

**USING PHOTOGRAPHS AS MEDIA TO IMPROVE STUDENTS'
WRITING SKILLS OF CLASS X IIS2 OF SMA N1 SEYEGAN IN
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**Sri Nuryanto
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USING PHOTOGRAPHS AS MEDIA TO IMPROVE STUDENTS' WRITING SKILLS OF CLASS X IIS2 OF SMA N1 SEYEGAN IN ACADEMIC YEAR 2016/2017

Sri Nuryanto, Sukarno
Yogyakarta State University
nuryant41@gmail.com, sukarno_uny@yahoo.com

Abstract

This classroom action research is conducted to improve students' writing skills of Class X IIS2 of SMA N1 Seyegan through photograph. This research was action research that was conducted in two cycles. The first cycle consisted of three meetings and the second cycle consisted of two meetings. The subjects of the research were 30 students of Class X IIS2 of SMA N1 Seyegan. This research used qualitative data and was supported by quantitative data. The researcher conducted observation and interview to collect the qualitative data. The collected data were in the form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were collected from pretest, post test 1 and post test 2. As the result, it can be concluded that using photograph as media can improve students' writing skills. The improvement consisted of some aspects. They were text organization, development of the idea, grammar, punctuation and style. The text organization was improved from mean 13,5 in the pretest to 16,3 in the post test 1 and 18 in the post test 2. The development of the idea was improved from mean 13,3 in the pretest to 15,8 in the post test 1 and 17,4 in the post test 2. The grammar aspect was improved from mean 12,7 to 15,3 in the post test 1 and 16 in the post test 2. The punctuation aspect was improved from mean 13,3 in the pretest to 15,1 in the post test 1 and 16 in the post test 2. The style aspect was improved from mean 13,5 to 15 in the post test 1 and 16 in the post test 2. The overall improvement was showed by T-test with the number of Sig. (2-tailed) of paired 1 (pretest – post test 1), paired 2 (pretest – post test 2) and paired 3 (post test 1 – post test 2) was 0,000- smaller than 0,05, that could be concluded that using photograph as media could improve students writing skills significantly.

Key word: *class room action research, qualitative, cycle, photograph*

Abstrak

Penelitian tindakan kelas ini dilakukan untuk meningkatkan kemampuan menulis siswa kelas X IIS2 di SMA N1 Seyegan melalui media fotograf. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Siklus pertama terdiri dari tiga pertemuan dan siklus kedua terdiri dari dua pertemuan. Subjek penelitian adalah 30 siswa kelas X IIS2 di SMA N1 Seyegan. Peneliti melakukan observasi dan wawancara untuk mengumpulkan data kualitatif. Data dikumpulkan dalam bentuk catatan lapangan, transkrip interview, dan fotograf. Sementara data quantitative berasal dari hasil *pretest, post test 1, dan post test 2*. Hasil dari penelitian tersebut, dapat disimpulkan bahwa penggunaan fotograf sebagai media dapat meningkatkan kemampuan menulis siswa. Peningkatan tersebut meliputi beberapa aspek, diantaranya: *text organization*, pengembangan ide, *grammar*, penggunaan tanda baca dan *style*. Aspek *text organization* meningkat dari *mean* 13,5 dalam *pretest*, menjadi 16,3 di *post test 1* dan 18 di *post test 2*. Aspek pengembangan ide meningkat dari *mean* 13,3 dalam *pretest* menjadi 15,8 di *post test 1* dan 17,4 di *post test 2*. *Grammar* meningkat dari *mean* 12,7 menjadi 15,3 di *post test 1* dan 16 di *post test 2*. Aspek penggunaan tanda baca meningkat dari 13,3 dalam *pretest* menjadi 15,1 di *post test 1* dan 16 di *post test 2*. Aspek *style* meningkat dari *mean* 13,5 ke 15 di *post test 1* dan 16 di *post test 2*. Keseluruhan peningkatan aspek tersebut dapat ditunjukkan dari hasil *T-test* dengan nilai Sig. (2-tailed) dari *paired 1 (pretest – post test 1)*, *paired 2 (pretest – post test 2)* dan *paired 3 (post test 1 – post test 2)* yaitu 0,000- lebih kecil daripada 0,05, yang dapat disimpulkan bahwa penggunaan fotograf sebagai media dapat meningkatkan kemampuan menulis siswa secara signifikan.

Kata kunci: *penelitian tindakan kelas, kualitatif, siklus, fotograf*

Introduction

Writing is one skill that, for some people, needs hard efforts to achieve it. It can be said that writing English is difficult. Creating idea and arranging the ideas to make good unity are some points that must be mastered. They are parts of macro language skill of language. While, writing also pays attention to the punctuation, grammar, structure of the text that are parts of micro language skill.

