

IMPROVING THE STUDENTS' WRITING ABILITY THROUGH PICTURE SERIES FOR DEAF AND HARD OF HEARING LEARNERS

Euis Setiati¹, Resty W Gemilang²

¹ IKIP SILIWANGI

² IKIP SILIWANGI

¹euis_setiati@yahoo.com, ²regemilang76@gmail.com

Abstract

This research is classroom action research that was done in two cycles. The data was gathered through test, observation and interview. This research was conducted in SMPLB-B Prima Bhakti Mulia at Cimahi Utara. The respondents of this research was the eighth grade students. Furthermore, the data from observation and interview showed that there are some benefits, those are the increasing of students' participation in the class, increasing of students' writing interest and fun learning's atmosphere. With the used of pictures series make easily understand and write the descriptive text for the deaf and hard of hearing learners. The findings showed that In Cycle 1, there were 5 students (74%) of 7 students who achieved the minimum passing grade and the remaining 2 students (26%) who had not achieved, the highest score research is 80 and the lowest score achievement is 55. This cycle is not successful because it does not reach the success criteria. In Cycle 2, there were 6 students (82%) who achieved minimum passing grade and there were 1 students (18%) of the students who did not pass the minimum passing grade, the highest achievement score in this cycle is 90 and the lowest achievement score is 60. This indicates that picture series had significance improve on students' writing ability for deaf and hard of hearing learners.

Keywords: Writing Ability, Picture Series, Deaf and Hard.

INTRODUCTION

The learners who have learning difficulties and need special education are called Special Education Needs (SEN) students. The SEN students include handicapped children. There are kinds of handicap who become the focus of the study which are categorized as SEN including deaf and hard of hearing. Heward, Alber-Morgan, & Konrad (2017) state that the teacher needs to modify materials which are used by the normal children in order to fulfill deaf and hard of hearing learners needs. Materials modification is needed because in Indonesia there is no textbook which is specially arranged for SEN students.

Nevertheless deaf and hard of hearing learners have the same right to get education and treatment like other normal students. Based on UU no.20 in 2003 about National Education System (SISDIKNAS) in the General Provisions section of Article 1 verse 18 contains the definition of compulsory education, which is the minimum education program to be followed by Indonesian citizens on the responsibilities of government and local government. The use of the term "must" connotes "obligation". While in the 1945 Constitution it is argued that education is the right of every citizen. In other words, education is the responsibility of the government given to every Indonesian citizen. Obligation is something that everyone have to do and when the person can get sanction if they does not implement it. Under no circumstances should a person perform such obligations, so the education that should be the right of citizens and the responsibility of the government turns into a demand that every citizen must fulfill.

Writing is not an easy skill to learn indeed. Based on Heaton (1989), writing is a composite skill requiring mastery not only grammatical and theoretical. Writing is the most complicated among other skills than the other language skill and it needs special and more attentions. Nevertheless, learning writing is highly required because it is not as difficult as many student' imagine. One of the ways to cope the problems in teaching writing is use picture series. A picture is two dimensional illustration of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us. Picture series is one of learning media that is categorized as an art-teaching media. It can offer a space into how learners will convert their understandings of image and their knowledge. The kind of the pictures are drawing, photograph, poster, slide, cartoon, magazine advertisement, diagram, graph, table, chart and maps can be source of teaching method (Raimes, 1983).

Deaf, in fact there is no static definition because the allowed standard of deaf and hearing impaired students does not occur. The difference between deaf and hard of hearing is on their hearing loss. The hearing loss normal is up to 26 decibels (Paul & Whitelaw, 2010). In addition, Hallahan & Kauffman (2005) stated hearing loss of deaf is above 90 decibels besides hearing loss in hard of hearing is under 90 decibels. Deaf and hard of hearing learners hard to memorize the material in various subject learning because they have lack of memorizing. According to Permendikbud has undertaken a series of renewal activities to improve the quality, dignity of the nation and state through educational resources. The curriculum is one of the elements that make a significant contribution to realize the process of developing the nation's strong and dignified quality elements of educational resources. The competency – based 2013 curriculum that has been developed is indispensable as an instrument to lead learners into:

1. Qualified and capable human beings to respond to the ever changing challenges of the ages.
2. An educated person believes and fears to the Almighty God has a noble character, healthy, knowledgeable, capable, creative, independent.
3. Democratic and responsible citizens.

