

TEACHING WRITING NARRATIVE TEXT USING PICTURES TO THE FIRST SEMESTER STUDENTS OF FACULTY OF SOCIAL AND POLITICS UNIVERSITY OF TULUNGAGUNG

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Abstract

The essential function of the language helps people sharing what they think and feel by oral or written form of language to others. Empirically and theoretically noted, the communication often fails delivering the message if the language used is not the native language of the communicators. Misunderstanding sometimes occurs not only because of the meanings of words used look unfamiliar but also the lack of ability to arrange the true sentences to express idea, thought and feeling. In the context of Indonesia, particularly at faculty of Social and Politics, University of Tulungagung, the students 'attainment in English is not good when they are assigned to have the writing practices. Their poor mastery in vocabulary and grammar make them difficult to finish the writing tasks. Having look what happen to the students, the English teacher should be innovative to perform the teaching performance which is helpful to tackle the student's problem. Using pictures can be a good choice to guide and ease the students to produce a well-organized writing



Key words: Pictures, Writing

Abstrak

Kemampuan berkomunikasi lisan ataupun tulis sangat diperlukan setiap orang. Komunikasi bertujuan menyampaikan gagasan, pikiran ataupun perasaan. Bagi sebagian besar orang, interaksi komunikasi dapat berlangsung mudah apabila mereka menggunakan Bahasa yang bisa dimengerti oleh mereka. Sebaliknya penggunaan bahasa asing/Inggris dalam berkomunikasi menjadi kendala mereka. Hal seperti ini terjadi juga pada Mahasiswa Semester I Fakultas Ilmu Administrasi Negara Universitas Tulungagung. Hasil wawancara dan evaluasi belajar (nilai bahasa Inggris) menunjukkan kemampuan berkomunikasi yakni kemampuan berbahasa lisan ataupun tulis belum baik, rata-rata predikat nilai mereka sedang (C). Kendala yang mereka hadapi yakni mereka tidak memiliki pengetahuan yang cukup tentang tata bahasa Inggris dan keterbatasan penguasaan perbendaharaan kata. Kendala lain media belajar yang dipergunakan selama ini belum mampu menyelesaikan persoalan yang mereka hadapi.

Fakta-fakta tersebut menjadi dasar pemikiran penelitian dengan tema Pembelajaran menulis dengan menggunakan media gambar. Dengan media gambar kemampuan komunikasi tulis mahasiswa meningkat. Penggunaan gambar memudahkan mereka mendiskripsikan sesuatu dan mereka merasa senang serta termotivasi belajar menulis dalam bahasa Inggris.



Kata Kunci : Gambar, Menulis

Background of the study

We all know that communication is essential for human life. Through communication people can express their ideas, desires, thoughts, or whatever in their mind and to receive the others. Talking about communication means talking about language, since language is a means of communication, Boey (1975:3) In other words, communication and language can not be separated. We also realize as Indonesians must be able to communicate with other nations in the world. Lado (1970: 7) writes that language is considered as the chief means used by human being to express their feeling and fulfill the basic need for social interaction with other people. The transfer of scientific and technological information

among nations makes English important since most of the information is presented in English. Consequently, it is important for every nation, such as Indonesia to learn English.

Given the value of English, the Indonesian government devotes more resources to it, especially in the educational system; English becomes one of the subjects that students must learn in order to boost the efficiency of their human resources. The aim of teaching English, according to the Faculty of Social and Political Science's 2010 Curriculum, is to give students the opportunity to communicate in English. To accomplish this aim, English instruction focuses on the improvement of students' proficiency in all language skills. Listening, chatting, reading,

and writing are the four language abilities that must be mastered in order to learn English. Since one competence helps the other, both talents are expressed in a unified manner. As a result, English can be learned in a way that is relevant. This indicates that English should be learned alongside acceptable vocabulary, grammar, pronunciation

This research focuses on writing since it is a vehicle by which we can express our ideas and thoughts to others. As a result, the ability to write is critical for someone who wishes to engage with others and help them appreciate his or her intent.

Troyka (1987:2) argues the significances of having writing. First, writing is a way of thinking and learning. Writing gives us unique opportunities to explore ideas and information. By writing, we care to subjects well and make them our own. Thus, writing helps us learn and gain authority over knowledge.

Further more, he states that by communicating our learning, actually we are at the same time also teaching. In other words, when we write for our reader, we play the role of a teacher, someone who knows the material sufficiently, well to organize and present it clearly. Little is as hospitable to learning as the act of teaching.

Second, writing is a way of discovering. The act of writing allows us to make unexpected connections among ideas and language. As we write, thoughts emerge and interconnect in ways unavailable until the physical act of writing began. We can expect, therefore many surprises of insight that come only when we write and rewrite, each time to get closer to what we want to say. Problems sometimes are solved on paper. The solutions come as we write about difficulties confronting us. Thus, writing is a process where by the writer discovers meaning

Third, writing creates reading, writing creates per moment, visible record of our ideas for other people to read and think over. Writing is a powerful means of communication due to the fact that readings inform and shape human thought. In an open society, everyone is free to write and thereby to create reading for other people.

