

# IMPROVING STUDENTS' ABILITY IN WRITING SHORT FUNCIONAL TEXT CONGRATULATION AND COMPLIMENTING USING PICTURE SEQUENCES

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## Abstract

This study was aimed to improve student's ability in writing short funcional text congratulation and complimenting using picture sequences at X MA Nurulhidayah Batujajar in the academic year of 2018/2019 as the subject of the study consists 32 students. The CAR was done based on Kurt Lewins' design. The finding of this study showed that there was improvement on the student's ability in writing short funcional text congratulation and complimenting using picture sequences. It can be seen from the mean score of pretest was 56.75. Then, the mean score of posttest cycle 1 was 66.37 and the mean score of posttest cycle 2 was 72.62. so the criteria of success was achieved. from the result of questionnaire, it showed that there was improvement of positive responses in the teaching-learning process of writing short funcional textcongratulation and complimenting. Related to the result of observation and interview, it can be concluded that the students' ability in writing short funcional texcongratulation and complimenting using picture sequences improved and the students' were motivated in the teaching-learning process.

**Keywords:** *Picture Sequences, Writing Ability, Classroom action research*

## INTRODUCTION

Nowadays, English becomes more important as a tool of communication. It becomes one of the international languages used by many people in the world. In some countries, such as: Singapore, Malaysia, etc English is used as a second language and has become one of the main languages in international communication.

Indonesian students from elementary up to university has to be learnt a foreign language which is was English. For the reason above it can't be deny it that Indonesian students should have a better ability in English because they have learnt it for many years. But, turn out it far from hope. Most of Indonesian students can't master it well. They often to faces interference when learning foreign language. they often apply mother tongue or first language structure to the structure of the foreign language; but English structure is different from Indonesian structure.

In learning foreign language, Indonesian students are expected to be able to fulfill four language skills, they are: listening, speaking, reading, and writing. (Kemendikbud, 2014). Kinds of writing genres are also necessary to be taught to the students in learning English. Therefore, it must be learnt and taught by both students and teachers at school. In this research, the writer will focus on one of four skills, it is writing skill.

According to Miller (2011) argues that genre reflects a group of texts that all share a communicative purpose. Communicative purpose emerges the idea of being able to understand what other people say or write and of being able to be understood when one speaks or writes.

Writing will help students in mastering the English completely. It can ease them to deliver their purpose. Miller (2011) also points out that genre can activate the socio-cognitive schemata (background knowledge) of the students in the steps and language involved in the process. Furthermore, Writing is considered as the most difficult skill for students. It is in line with Richard (2002) states that, "Writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences". From the statement above it can be said that if students are not having problem in expressing an idea, they can write down easier. But some of students has a lack of imagination and expressing their idea in writing.

When the writers was being a "*praktikan* " we conducted observe during teaching English classroom of our Preceptor "Guru Pamong" which was ma'am Siti Fatimah, S. Pd. period MA Nurulhidayah Batujajar, she taught the tenth-grade students, which consist only two classes. The writers found some problem during her teaching period, one of them is writing the genre texts. In writing English, there are several text types that have to be learnt by the students, which is known by the text genre which is: descriptive, narrative, recount, report, procedure, exposition, explanation, discussion, etc. The writers just taught three of them to her students, they are: narrative, descriptive and recount text. The students' often get the same problem when they learn it, such as: they often find a difficulty to understand the text or the story even though they have tried to translate the words by a dictionary. Then, they often cannot remember well the schematic structures of the text. These problems will badly affect to their writing. They do not know well what the text they have to write is. They cannot find the appropriate words to be written. Furthermore, it is hard for the students to get ideas. They cannot write smoothly because they do not know what they want to write or to develop the topic and they get stuck in the middle of writing. Besides, they also have difficulty in how to compose sentences. As a result, the students have no motivation to write, and writing becomes a boring and hard activity for them.

These problem led the writers to find the solution of all this about. The writers tries to solve this problem by using picture sequences as a visual aid to see the sequence events of a writing congratulation and complimenting, Picture is one of visual aids used to help the students to understand their material to be learned. An expert said that:

According to Pan and Yi-Ching (2009) "the integration of picture assisted learning became the students' preference as it helps them to understand better" it can say that teachers must supply motivation to make up for the lack of imagination with a picture, Picture is a useful media in teaching-learning activities. It can create the students' mindset, so that they will be easy to catch their teacher's explanation. Besides, the pictures as an instructional media can also create enjoyable atmosphere of teaching-learning activities. In addition, Lindstormberg (2004, as cited in Apsari, 2017) claims by using picture series, the students will be interested and will enjoy the teaching and learning process. Thus, pictures can attract the students' attention, and they can raise the students' motivation and interest in learning English, especially for English text.