Similar with the common people, the students of Class X IIS2 of SMA N1 Seyegan suffer the same problem to birth the ideas, to arrange the ideas into good unity as paragraph. It can be understood that English is not familiar to them. They may have an idea, but they have some problems how to develop their idea. So, the difficulty comes when the students try to develop their idea, and continue the sentence to the other sentences. Another aspect that may lead the problem of developing ideas is their less habit of writing. How they often meet English, how they often write in English influence their ability to catch the inspiration to create an idea in writing. Added by the circumstances of most English classes in Indonesia, students' writing skill needs a longer time to develop. One of several factors that lead the problem of students to sparkle their idea in the writing class is the way teacher to teach the student. Teacher that is text book oriented, lack of media, and monotonous instructions in teaching learning activities contributes the student problem in developing ideas and arranging those ideas into good unity of paragraph.

In addition, writing is one of four macro-skills that are important and influential for people. Writing is one of the ways of communication beside of speaking. Hyland (2004:7) states writing is carried out from the practical purpose and personal experiences of the writer. Writing happens when there are purpose and experiences of the writer itself. Writing emphasizes the strength of people to put the topics together (2004:9). It is important to provide the people the space to make their own meanings within a positive and cooperative environment. Writing is step series of collecting ideas and constructing them so it can be presented clearly, comprehensively and contextually to the reader. Writing process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers (Nunan: 2003).

Because of those principles, many experts propose some approaches in teaching writing. Westwood (2008:70) stated that there are two main approaches to teach writing that are skills based approach and process approach. Brown (2003:335) also has been proposed similar concepts that teaching writing has process and product approach. Process approach tends to the process of learning where the students are viewed as a creator. The students are directed to focus more to the content and message rather than the grammatical aspects. product approach focuses more to place the teacher as the center of learning process. Product approach emphasizes to the matter that good writing must be suitable with certain standards, reflect grammar accurately, and be organized conventionally. The deal of this approach is that the students pay attention to the text model and begin writing by copying the test model. The product should have criteria that consist of the content, organization, vocabulary, grammatical use and some mechanic.

Instructing the students to write by focusing on the accuracy only without paying attention to the message and context is not teaching writing. When the teacher teach writing, they should teach from planning to revising even publishing. Harmer (2004:11) offers some strategies how to teach writing: 1) the way we get students to plan; 2) the way we encourage them to draft, reflect, and revise; 3) the way we respond to our students' writing. In addition, Brown (2001:345-356) propose some techniques related to how to teach writing. Those techniques are: 1) incorporate practices of "good" writers; 2) balance process and product; 3) account for cultural/literacy backgrounds; 4) connecting reading and writing; 5) frame the

techniques (prewriting, drafting and revising); 6) offer several techniques; 7) responding to and evaluating students' writing

Then, photographs as media may be one of solutions to solve the problem of developing idea to the students. Photographs can be visual stimulation that leads the student to find inspiration in catching and developing their idea in writing. Visual stimulation has stronger influence on building the students' ideas. Giving a lot of references about ideas and delivering the information in simple way can be said as the function or role of visual media (Smaldino, et al: 2004:82-83). Students will be easier to get and develop their idea in writing English by using photographs than the instructions and imagination without source of inspiration.

Using photograph in learning writing will bring much strength. Sieber (2012:15) states that working with photograph adds layer of complexity to the lesson, because every photograph is created at one point of time, in particular place, of chosen subject, by a particular photographer, for a specific purpose, and using a particular technology. It means that photograph bring many thing to be learn by the student. Moreover, photograph is full of context. Photograph brings the information of the place, time, culture and the others where the photo is taken to the students' world.

Research Methods

The type of this research is action research. Burns (2010:5), action research is related to the ideas of reflective practice and the teacher as researcher. it characterized by a self-reflective, critical, and systematic approach to explore the teaching context. The purpose of action research is to bring changes and improvements in teaching learning process. The research was conducted in SMA N 1 Seyegan. It is located in Tegalgentan, Margoagung, Seyegan, Sleman, Yogyakarta. The research was conducted in the first semester of academic year 2016/2017. This action research was conducted in two cycles. The first cycle consisted of three meetings and the second cycle consisted of two meetings. The subjects of the research were 30 students of Class X IIS2 of SMA N1 Seyegan. This research used qualitative data and was supported by quantitative data. The researcher conducted observation and interview to collect the qualitative data. The collected data were in the form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were collected from pretest, post test 1 and post test2.

In analyzing processes, the data that were collected were kinds of qualitative and quantitative data. The researcher agrees to what are suggested by Burns (2010:104-105) that are: assembling the data, coding the data, comparing the data, building meaning and interpretation, and reporting the outcomes. In addition, the quantitative data were collected by using the score of pre-test and post-test. The score were accounted to find the mean score. It was based on the students' product of writing. Then, the researcher also used T-test.