Fourth, writing ability is needed by educated people, our skill of writing is often considered to reflect our level of education, and college work demands that we write many different types of assignments. Most jobs in today's technological society require writing skill for preparing documents ranging from letters and memos to formal reports. Indeed, throughout our life, our writing will reveal our ability to think clearly and use language to express ideas.

To the students at Faculty of Social and Politics, writing is not easy to master. There are only a few students that can

write English well. They have some difficulties in writing. When they do writing task, they don't know what and how to write, and for whom the message is to be given. Many of them have difficulties in proposing their ideas when the lecturer asks them to make good sentences, to make a good paragraph or composition.

The students are often found reluctant to join a writing session. Under this situation, a lecturer has an important role to make learning English enjoyable especially in learning writing. Using instructional media is assumed to be very essential and expected to be an effective way to improve students' motivation in learning writing, so it will make the learning writing interesting. Kasbolah (1993) stated that English as a Foreign Language (EFL) material should be accompanied with interesting instructional media because they do not only help to transfer knowledge, but also attract the

students When it comes to utilising educational media to help students learn to write, the use of pictures may be one of several options. As visual educational medium, pictures in all of their types, such as pictures of stories, have been extensively utilised in language teaching and learning programmes. Despite the fact that pictures are wordless, plenty can be said about them in words, which is why they are so powerful in language learning (O'Malley et al, 1990).'

There are a lot of language activities that can be done using pictures. Rachmadie (2002:75) states that pictures are very useful and effective media in EFL teaching. They can be used to teach all language skills such as listening, speaking, reading, and writing. Pictures can also be used to teach structures, vocabulary, and cultural content. According to Wright (1989:2) There are three ways in which pictures can help in language learning:

(1) They give an interest, motivation.

- (2) They give a sense of the context of the language.
- (3) They cause a specific reference point or stimulus.

Pictures as an instructional media are very important since they can tell event, story, each of which related to the topic. By using them, the students are motivated, and guided to explore their thought, ideas, and feeling. As a result they can tell and write what ever they can get from pictures more easily According to Sukartiwi (1996), there are several benefits to utilising images, including:

- (1) To increase students' motivation,
- (2) To prevent students' boredom in joining the teaching and learning process,
- (3) To make the method of teaching and studying more formal, and
- (4) To make the students easier in catching their teacher's instruction.

Based on the arguments presented above, it indicates that using pictures in teaching language, especially writing, is critical. According to this belief, the researcher attempts to use tale pictures (a collection of pictures) to help students develop their vocabulary, grammar, and writing skills. Using such newspapers, the first semester students of the Faculty of Social and Politics, University of Tulungagung, should be able to improve their Writing Narrative Text achievement.

Statement of the Problem

The key goal of this research is to see if pictures of stories can be used to help first-year students at the University of Tulungagung's Faculty of Social and Political Sciences develop their ability to write narrative texts.

Purpose of the Study

In accordance with the research problem, the purpose of the study is to improve the first semester students of

Faculty of Social and Politics, University of *Tulungagung* in writing narrative text by using pictures of story as a media.

Theoretical Basis

Instructional media play a key role in the design and use of systematic instruction. "A medium is any persons, materials, or event that establishes condition which enable the learner to acquire knowledge, skill, and attitude." (Gerlack and Ely.1980:241). Media can be used to transmit the information send by the source of information to a listener, reader and viewer in the form of messages. The examples of media involve television, internet, radio, newspapers and photo. Locatis and Atkinsion (1984 : 3) states that media includes such things as print, graphics, photographs, audio communication, television and computer Media have some contribution to the learning process. Kemp and Dayton (1985:3-4) claim there are some benefits if media are used d as an integral part of

classroom instruction. The delivery of instruction can be more standardized, the instruction can be more interesting, learning becomes more interactive, the length of time required for instruction can be reduced, the quality of learning process can be improved, the instruction can be provide when and where desire or necessary. The positive attitude of students toward what they are learning and learning process it self can be enhanced, and the role of the instructor can be appreciably changed in positive direction.

Media can take many forms of types. Gerlack and Elly (1980 : 247-250) such as Still Pictures (a record or a copy of a real object or event which larger or smaller than the object), audio recordings (reproduction of the actual event or of sound effect recordings are made on magnetic tape, on discs or on motion pictures sound track), motion pictures (moving pictures or images in color or black and white produced from live

actions or graphic representations, television (all types of audio-visual electronic distribution systems which eventually appear on a cathode ray tube (television monitor) and real things, stimulation and models (people, events, objects, demonstration).

