THE USE OF PICTURE GAME TO IMPROVE STUDENTS' WRITING ABILITY AT X-IPA1 OF MA MIFTAHUL ULUM SUREN IN THE 2016/2017 ACADEMIC YEAR

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Abstract: The purpose of this research is to find out how the use of Picture game improve students' writing ability of X-IPA1 of MA Miftahul Ulum Suren in 2016/2017 academic year. Kind of this research is classroom action research (CAR). The subject is students in X-IPA1 of MA Miftahul Ulum Suren. Test and Observation Checklist are used to obtain the data. The designs of action reserach are pre-observation, planning, acting, observing, and reflecting. Picture game improves the students' writing ability in two cycles from the percentage of students who got score ≥70 was 60% in Cycle 1 to 73.3% in Cycle 2. The checklist observation result from 48% of students' activeness in Cycle 1 to 62% of students' activeness in Cycle 2. Based on the research result, it can be concluded that the use of picture game is able to improve the students' writing ability by implementing *story reconstruction* during teaching and learning process.

Key words: Students' writing ability, Picture Game.

PENGGUNAAN PERMAINAN GAMBAR UNTUK MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS X-IPA1 DI MA MIFTAHUL ULUM SUREN PADA TAHUN AJARAN 2016/

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Abstrak: Tujuan dari penelitian ini adalah untuk menemukan bagaimana penggunaan permainan gambar dapat meningkatkan kemampuan menulis siswa kelas X-IPA1 di MA Miftahul Ulum Suren pada tahun ajaran 2016/2017. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK). Subyek penelitian adalah siswa kelas X-IPA1 di MA Miftahul Ulum Suren. Tes dan daftar pengamatan digunakan untuk mendapatkan data. Model penelitian ini adalah observasi pendahuluan, perencanaan, pelaksanaan, pengamatan, dan refleksi. Permainan Gambar dapat meningkatkan kemampuan menulis siswa dalam dua siklus, dari persentase siswa yang mendapatkan nilai ≥ 70 adalah 60% pada siklus 1 menjadi 73.3% pada siklus 2. Hasil pengamatan dari 48% keaktifan siswa disiklus 1 menjadi 62% disiklus 2. Berdasarkan data diatas, dapat disimpulkan bahwa permainan gambar dapat meningkatkan kemampuan menulis siswa dengan mengimplementasikan rekonstruksi cerita selama proses belajar mengajar.

Key words: Students' writing ability, Picture Game.

INTRODUCTION

The basic purpose of teaching language is to enable the student master the four skills. Among those forth skills, writing might be the most challenging, because we need instruction on how to learn to write (Collins (1998) in Zuniga and Weisman (2006:106)). Instruction, in this case involves some language components, i.e. vocabulary, grammar, and content. Many students find difficulties in writing. This research uses pre-observation to know the students' problem especially in writing. Based on the pre-observation with the English teacher, it is known that most students begin to write directly without thinking first, because the only method that teacher used was memorizing. So that, their writing is *less order* and *unclear* in organization, because they do not pay attention about the structure, grammar, and vocabularies. The other data that the researcher got from pre-observation was the writing score of student is low. The expected score is 70, while the students who achieve the expected score are only 50% or for about 15 students who got score ≥70 in writing test held by English teacher. In short, the students' writing ability is still low. One of the teacher's job is to find out the solution of the students' problem in writing. One of the techniques that the teacher can apply in teaching writing is game because game is one of fun activities that can make the students are interested to write in English. This research uses picture game, picture game is one of many games which use picture in sequence that can be used to give description to provide for a variety of guided and free writing exercises. It is supported by Raimes (1983:36) says that pairs of pictures or picture in sequence provide for a variety of guided and free writing exercises. A set of parallel pictures- pictures that show a similar scene or tell a similar story- provides material that offers guidance on vocabulary, sentence structure, and organization. Based on the background above, it was taken a title of this research "The use of Picture game to improve students' writing ability at X-IPA1 of MA Miftahul Ulum Suren in the 2016/1017 Academic Year".

RESEARCH METHOD

Kind of this research is Classroom Action Research (CAR). The actions of the research are implemented in four stages, in which explained by Kemmis & Taggart in Arikunto (2010:137), they are planning, implementing, observing, and reflecting. The subjects is X-IPA1 at MA Miftahul Ulum Suren in the 2016/2017 academic year which consists 30 students.

