

**THE USE OF PICTURE AND THE PICTURE MODEL TO IMPROVE
STUDENTS' DESCRIPTIVE TEXT WRITING SKILL IN CLASS X STUDENTS
OF SMKN 1 SUBANG ACADEMIC YEAR 2021/2022**

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Abstract

The purpose of this study was to determine whether pictures can improve students' writing skills and classroom conditions. The subjects of this study were students of class X at SMK NEGRI 1 Subang. The research method used is classroom action research. This research was conducted in two cycles. Each cycle consists of four steps: planning, action, observation and reflection. To collect qualitative data, the researcher used field notes, photos and interviews. To collect quantitative data, researchers conducted tests. The tests carried out were pretest and posttest. To analyze the qualitative data, the researcher used an interactive model of data analysis. For quantitative data, the researcher analyzed the test mean scores to compare the differences between the pre-test and post-test. The results showed that teaching writing skills using pictures could improve students' writing skills and classroom conditions. The increase in the average score indicates that there is an increase in students' writing skills. Therefore, it can be concluded that teaching writing skills by using pictures can improve students' writing skills.

Keywords: *writing, descriptive text*

INTRODUCTION

One of the most significant aspects of communication is language, which is utilized to communicate amongst nations all over the world. English is incredibly essential as an international language and has a lot of relevance to all facets of human life. English is considered the first foreign language in Indonesia, and it is formally taught from elementary school through university level.

The ability of the teacher to use the appropriate approach, methods, strategies, or procedures in teaching or learning is the most common complaint. Many pupils who are not interested in learning English are affected by this. As a result, English teachers must be able to master the approaches indicated in order to help pupils meet the minimum completeness criteria (KKM).

Writing is frequently thought to be a tough skill to perfect. Students learning to write must be able to deal with a variety of writing components, including content, grammar, style, and

mechanics (Harris, 1968). To put it another way, pupils must be able to generate ideas, organize text material, use acceptable grammatical form, choose structures and lexical elements, and display proper spelling and punctuation in the text.

Dealing with writing challenges can be accomplished by employing tactics that will allow pupils to improve their writing abilities. Furthermore, the tactics must be able to stimulate kids to write and provide ample opportunities for them to practice writing so that obstacles are minimized.

Teaching writing can be done in a variety of ways. Teachers can use teaching media as a strategy to help them communicate the materials more effectively. Teaching media are items that enhance teaching and learning activities and assist teachers in presenting materials to students (Saiful,2006). Teachers can boost students' motivation and create an engaging learning environment by using educational media (Kanaludin 2009). Employing educational media in the classroom entails more than just using classroom technology. To reap the benefits of employing teaching media, the teacher must be able to select appropriate teaching media. The teaching medium should be chosen based on the lesson's aims and the students' qualities.

The fact is that SMK NEGERI 1 SUBANG, which is currently in 10th grade, is still far from perfect. The ability to write is still extremely little understood (average-average class 71). Additionally, 20% of learners effectively reach and exceed KKM. Subjects in English The number of students in the academic year 2021/2022 was 70. This issue can be traced back to both the professors and the pupils.

Teachers are less engaged in providing learning, there is a lack of a proper learning model, the teacher does not use any props in the classroom, and there is inadequate management. While the barriers students simply to chat to students when learning took place, did not reply to requests from the teacher, students are not the focus of attention and are less active in following the lesson. One potential approach to the problem is for teachers to use photos and models of the image to teach English, which is projected to increase students' learning outcomes and writing abilities on the content.

Speaking, listening, reading, and writing are the four language abilities that high school English teachers try to cultivate. I solely focus on learning to Use Pictures to Teach Descriptive Writing out of the four abilities listed above. For the following reasons, I utilize visuals to help pupils enhance their writing skills:

- a. Images as a medium are simply and inexpensively available in magazines and newspapers.
- b. Visual aids can assist pupils in associating what they hear with their own personal experiences.
- c. Using pictures as a medium for teaching writing in a textbook is insufficient for achieving writing success.
- d. Teachers can also help their students form words and arrange them into paragraphs in their heads using the images they see.
- e. Students frequently become bored while writing because they must write their ideas into a written product multiple times.

The study's findings are likely to have both practical and theoretical implications:

- For students

For raising student activity in learning English, then improving student responses to instructor queries during a class, and last scaling up student grasp of writing abilities of learning materials name the body.

- For teachers

In order to come up with new ways to solve problems in the classroom, Teachers should be trained to use acceptable methods or models during lessons, and then they should use props that are relevant for the lesson.

- For School

The first is to improve the achievement of national education goals, and the second is to improve the quality of education in the United States. Creating high-quality learning, particularly in English classes, and lastly, as a consideration for the school to improve its facilities and infrastructure, as well as students' writing skills.

A. Conceptual Description

1. writing

Writing is one of language skills which combine to process and productive skill that can be used to preserve thoughts, ideas and speech sounds. Hyland (2004: 09) Writing is a way to share personal meanings. The people construct their own views on a particular topic. They will share their views on that certain topic to the other. A person views may be different from others". It depends on their belief. There for when constructing their views, the people have to make it understandable and acceptable.