A two-dimensional visual depiction of a person, location, or event is called an image. It is more usually a photograph, but it may also be a diagram, a cartoon, a table, graph, or a map (Kemp, 1985: 367). For decades, students have relied on pictures to help them comprehend different facets of foreign languages. Students have been inspired by pictures, which have clarified the topic they are studying and explained the basic concept and ways of a culturally specific concept or behaviour. Also in conventional grammar translation techniques, pictures play a part in the teaching of meaning. Pictures, according to Rachmadie (2002: 75), are a very useful and efficient medium in EFL teaching.

Both language skills, such as listening, chatting, reading, and writing, may be taught using them. Structure, terminology, and cultural material may all be taught using pictures.

According to Wright (1989:2) pictures have three contributions to language teaching, i.e.

- (1) They give an interest, motivation.
- (2) A sense of the context of the language.
- (3) Course a specific reference point or stimulus.

Before we use pictures as a medium to visualise an entity or a set of objects, we must ensure that we are using the correct one. Mc Carthy (1990) mention six considerations to take in selecting pictures to provide an interesting atmosphere in language teaching, i.e

- (1) They are easy to use, even by inexperienced teachers,

- (2) They can be made rapidly and conveniently for a relatively low cost.
- (3) They are flexible and can be enjoyed at different stages of instruction for drill on news item as well as for review of old material.
- (4) They can be arranged in structural groupings or in subject areas to meet different needs.
- (5) They are portable, and
- (6) They are fun – a truly self-motivating visual and capable of maintaining student` interest and competition for their own sake Mercer (1981: 491) states: *“If a student is motivated to learn something, he/she often can do much more anyone would have predicted was possible. Conversely, if a student is not particulate interested in learning something, resultant learning may not even be close to capability”*

In the other word, the important role of using pictures in teaching and learning process is increasing the students' interest and motivation. By using them, we can encourage and guide our students' to learn, practice or review specific language material, so the teaching and learning process will be enjoyed and make the students more creative.

Pictures of story are series of pictures that convey some stories or information. Usually they are arranged in time order. Nelson (1989:33). Remarks

Most children enjoy drawing and use it as a natural way of expressing themselves, while language is abstract. Drawing, especially for children tends to be concrete and therefore more real to the students. Drawing, like music, is a medium of direct communication that however, can be relatively easier translated into written or spoken language.

Considering Nelson's remark, the use of pictures of story in teaching writing, can make the task more clearly since pictures are considered easier to be perceived by the students than the written form of language which is considered abstract.

There are four styles of writing, according to Fachrurrazy in his novel, Teaching English Language Skill and Component, 1994:37-39. Narration (Narration is a story that tells what happened.) It tells a narrative. Novels, short stories, and biographies all use this style of writing. The narration is generally in chronological order); (A description describes how something is, smells, or sounds.) It discusses characteristics such as scale, form, colour, tone, and taste. The order of the description is often reversed; Exposition (writing that illustrates something) is a form of exposition. It often responds to the questions of what, how, and why. Its aim is to provide information and make it as transpar-

ent as possible. Exposition may be assumed to obey a sequential sequence. This assumes the paragraphs are organised in a manner that allows the reader to comprehend the writer's thoughts. The writer leads the reader from one thought to the next in a sequential order) and letter writing.

Sample Materials



Teaching Procedure

Pre-teaching

1. Prepare the series of pictures.
2. Make copies of the worksheet with as many students as possible and send them to them.

Whilst-teaching

3. Explain the generic structure of narrative text

4. Give the pictures to the students as the instructional media for pre writing stage.
5. Explain the generic structure of narrative text.
6. Ask the students to compose paragraphs based on the pictures as writing stage.
7. Discuss students' works and revise their writing as the revising stage.
8. Give the students Post test, which is for revising stage.
9. Discuss the answer with the students

Post-teaching

10. Explain the students about the features of a narrative text.
11. Ask the difficulties the students face.
12. Reinforce the students' understanding about a narrative text

13. Give the students the task of writing a narrative text about the Indonesian presidential election.

Reflection

The students become more active and are well motivated in writing class. Because offering pictures help the students are able to write the idea. Some of students achieve the passing grade / good level at four criteria (content, organization, grammar and mechanic). The students' ability in writing gets better. The score of students' writing increased. 85% students can reach the passing grade.

Besides, the observations also find out that students' participation increased from 70% in the second meeting and 80% in the third meeting. This indicator can be inferred that the students are interested in writing class.

Conclusions

The conclusions of action research can be summarized as follow

- (1). The implementation of using pictures of story in composing a narrative text can increase the students' writing ability.
- (2). Pictures of story produce alive, interesting and enjoyable English class.
- (3). The implementation of using pictures of story in guiding the students composing a narrative text, not only make the students' active, but also make the lecturer active at the same time since she should guide and monitor the students while they are doing their task.

Although the pictures of story is an effective way in teaching writing that can be used at any topics and any level of students, it must be remembered that it is only a way of teaching writing that should certainly used with the other teaching techniques.

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