The curriculum 2013 Special Education applies a scientific and thematic approach need to apply discovery learning, problem-based learning, and project-based learning. In addition, to improve stuent's writing skill the teacher requires to use a good media. One of media that can be used in teaching writing is picture series. According to Lindstormberg (2004, cited in Apsari, 2017), by using picture series, the students will be interested and will enjoy the teaching and learning process.

METHOD

The method used in this research was *A Classroom Action Research* focused on improving writing ability using picture series which contains of some phases of *Planning, Action, Assessing* and *Reflecting or Evaluating*. In this research there are into two research cycles. Kemmis, McTaggart, & Nixon (2014) explained that *a classroom action research* is proceeding in spiral steps, each of which consists of several phases, then the result of the actions united into cycle, each cycle of this study took place of two meetings with ninety minutes' duration for each meeting. There were four meetings altogether to implement Picture Series as a learning technique to learn descriptive text. The place used for research at SMPLB – B Prima Bhakti Mulia. English teacher and 8th grade students of SMPLB – B Prima Bhakti Mulia became involved in this research. Research data acquired through writing test, classroom observation and interview. After analyzing the scores of the writing test, the statistical technique

was used to find the mean score. The formula to find the mean as stated by Ngadiso (2013, cited in Parmawati and Yugafiati, 2017) is follows:

$$M = \frac{\sum X}{N}$$

M=Mean score

$\sum X$ = Total score

N = Total students

If the mean score increases, the students' reading interest is considered improving. In addition, during observations, the researcher was an observer and did not take part in classroom activity. Assessment of students' writing ability was made during observation using field notes. The interviews were semi-structured. Teacher interviewed students to find out the benefits of using picture series in teaching writing descriptive text.

RESULTS AND DISCUSSION

Results

The use of picture series effectively can help students increase their writing skills based on the observation data analysis and interview the study.

Result of the Research of Cycle 1

In the first day observation, the teacher started the class by greeting the students and representative of student lead to pray together. The teacher checking the students' attendance. All students attended the class that day. The teacher begin to recall the materials and activities in the previous meeting. Furthermore, the teacher stated the aims of teaching is writing descriptive text. Then, teacher asking the students about several adjective words about the people. Furthermore, the teacher showed the pictures about characteristic of people and asked the students to mention adjectives based on the picture. Based on data of research, this activity able to increase students' vocabulary. The data from observation showed that the students enjoyed in exploring the adjective related to the picture. It can be seen that all students were active and enthusiasm in expressing what they see. In addition, the students are also able to use the verb into a sentences. After that, they asked to find the meaning adjective word in dictionary based on the pictures given. This indicates that picture series gives fun learning atmosphere and motivating effect that the students were willing to learn.

The Students' Writing Achievement in Cycle 1

The preliminary study indicated that most students' writing ability were low. The students have difficulties when writing English, they are difficult to express their language in writing, they make many grammatical mistakes when writing, and they are also lack of vocabulary in their writing. To measure the students' writing development, the teacher conducted a writing test. In Preliminary study, there were 4 students (60%) who achieved minimum passing grade and there were 3 students (40%) of the students who did not pass the minimum passing grade, the highest value is 80 and the lowest value is 50. In Cycle 1, there were 5 students (74%) of 7 students who achieved the minimum passing grade and the remaining 2 students (26%) who had not achieved the minimum passing grade, the highest value achievement in this research is 80 and the lowest value achievement is 55. This cycle is not successful because it does not reach the success criteria.