Findings and Discussions

This section comprises the findings of the first cycle and the second cycle. It is to ensure that using photograph as media can improve students' writing skill; especially in developing the idea. Preceding the research, the researcher conducted the observation on the students' writing skill of class X IIS 2 of SMA N1 Seyegan. In addition, the researcher also had taught this class for several times, so the previous experience during teaching this class could strengthen the observation result.

Based on the observation and several experiences during taught this class, expressing idea was difficult for the students. Then, the student also had difficulty to construct the text

coherently and cohesively. They also had lack of grammar knowledge. Uninteresting media and monotonous also contributed to the student weakness. In addition, the limited time also took role to the students' weakness in writing. Therefore, the researcher set to try 2 cycles to answer the problem.

The researcher conducted the first cycle. The cycle consisted of three meetings. The researcher acted as the teacher. After the cycle, it showed that there was improvement on the students' writing skill. The students felt the ease to write based on what they saw in the photograph. The problem of grammar was also decreased after the cycle. Their discussion in group permitted them to share their knowledge about grammar. Although it was not great, it showed that the process of teaching learning process had influence. In the other hand, related to the student attitude, the students were not conducive in the earlier meetings. The students sometimes did not focus on their work. They didn't pay attention to the teacher instruction and explanation. They were busy on with their own activities. Later, it run nicer.

The researcher conducted the second cycle. It consisted of two meetings. The researcher acted as the teacher. After the cycle, it also showed some improvement on the students writing skill. The problem about developing idea was decreased. It didn't solve the problem totally. But, it showed good improvement. The other problems, such as text organization, grammar, and mechanic were also decreased. The students' attitude also showed positive change. It has been told that using photographs as media can improve students' writing skills. Those improvements can be described as follows.

The improvement consisted of some aspects. They were text organization, development of the idea, grammar, punctuation and style. The text organization was improved from mean 13,5 in the pretest to 16,3 in the post test 1 and 18 in the post test 2. The development of the idea was improved from mean 13,3 in the pretest to 15,8 in the post test 1 and 17,4 in the post test 2. The grammar aspect was improved from mean 12,7 to 15,3 in the post test 1 and 16 in the post test 2. The punctuation aspect was improved from mean 13,3 in the pretest to 15,1 in the post test and 16 in the post test 2. The style aspect was improved from mean 13,5 to 15 in the post test 1 and 16 in the post test 2. The overall improvement was showed by T-test with the number of Sig. (2-tailed) of paired 1 (pretest – post test 1), paired 2 (pretest – post test 2) and paired 3 (post test 1 – post test 2) was 0,000- smaller than 0,05, that could be concluded that using photograph as media could improve students writing skill significantly.

Criteria	Session		
	Pretest	Post-Test 1	Post-Test 2
Text Organization	13,5	16,3	18
Development of the idea	13,3	15,8	17,4
Grammar	12,7	15,03	16
Punctuation	13,3	15,1	16
Style	13,5	15	16

Table 4. 2. Means of Student's Score

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	66,2333	30	3,69233	,67412
	Posttest1	77,3000	30	3,23931	,59141
Pair 2	Pretest	66,2333	30	3,69233	,67412
	Posttest2	83,4667	30	3,53049	,64458
Pair 3	Posttest1	77,3000	30	3,23931	,59141
	Posttest2	83,4667	30	3,53049	,64458

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest1	30	,475	,008
Pair 2	Pretest & Posttest2	30	,592	,001
Pair 3	Posttest1 & Posttest2	30	,880	,000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest1	-11,06667	3,57128	,65202	-12,40020	-9,73313	-16,973	29	,000
Pair 2	Pretest - Posttest2	-17,23333	3,26616	,59632	-18,45294	-16,01373	-28,900	29	,000
Pair 3	Posttest1 - Posttest2	-6,16667	1,68325	,30732	-6,79520	-5,53813	-20,066	29	,000

Figure 4. 9. T-test result

Conclusion

Based on the findings and discussion of the previous chapter, it can be concluded that using photograph as media can improve students writing skills. The improvement consisted of some aspects. They were text organization, development of the idea, grammar, punctuation and style. The text organization was improved from mean 13,5 in the pretest to 16,3 in the post test 1 and 18 in the post test 2. The development of the idea was improved from mean 13,3 in the pretest to 15,8 in the post test 1 and 17,4 in the post test 2. The grammar aspect was improved from mean 12,7 to 15,3 in the post test 1 and 16 in the post test 2. The punctuation aspect was improved from mean 13,3 in the pretest to 15,1 in the post test and 16 in the post test 2. The style aspect was improved from mean 13,5 to 15 in the post test 1 and 16 in the post test 2. The overall improvement was showed by T-test with the number of Sig. (2-tailed) of paired 1 (pretest – post test 1), paired 2 (pretest – post test 2) and paired 3 (post test 1 – post test 2) was 0,000- smaller than 0,05, that could be concluded that using photograph as media could improve students writing skills significantly.

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