

Investigating “Describing Pictures” in Fostering EFL Students’ Writing Capability

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ABSTRACT

This Research was designed to enhance the students’ ability in writing by Describing pictures. The problem of the research was “can describing pictures improve students’ ability in writing?”. There were many kinds of strategies that could be used in teaching writing, but in this research, the researcher applied only describing pictures, and writing activities focusing on the kinds of activities. The design of this research was Collaborative Classroom Action Research (CAR). Based on the analytical scoring rubric showed that from 63 in the first cycle and got increased to 73 in the second cycle. In the first cycle there were 13 Students of 30 students could reach the minimum score or only 43 % students were success. While in the last cycle there were 27 Students of 30 students could reach even greater than the minimum score or 90% students were success. Based on the conclusion of this research the researcher suggests some points. Firstly, describing pictures could be employed to improve the students’ ability in writing. Secondly, it was suggested that the English teacher could apply describing pictures as one of the alternative techniques that could be used in the teaching of English to all skills especially writing.

Keyword : Development, Describing Pictures, Writing Skill

INTRODUCTION

According to Byrne (1988), writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. Writing can be defined as a communicative act, a way of sharing observation, information, thoughts, or ideas with our selves and other. In addition, Harmer (1998) states that the reasons for teaching writing to students of English as a foreign language are for reinforcement, language development, learning style, and most importantly, writing is as a basic skill.

The statement above explains that writing is as important as speaking, listening and reading. By having the writing skill, the students are expected to have the capability to write letters, to put written reports together, to reply to advertisements, etc. alternatively, the students are expected to be able to know some special conventions in writing (punctuation, paragraph construction etc) just as they need to know how to pronounce spoken English appropriately (Harmer, 1998). However, sometimes writing is complicated. Therefore, the teacher should use some strategies that enable students to do this activity. The teaching of writing should be developed. In this case, the teacher should conduct appropriate techniques in the teaching of writing. It means that the students should be given much more opportunities to write thought many writing exercises. At the same time the teachers should be creative to find the solution of the student problem in writing by preparing good technique and media.

LITERATURE OF REVIEW

According to Byrne (1988), writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. Writing can be defined as a communicative act, a way of sharing observation, information, thoughts, or ideas with our selves and other. English writing is one of the fourth languages that taught to students on generals especially at the English language. English teaching specially writing as integral part from teaching language skill. In process teaching and learning writing skill hoped can be integrate the reading, listening, and speaking skills.

Based on the definition above, it can be concluded that writing is one of way to do communicate with others by written. Writing is one of important language and learning skill to be developed in the classroom (Arham & Hudriati,2018). It is mean that teaching and learning time shall be do effectively for the students development of this productive skill. English writing integrate the reading, listening, and speaking skill is necessary because the fourth skills are very important to implicate in the process of teaching.

Picture is one of the visual aids. Pictures are used to support and help a teacher to interest the students because it is considered as a part of visual aids that have many functions in the teaching process. A number of experts propose their opinions and ideas related to the picture. A picture is the description of what something is like (Evison, alan: 1992), Collin (1979) picture is a visual representation of something, such a person of scene, produced a surface as photograph, painting, etc. surface. So, picture is a visual representation of something such as person or scene and it can be painting, photograph, drawn or map. Goodman (2000) adds pictures is a set of scene or context and give information. They are also common in everyday life. Picture can also be of key importance in communicative and interactive classroom.

METHOD

The design of this research was collaborative Classroom Action Research (CAR). It was one of efforts was done by teacher or practitioner in the form of various activities where which was carried out in order to improve an unsatisdescriptionsory condition or to increase learning quality.

This research was conducted at SMK Negeri 1 Baula in academic year of 2016/2017. This school had two classes of Tekhnik Komputer Jaringan at first year then the researcher takes the 2nd Tekhnik Komputer Jaringan (TKJ 2) as the setting of the research. The researcher had three reasons to take this school as the setting of the research. Firstly, this school was familiar with the researcher because the researcher was alumnus of this school and the house of the researcher near from this school. Secondly, the English teacher was this school was ready to help the researcher as the collaborative teacher. Thirdly, the researcher tried to solve the students' problem in writing as described previously.

