategy i.e: BKoF, MoT, JCoT, and ICoT, topics or learning activity, and grouping.

The teaching learning activities of cycle 2 were arranged through two Lesson Plans which were designed for four meetings. The following descriptions were the plans of implementing the strategy of cycle 2. The description of each activity was presented as a picture of implementing the strategy or action. Analysis of the action was intended to discuss the findings during the implementation of the strategy. The analysis was based on the findings derived from the data obtained from the observation notes, field notes, and questionnaires address to the students. The results of analysis became the basic reflection to determine whether the action was continued to the next cycle or not by considering criteria of success formulated in the beginning of the study.

After Cycle 2 ended, it was found that the students' awareness towards writing process increased through the modification of the strategy in Cycle 2. It was indicated by the facts that the students' involvement during the teaching and learning process was quite high. Another data was taken from observation notes. The teacher and the collaborator did the observation during the teaching learning process. The result of the observation gave the information the students' participation was in good and excellent level.

The other finding was that most students looked joyful and enthusiastic to proceed the writing class. BKoF activities in the form of storytelling, rearranging paragraphs completed with pictures series, rewriting the stories using

their own words, reviewing the language features of the texts, and displaying the students' products seemed attract the students' attention. As a result, they were so enthusiastic to do the task given by the teacher. Based on the field notes, it was found that starting the class with pictures stimulated the student with the class activities; the class atmosphere was more live.

Based on the data above, the researcher concluded the use of pictures as the aid of writing narrative texts showed the degree of success. It was meant the researcher could stop the cycle. The other findings of Cycle 2 concern with the students' writing products and their average score. After analyzing the students' drafts, it could be said that the students were familiar which criteria of a good writing in term of vocabulary, grammar and mechanics. Some errors in sentences structure, choice of word, verb agreement, and errors in spelling, punctuation, capitalization were not so many noticeable.

The students were actively involved in the process of implementing the strategy of utilizing picture series in the process of writing narrative texts. The degree or the percentage of the students' involvement could reach the expected criteria determined in the planning stage. Moreover, the implementation of the pictures also improved their participation as well. Thus, it is concluded that the action of another cycle is not needed.

Based on the research findings summarized above, it is concluded that the implementation of process writing approach in four-stage strategy by utilizing pictures has successfully improved the students' skill in writing narrative texts in two cycles. The modification lied in four stages (BKoF, MoT, JCoT and ICoT).

The researcher figured out every criterion by using the indicator as stated in chapter 2 in the assessment of participation. This had been done in the process of teaching learning writing activity by using students' field note and observation. From the achievement as stated at the table above, the

researcher found that there was improvement of the students' participation. It was mean that the using of picture on student' writing ability had successful in this research.

CONCLUSION

Based on the research findings and discussions of the study, it can be concluded that the learning process of grade XI Social 3 students of the *State of Senior High School 1 of Bulakamba* in writing narrative texts was improved through the use of pictures in the teaching of writing. The writing process gave the students opportunity to have meaningful interaction to share and communicate their ideas or thoughts and the use of pictures implemented in the study had a positive impact on the improvement of the students' narrative texts.

In order to achieve the main goal of the study, the researcher employed the four-stage procedure of writing process in the teaching and learning activities. The four-stage strategy brought the students to do the steps of learning writing from collaborative work to more independent work. Pictures illustrated actual and factual social life presented in a chronological order guided the students with organization of narrative texts. The pictures brought the students to generate their ideas and inspired them with adventurous imagination. In short, pictures are ideal in the teaching of writing narrative texts through the process of writing and for-stage strategy. The students' ability and participation improved after the used of pictures with the four stage strategy in writing narrative text. This can be seen from the students' product. The criteria of participation were

achieved by the students after the use of strategy done by the researcher.

Additionally, pictures implemented in the strategy gives contributions to the students in terms of their involvement as well as their participation in the teaching learning activities and their quality of narrative texts. Pictures in writing process activities encourage the learners to study the way to compose a piece of writing which starts from building knowledge, getting the model, generating ideas in group for individual final composition. In writing activities, the learners experienced how to generate ideas, write drafts, revise them and edit the final composition. The consequence is that it enhances the students' ability and participation in learning writing. We can see the students' participation increased from cycle 1 and cycle 2. In pre observation there were few students who participated active in the process of teaching learning writing. Their participation was in poor level. In cycle 1, their participation increased at the next level, i.e. fair level. It means that students still need treatment to increase their participation. After the researcher and the collaborator gave the treatment, then in cycle 2 the students' participation was increase in significant level. It was good and excellent level. Based on the explanation, it can be said that the learning writing narrative text process which used pictures as media and the four stage strategy as approach in this research had successful.

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