This research be focused in improving students' writing ability of the text congratulation and complimenting at the first semester of tenth-grade of Senior High School. It based on the competence standard of Senior High School stated that:

In this CAR, the writer focus on the picture sequences as a visual aid in teaching conratulation and complimenting. As Thonbury, (2002) state that "Picture assisted learning is one of the solutions to support vocabulary acquisition, especially for slow learners.

From the explanations above the researchers has strong desire and motivation in solving these problems, and hoped by doing classroom action research can improving the students' ability in writing congratulation and complimenting using picture sequences as the instructional media.

## METHOD

This research was conducted at tenth-grade of MA Nurulhidayah Batujajar at the first semester in the academic year of 2018/2019 and focuses on the teaching writing short functional text congratulation and complimenting.

The researchers adopted method in this research is classroom research that was done based on Kurt Lewin' Design. The writer did two cycles that consists of planning, action, observing and reflecting.

The research used quantitative and Qualitative data collections. Quantitative data focused on students writing score which is score of pretest and posttest while Qualitative data deal with any changes happened in the classroom or any activities and behavior of students while in the prosses of study. The researcher used the assessment rubric of writing which adapted the analytical rubric from Brown (2007).

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% -Use present tense -Agreement	4	Very few grammatical or agreement in accuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	

Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalizations	

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

The researchers also studies verious journal of Aseptiana Parmawati about Using Analytic Teams to Improve Students' Speaking skill that has similarity with this reasearch which is Classroom Action Research. The researchers decided to used formula in finding means score stated by ngadiso in Parmawati (2018) is follows:

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

$M$  = Mean score  
 $\sum X$  = Total score  
 $N$  = Total students

## RESULTS AND DISCUSSION

### Results

In this part, the researcher presented the result on improve student's ability in writing short functional text congratulation and complimenting using picture sequences at X MA Nurulhidayah Batujajar. The researcher conducted 2 cycles that every cycles consists with Pretest, treatment and Pretest.

At Firstly, the students carried out a pretest to figure out how far their competency in writting congratulation and implementing For the pretest, the researcher instructed the students to describe all about the good things their close friends in the classroom. During pre-test, the researcher observed the students seemed faced difficulty to writing the text. The researcher figured that out when they asked on how it was written and mostly about the meaning of the words. Then, the researcher analyzed the students' performance and assessed the pre-test according to the rubric elements come out with mean score of the pretest was 56.75. And it far from hope it because of KKM students must be passed is 63.00.

In the treatment, the researchers conducted two meetings. October 16<sup>th</sup> 2018, and the second meeting was conducted October 23<sup>rd</sup> 2018. students being asked to look closely and tried to understand the meaning of the pictures and the related between pictures and text already prepared. They seems doing fine, and more confident and comfortable when they being asked to answer the questions. On Friday, October 26<sup>th</sup> 2018 the researchers conducted post-test 1 with score means 66.37. From the score above it can seem they had passed KKM, but the researchers not satisfied enough, so the treatments still on progress.

The researchers find out some of students wasn't felt bored, but more happier, and easier to understand the materials than when their teacher didn't applied a pictures on their materials or assignments.

Cycle two researchers conducted two meetings. The first meeting was held on Tuesday, October 30<sup>th</sup> 2018, and the second meeting was conducted on Tuesday, November 06<sup>th</sup> 2018. The activity was making a text design with their own. the researcher used some relevant pictures to stimulate their understanding about the material. then the researcher held the post-test 2 with the same question on Tuesday, 13<sup>th</sup> 2018 . when they answering the questions Based on the observation, they are more confident and they are wasn't asked helped as they always did last weeks because they had understood what to write about it. And the means for post-test 2 was 72.63. The researchers felt glad with the result because the score is passed KKM with a good score so, the program ended.

## Discussion

The researcher find out from the result above that teaching and learning English congratulation and complimenting using pictures significantly can improve their writing. It was shown a positive improvement of students' writing skill, before the research was conducted the students had faced the difficulties in understanding vocabulary and words, and to express their ideas Through action research, the mean score of the students which is was was 56.75 in pretest became 66.37 in post-test 1. after giving treatment come out with final mean score of post-test 2 which is increased into 72.62.

## CONCLUSION

From the research above the researchers figure that out using pictures to improve students writing specially in congratulation and complimenting at students MA Nurulhidayah is proved increased, it was shown by the students achievement from every cycle that had been done which is cycle one between cycle two significantly different. moreover score of post-test 1 was far from the score of pretest and the mean score of post-test 2 was far from post-test 1. It can be said there was a significantly different score and students ability. During conducted research, the researchers find out that students are more fun, not easily to be bored and easier to understand their materials through pictures.

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