RESULT AND DISCUSSIONS

The first meeting was conducted on April 10th, 2017, at 08:00 a.m to 10:30 a.m. The researcher began the lesson by greeting the class and checking the students' attendance. After that, the researcher told the students that they were going to discuss about "kinds of activities". After that, he began to explain the technique to the students and then the researcher showed some pictures to the students, the pictures were related to kinds of activities and he gave an example how to do this technique by putting one picture on the whiteboard and the researcher gave descriptions beside of the picture but the descriptions were different with the picture and told the students that "these sentences are wrong so we need to make it better" after telling the students he tried to observe the descriptions of the picture and connected it with the description then re-write the sentences became better, the exampel can be seen below:



Incorrect Description

At home, the girl is watching tv. He is sits.
The book is under the table. He is in the bathroom.

As an example picture to the students with the wrong descriptions or wrong description, the example was given to the students was done by the researcher and the students. The researcher tried to ask the students about the sentences one by one to the students to know the sentences were correct with descriptions of the picture or not. After done one sentence the researcher continued to the next sentences until all sentences finished. The result of correct the descriptions can be seen below:

Correct descriptions

At home, the boy is looking at the calendar. He is sitting on the chair. The book is under his hand. He is in his room.

The next stage was, the researcher gave writing test to the students by showing one picture to the students for knowing the progress of the students but the writing test which was given to the students were different from the way of teaching process because the pictures were given by the teacher without description anymore but the students tried to make description based on their opinion or their prior knowledge and then the sentences at least five sentences for the pictures. But some students rose their hands then asked the researcher that "can we use dictionary sir..?" then the researcher answered by saying "NO". The pictures was.:



The next the researcher collected the students result and then he motivated the students after that dismissing the class.

Here is three of the students' writing. The authentic handwriting can be seen in appendix.

Name : Yuniar

In diningroom, there are three mans in the picture. They are wearing trouser. They is eating food. There were three plate on the carpet. There is two glasses in front of them.

The writing was taken from one of the students' handwriting (Yuniar initial) from the writing; the researcher found there are some incorrect elements. In case of content, it was found out that there are some sentences looked exactly the same with the model. For example, in the first sentence of the third line (*in diningroom, there are three mans in the picture*). In descriptions, based on the picture the answer was true but there were two mistakes of the sentence, such as **Three** and **Mans**, it should be **Two** and **Men**. And then, the next sentence was (*They is eating food*) based the picture there was one mistake of the sentence, it was "is" it should be "are" the next sentence was "*There were three plate on the carpet*" it had one mistake also, the mistake was "**Plate**" it should be "**plates**" because the things was more than one. The last sentence was "*There is two glasses in front of them*" it had one mistake also namely "**Is**" it should be "**are**" because the things was more than one therefore the tenses should be used was

“are” So the researcher concluded that the student still had problems in writing about tenses especially Using To Be and Countable Nouns. In this case about the grammatical accuracy still less.

The second meeting was conducted on April 17th, 2017, at 08:00 a.m to 10:00 a.m the researcher started the activities by opening the class and then checking the students’ attendance. After that, as previously meeting the researcher told the students that they were going to discuss about “kinds of activities”. After that, he began to explain the technique to the students and then the researcher showed some pictures to the students, the pictures were related to kinds of activities and he gave an example how to do this technique by putting one picture on the whiteboard and the researcher gave descriptions beside of the picture but the descriptions were different with the picture and he told the students that “these sentences are wrong so we need to make it better” after telling the students he tried to observe the descriptions of the picture and connect it with the description then re- write the sentences became better, the exampe can be seen below:



Incorrect descriptions

In the bathroom, the man is taking a bath. He are washing his hands. He is wearing a serong. He holding hose.

In this stage like, the researcher tried to ask the students about the sentences one by one to the students, then the reseacher gave some questions to the students. After done one sentence the researcher continued to the next sentences until all sentences finished. The result of correct the description can be seen below:

Correct descriptions

In the Bathroom, the man is washing his feet. He is wearing towel. There is a bucket in front of him. He is in bathroom.

Data Collection of the Second Cycle

The first meeting was conducted on May 8th, 2013, at 08:00 a.m to 10:30 a.m. in this cycle was the same as previous cycle but only the media had changed or different pictures from each meetings. The researcher began the lesson by greeting the class and checking the students’ attendance. After that, the researcher told the students that they were going to discuss about “kinds of activities”. After that, he began explain the technique to the students and then the researcher showed some pictures to the students, the pictures were related to kinds of activities and he gave

an example how to do this technique by putting one picture on the whiteboard and the researcher gave descriptions beside of the picture but the descriptions were different with the picture and he told the students that "these sentences are wrong so we need to make it better" after telling the students he tried to observe the descriptions of the picture and connect it with the description then re write the sentences became better, the example can be seen below:



Incorrect descriptions

At home, they are watching television. There are two chairs in the picture. One man is sitting on the chair and two of them is sitting on the carpet.