Result of the Research of Cycle 2

In the second day observation, the teacher started the class by greeting the students and representative of student lead to pray together. The teacher checking the students' attendance. All students attended the class that day. The teacher begin to recall the materials and activities in the previous meeting. Furthermore, the teacher stated the objective of teaching is writing descriptive text. Then, she asking the students about several adjective words about the animal. Furthermore, the teacher showed the pictures series about Zoo and asked the students to mention several characteristic/adjective words based on the picture given about animals. Based on data of research result of this activity able to increase student vocabulary. The data from observation showed that the students enjoyed inexploring the adjective related to the picture. It can be seen that all students were active and aenthusiasm in expressing what they see. The students are also able to use the verb into a sentence. After that, they asked to find the meaning adjective word in dictionary based on the pictures given. The Final test teacher given opportunity to write student's experience about their holiday.

The Students' Writing Achievement in Cycle 2

In this first cycle the research was unsuccessful because it was unable to reach the success criteria. Then the researchers continue cycle 2. To measure the students' writing development, the teacher conducted a writing test. In Cycle 2, there were 6 students (82%) who achieved minimum passing grade and there were 1 students (18%) of the students who did not pass the minimum passing grade, the highest score achievement in this cycle is 90 and the lowest score achievement is 60. This cycle is successful because it reached the criteria of success. The overall result teaching writing using picture series is presented in table 1 below:

Table 1.
The Comparison of the Students' Writing Score of Cycle 1 and 2

Description	Score		
	Preliminary	Cycle 1	Cycle 2
Mean	66	69	75
Max	80	80	90
Min	50	55	60
Passed	3	5	6
	Students	Students	Students
Percentage	60%	74%	82%

Table 1 shows that in Preliminary study, there were 4 students (60%) who achieved minimum passing grade and there were 3 students (40%) of the students who did not pass the minimum passing grade, the highest score was 80 and the lowest score was 50. In Cycle 1, there were 5 students (74%) of 7 students who achieved the minimum passing grade and the remaining 2 students (26%) who had not achieved, the highest score research is 80 and the lowest score achievement is 55. This cycle is not successful because it does not reach the success criteria. In Cycle 2, there were 6 students (82%) who achieved minimum passing grade and there were 1 students (18%) of the students who did not pass the minimum passing grade, the highest achievement score in this cycle is 90 and the lowest achievement score is 60. This cycle is successful because it can reach the success criteria. There was an improvement of the students' achievement in this cycle. The key of it might be because some adjustments were made to improve the implementation of guided writing in cycle 2. There were: simplify the topic about

past even from child into teenagers, connect topic of writing talking about the things that the students like and give more examples write English sentences or paragraph.

This study also illustrates how enthusiastic the students do the writing assignment given by the teacher. They were able to write simple sentences and make them into paragraphs. The used picture series make the students active in classroom it can make fun learning's atmosphere and the increasing of students' writing interest. Student give a good response to the learning process of writing descriptive text using picture series make students more active in the classroom, the students were enthusiastic in learning process, fun learning's atmosphere and increasing of students writing interest.

Discussion

This research was conducted in order to overcome students' difficulties in teaching writing found at SMPLB-B Prima Bhakti Mulia. The object of this research are deaf and hard of hearing learners who prepared to face the national exam that writing skill are necessary. The problems of teaching writing to normal students is very different from deaf and hard hearing students.

The deaf and hard hearing students are difficulty to expressing their language through paragraph writing, they have difficulty using grammar in their writing and vocabulary. The finding of the research shows was an improvement to the students' writing ability as well as quality of teaching atmosphere from cycle 1 to cycle 2 using picture series. Picture series ensure the same accountability and the opportunities for the students in the teaching learning process. It can motivate passive students in the learning process becomes more active. For example when the teacher ask questions, only some students are actively answering. So, the high achievement students can share their knowledge and comprehension to the low achievement students. It will help the students by themselves through the discussion.