Writing is the last output after students learn separated aspects continuously. Wallace (2004: 15) states that writing is the final product after they learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is complex skills. It covers many sub skills that they have to pass before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with in a very fun way. Writing is very important for them when they should take notes from their teachers, make a report, and finish assignments from their teachers. It can be also an indicator to show that they have gained the information. Moreover, it is significant for them to master writing. If they do not master it, it will be difficult for them to share their ideas to their teacher or their friends in a written. Writing is actually a developmental process. Students try to express their views or ideas well with teachers" guidance. Teachers have to provide them with the chance to create their own meanings within a positive and cooperative environment. What they need is to practice more and more.

Writing deals with a language acquisition as students" experiences with words, sentences, and paragraphs to deliver their meanings effectively. They also reinforce grammar and vocabulary mastery they got in the class. Writing is also stated as a production of an original text based on their mind and linguistic resources. They use their own vocabulary to write sentences or stories, to practice handwriting, and to fill in the blanks.

- Picture

The aids that help in teaching and learning process that can be seen are called „visual aids or media". According to Allen (1983) visual aids are a situation where the learners can see what is named by the word to be learned. Picture is one of the visual media of communication that can show people, places, things and events .Hill in Anto (2013) said that visual media have the advantages of being inexpensive; of being available in most situation; of being personal, that is

they are selected by the teachers; and of bringing images into the unnatural world of the language classroom.

-They vary the pace of lesson.

-They encourage the learners to lift their eyes from their books which make it easier and more natural for one to speak to another.

-They allow the teacher to talk less, by the diminishing the importance of the verbal stimuli provided by the teacher's voice and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.

-They enrich the classroom by bringing the topics from the outside world, which are made real and immediate by the pictures.

-They spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might past unnoticed or be quickly forgotten.

-A student with a creative imagination will often find he learns a new language easily and enjoyable through the use of pictures while he finds it difficult to learn just from a textbook or dictionary.

In addition, Wright (1997) states that picture sequence can highlight certain language features and it can illustrate a story or a process. Since the media used in a foreign language was not enough, the process of writing a recount text for beginning students may cause a problem. Picture is recommended for it has many benefits in the writing learning process. The first benefit of using picture is that it will make the students interested in writing English because picture is one of the visual teaching media (Smaldino 2005).

Another benefit is picture will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing the ideas they have in mind become more readable. The last benefit is that picture will improve the students' motivation in writing. Therefore, picture are one of alternative media that can give some contribution in improving the students' skill in writing.

- Purpose of Picture in Teaching Writing

Picture have been suggested as teaching aids in the classroom also used to help students understand various aspects of foreign language. There are some roles for picture in writing (Wright, 1997) Picture can motivate student and make him/her want to pay attention and to take part

a. Picture contributes to the context in which the language is being used. They bring the world into the classroom

b. Picture can be described in an objective way or interpreted or responded to subjectively

c. Picture can stimulate and provide information to be referred to in conversation, discussion and storytelling.

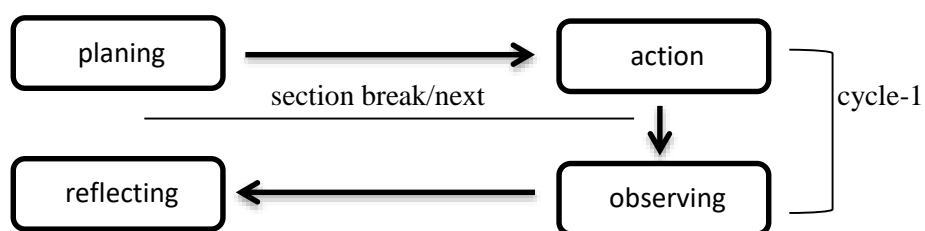
d. Picture may also be used to test the students' knowledge. But, before picture is applied in the classroom the teacher must consider some criteria of how they are used in teaching and learning process. From the explanation above, it can be assumed that the role of picture series is really essential in teaching English. It can be said then, the role of using picture of quite appropriate in teaching writing.

METHOD

The method that used in this research is classroom action research (CAR) Vaster (2002) states classroom action research can be done for those who wants to take action to improve students' learning. Classroom action research is a reflective process that helps teachers to explore and examine aspects of teaching and learning and also to take action and improve. Classroom action research includes qualitative method, although data collected may be quantitative

The classroom action research procedure used in this research is Kurt Lewin's design. It consists in which each cycle contains four phases: planning, action, observing and reflecting.

Kurt Lewin's Action Research Design



FINDINGS AND DISCUSSION

The researcher is action researcher aimed at improving the writing descriptive text of class X. It started with discovering the problem in the field. First the researcher did an observation, on the English teaching and learning process. Second, the researcher interviewed the students and the English teacher, to get more implementation the researcher came up with picture series to cope with the problem. After the action was done, the data found were evaluated to know if the implementation of picture series was able to improve the students writing descriptive text in the reflection step.

This step was meant to obtain the field problem of the writing learning process. It consisted of two ways. First, it was done by interviewing the English teacher of grade to get some input about the weaknesses and suggestions related to the English teacher suggestions about which class she should take. Then, the teacher came up with class X with some reasons, the finding of the field problem was based on the observations, the result of the interviews and the result of the pre-test.

CONCLUSION

From the discussion that has been described, it can be concluded that learning writing descriptive text using picture can improve the result of learning English class at seventh grade. As for the advice that the researcher thinks it should be mentioned based on the discussion after doing this research, it is expected that English teachers can apply the learning process of writing descriptive text in their respective schools because in this research the benefits are very big. In applying learning writing descriptive text by using picture, it is hoped that the approach will be in accordance with the characteristic and mindset of each student.

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