After showing an example to the students with the wrong descriptions or wrong description, the researcher tried to ask the students about the sentences one by one to the students, then the researcher gave some questions to the students. After done one sentence the researcher continued to the next sentences until all sentences finished. The result of correct the description can be seen below:

Correct descriptions

At home, they are having conversation. There are two chairs in the picture. One man is sitting on the chair and two of them are sitting on the carpet.

And then, the researcher gave writing test to the students by showing one picture to the students for knowing the progress of the students but the writing test that given to the students were different with the way of teaching process because the pictures were given by the teacher without description anymore but the students tried to make description based on their opinion or their prior knowledge and then the sentences at least one sentences for the pictures, the pictures was.:

After that he asked the students to observe the sentences starting from the subject, object and tenses and then he asked the students to re-write the sentences to be better. But some students didn't pay attention at the time they just made conversations with their friends and made noisy, seeing the conditions the researcher pointed them then say "pay attention please!" after doing that, the students who made noise suddenly quite, furthermore the researcher continued his activity by monitoring the students.

Before ending the class, next the researcher collected the students result and then he motivated the students after that dismissing the class.

Here is three of the students' writing.



Name : Nov

A photographer, he is painting something. He is holding a brush. There is a drawing tables in front of him. He is wearing a hat.

The writing was taken from one of the students' handwriting (Nov Initial) from the writing; the researcher found there are some incorrect elements. In case of content, it was found out that there are some sentences looked exactly the same with the model. For example, in the first sentence of the third line (He is a photographer). In description, based on the picture the answer was true but there were two mistakes of the sentence, such as *Photographer*, it should be *Painter*. And then, the next sentence was (*He is holding a brush*) based the picture there was not mistake of the sentence, the next sentence was "*There is a drawing tables in front of him*" it had one mistake also, the mistake was "*Tables*" it should be "*Table*" because the things was only one it should not use "*S*". The last sentence was "*he don't use a hat*" then she answered "*He is wearing a hat*" it didn't have mistake because it was suitable with the picture. So the researcher concluded that the student had improvement in the cycle two but there still some problems in writing about tenses especially Using To Be and Countable Nouns. In this case about the grammatical accuracy still less.

The second meeting was conducted on May 15th, 2013, at 08:00 a.m to 10:00 a.m the researcher started the activities by opening the class and then checking the students' attendance. After that, as previously meeting the researcher told the students that they were going to discuss about "kinds of activities". After that, he began to explain the technique to the students and then the researcher showed some pictures to the students, the pictures were related to kinds of activities and he gave an example how to do this technique by putting one picture on the whiteboard and the researcher gave descriptions beside of the picture but the descriptions were different with the picture and he told the students that "these sentences are wrong so we need to make it better" after telling the students he tried to observe the descriptions of the picture and connect it with the description then re- write the sentences became better, the exampe can be seen below:



Incorrect descriptions

At the mosque, two man is taking a bath. They are washing his hands. The old man wth his wife. There was two carpet .

After showing a picture to the students with the wrong description, the researcher tried to ask the students about the sentences one by one to the students, then the reseacher gave some questions to the students. After done one sentence the researcher continued to the next sentences until all sentences finished. The result of correct the description can be seen below:

Correct descriptions

At the mosque, two men are taking a pray. They are rising thier hands, the old man with his son. There are two carpets.

After giving an example to the students, The next stages was like the previous meeting, the researcher gave writing test to the students by showing one picture to the students for knowing the progres of the students but the writing test that given to the students were different with the way of teaching prossess because the pictures were given by the teacher without description anymore but the students tried to make description based on their opinion or their prior knowledge and then the sentences atleast one sentences for the pictures, the pictures was.:

The next step he asked the students to observe the sentences starting from the subject, object and tenses and then he asked the sudents to re write the sentences to be better .

Before ending the class, next the researcher collected the students result and then he motivated the students after that dismissing the class.