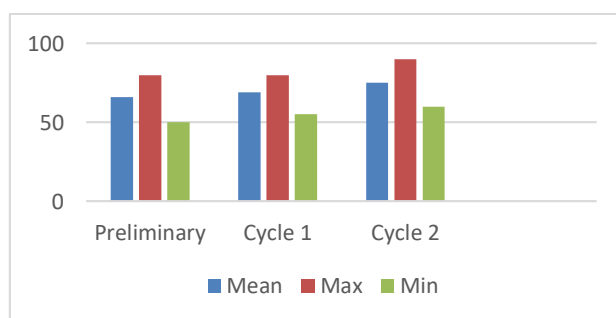


Diagram 1: The results of the students' writing score of Cycle 1 and 2.

Based on the classroom action research giving satisfactory results. The students respond well and show progress in writing skills.

CONCLUSION

Based on the findings and discussion from previous section, the writer draws conclusion as follows. Guided writing can overcome the problems in the teaching of writing found at SLB-B Prima Bhakti Mulia. It was found that in preliminary study, there were 4 students (60%) achieved minimum passing grade and there were 3 students (40%) did not pass the minimum passing grade, the highest score was 80 and the lowest score was 50. In Cycle 1, there were 5 students (74%) achieved minimum passing grade and there were 2 students (26%) of the students did not pass the minimum passing grade. This cycle was not successful. In Cycle 2,

there were 6 students (82%) achieved minimum passing grade and there were 1 students (18%) of the students did not pass the minimum passing grade. This cycle was successful because it reached the criteria of success.

Based on the research, the writer find the benefits of the use picture series, those are increasing of students' patricipation in the class, the students were enthusiastic in learning process, fun learning's atmosphere and increasing of students writing interest. The writer suggest that the use picture series in teaching writing descriptive text is given good result for the teachers as well as the students.

ACKNOWLEDGMENTS

Alhamdulillahirabbil'alamin. Praise toAllah SWT. Lord of the world who has given the writer his blessing and strength to finish this research paper. Peace and salutation are always for Rasulullah SAW. During completing the research, the writer obtained many help, suggestions and motivation from many people. For that reason, the writer would like to express gratitude to honorable advisors, Mundriyah Yudi Pamungkas, M.Ed. which during the writer completing the research always given great advice, suggestions, comments, motivation and support. And also to Mrs. Pin Sudiraharti, S.Pd. as the Head of SMPLB – B Prima Bhakti.

REFERENCES

- Apsari, Y. (2017). THE USE OF PICTURE SERIES IN TEACHING WRITING RECOUNT TEXT. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 5(2), 51-56.
- Hallahan, D., & Kauffman, J. (2005). *Exceptional Learners: Introduction to Special Education* (10th ed.). United States: Allyn & Bacon.
- Heaton, J. B. (1989). *Writing English Language Tests*. Harlow, United Kingdom: Pearson Education Limited. <https://doi.org/10.1177/003368827600700219>
- Heward, W., Alber-Morgan, S., & Konrad, M. (2017). *Exceptional Children; An Introduction to Special Education*. Boston: Pearson.
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner. *The Action Research Planner: Doing Critical Participatory Action Research*, (Carr 2006), 154. <https://doi.org/10.1007/978-981-4560-67-2>
- Parmawati, A., & Yugafiati, R. (2017). USING AUTHENTIC MATERIAL TO IMPROVE STUDENTS'READING INTEREST (A Classroom Action Research in the Second Semester Students of STKIP Siliwangi Bandung). *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 5(1), 1-8.
- Paul, P. V, & Whitelaw, G. M. (2010). *Hearing and Deafness: An Introduction for Health and Education Professionals*.
- Raimes, A. (1983). *Technique in Teaching Writing* (1st ed.). New York: Oxford University Press.