Initial Name : Nov

In the classroom, there is four students in the picture. The teacher are sitting. Them are in the library. There are two chair behind the teacher.

The writing was taken from one of the students' handwriting (Nov initial) from the writing; the researcher found there are some incorrect elements. In case of content, it was found out that there are some sentences looked exactly the same with the model. For example, in the first sentence of the third line (*In the classroom, there is five students in the picture*). In description, based on the picture the answer was not true and the formula was not true, it should be "*In the classroom, there are five students in the picture* " , the next mistakes of the sentences was (*The teacher are sitting*) based the picture there was one mistake of the sentence, it was "*sitting*" it should be "*standing*" because the description was not (*sitting*) , the next sentence was "*Them are in the library*" it had one mistake also, the mistake was "*them*" it should be "*they*" because (*them*) was an object therefore the sentences had to use (*they*) as a subject. The last sentence was "*There are two chair behind the teacher* " it had one mistake also namely "*two*" it should be "*One*" because based on the picture, the chair was only one. So the researcher concluded that the students' progres from the first meeting to second meeting but there were some mistake in writing about tenses especially Using To Be and Countable Noun. In this case about the grammatical accuracy still less.

Few minutes before ending the lesson the researcher gave writing test to the students to know the progres of the students but the writing test that given to the students were different with the way of lesson because the pictures were given by the teacher without description anymore but the students tried to make description based on their opinion or their prior knowledge and then the sentences atleast five sentences for one pictures, the next the researcher motivated the students and dismissing the class.

Discussion

Referring to the finding of this study, the form of descriptive paragraph developed to teach writing by corrects the facts technique were: (1) engaged students to express their ideas in brainstorming activity before they did drafting activity, (2) provided some model of description, (3)engaged students to write in describe the topic and (4) engaged students to revise and edit their writing. The result of this show that corrects the facts can improve the students' ability in writing at the first year of SMK Negeri 1 Baula. It can be seen from the score of the improvement of the students' ability in writing by corrects the facts. This score got increase from 63 in the first cycle in which only 13 of the students (43%) got score greater than or equal to 65. Meanwhile, in the second cycle the

average score was 73. There were 27 students (90%) could reach the criteria of success. The improvement of the students' writing can be seen in figure 4.3.

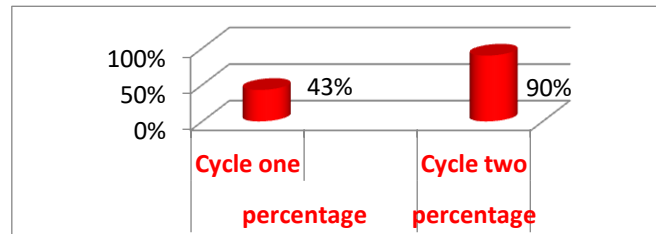


Figure 4.3 the improvement of the students' writing score

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

Based on the finding and discussion of this research, it can be concluded that the implementation of corrects the facts can improve the students' ability in writing at the first year of SMK Negeri 1 Baula. The improvement can be seen from some aspects. First, based on the analysis and evaluation of observation sheet, showed that the students' activities from the first meeting in cycle one obtained score 25 % and increased to 35 % in the second meeting and 35% in the last meeting an then the average of observation sheet of the students in cycle two in the first meeting was 37.5% bad. However, it improved to be 45 % bad in the second meeting. Then in the third meeting it improved to be 47.5% good. it belonged to good category. The second based on the analysis and evaluation of observation sheets showed that the teacher's activities from the first meeting only obtained score 28 % (bad) and increased to be 30 % (bad) in the second meeting. This improvement continued to the third meeting that was to be 36 % (bad). Meanwhile in the second cycle The result of observation sheet showed that that the average of observation sheet of the researcher in the first meeting was 34 % (bad). It improved to be 42 % (good) in the second meeting. Then in the third meeting it improved to be 46% good. It belonged to very good category.

Based on the analytical scoring rubric showed that from 63 in the first cycle and got increased to 73 in the second cycle. in the first cycle there were 13 Students could reach the minimum score or only 43 % students were success. While in the last cycle there were 27 Students could reach even greater that the minimum score or 90% students were success. Second, the students were actively involved in the teaching and learning process, it can be seen from the result of observation sheet analysis. Third, students can describe a picture. The improvements were caused by some factors. First, it was caused by regular practice writing. Second, it was caused they were actively involved in writing activities by adapting the model of writing.

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