The instrument which used to collect the data needed in this research was writing test and checklist observation. In this research, the writing test is applied by asking the students to write a narrative text based on the given sequence of picture and the time allocation for doing the test was 40 minutes and the test will directly submitted after 40 minutes. Then, there were three aspects will be measured, i.e. organization, grammar (sentence structure) and vocabulary. The scoring system of evaluation is explained in this following table:

No.	Students' Name	Score of each indicator			Total Score of Each Aspect	Total Score
		V	G	O		
1.						

Where: V = Vocabulary,   G = Grammar,   O = Organization

To analyze the percentage of students' result of writing test who get 70 or more scores are counted by using the formula:

$$E = \frac{n}{N} \; x \; 100\%$$

Where:
E   : Percentage of the students' whose score in 70 or more.
n   : Number of the students who get score 70 or more.
N   : Total number of students.

The observation will be focused on the indicators of the performance of the students' involvement actively and passively in the teaching learning process of writing. The instrument that will be used in this method is a checklist which is enclosed as the table follows:

No.	Students' Name	Indicator				Active	Passive
		1	2	3	4		
1.							

The requirement of the students' activeness to involve in the teaching learning process is 70%. The indicators of the active students are as follows:
1. The students are giving much attention to the teacher's explanation,
2. The students are enthusiast for learning about writing by using picture game in group working,
3. The students actively taking a role in giving ideas when writing a narrative text,
4. The students are doing their work appropriate with the given instruction.

RESULT AND DISCUSSION

RESULT
After calculating the result of the writing test, it was found that the percentage score of students in the writing test in cycle 1 and cycle 2 were improved from 60% to 70,33%. The result of observation checklist showed that the average of students' activeness in cycle 1 and cycle 2 were improved from 48% to 62%. Students were actively participated in the implementation of the

action which consisted of three meetings. This result proves that picture game technique can improve the sudents' writing skill.

DISCUSSION

Because before the actions were implemented in cycle one, the students' writing scores were low (see Appendix 8). It was proven by the percentage students' writing score in pre-observation that was only 50% or for about 15 students who got score ≥70 in writing test held by English teacher. The researcher did the actions in cycle one.

From the causes of cycle 1, the researcher decided to do a new way in getting students to write well about narrative text by using picture game. It seems like the previous activity was not effective enough and need to be reinforce by other activity. Taking the problems in cycle 1 into consideration, the researcher did some modifications to the way of teaching writing by using picture game to the students.

In cycle two, the researcher implemented with some revisions to get better results because in cycle one had not fulfilled the objectives of the research. After the actions in cycle two, the results of the writing test showed an improvement.

When conducting the cycle two, students were give some leading questions and asked to identify the generic structure by themselves, then highlight or underline the generic structure of the given example, i.e. orientation, complication and resolution in order to make them easily remind the three generic structure of narrative text, and also they could communicate the content of their written narrative text. As Brewster, et.al (2010:126) stated that when supporting writing tasks with students, it is important to keep the same basic principles in terms of preparing pupils through *talk*. A *talk* in this case means giving students some leading questions to keep students in line with the material. As the result of this activity, through students' answer, they could identifying, describing places and things that teacher asked related to material and given picture. Automatically, they would be actively answer the teacher questions. In this research, it proved by the result of students activeness that significantly increase in each cycle.

After that, students were asked to write their own narrative text through conducting picture game in the next meeting. In this picture game, researcher did some activities. First, students should take a note from the given pictures in order to make students easier in making their writing draft. As Hogue (2008:2) stated in writing students need ideas to write about, and taking notes is one of ways to get ideas. By taking notes, they able to control idea and tell what their paragraph would say about the topic. In taking notes, students would habitually write some sentences to deliver ideas. A sentence is a group of words (vocabularies) that contains a subject and a verb and expresses a complete thought (Hogue, 2008:10). So, in note taking, students also able to improve their vocabularies. In this research, it proved by the most increase of students' score in writing aspect was their vocabularies. In other way, we could say note taking is effective to be implemented in teaching and learning process.

Second, students should write and construct a story in a form of narrative text based on the given sequence picture. By following the sequence picture, students could generate and develop their ideas into writing, and also make the students easier to chronologically write every events in the picture and what they are thinking in their mind. It can be proved by score of writing that increased in cycle one by implementing picture game, or in this research called story reconstruction. It is supported by Raimes' opinion (1983:36) that pairs of pictures or picture in sequence provide for a variety of guided and free writing exercises. A set of parallel pictures- pictures that show a similar scene or tell a similar story- provides material that offers guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter. In fact, if we considered the Raimes' opinion above and the result of students' test in writing aspect, i.e. vocabulary, grammar and organization. All of these three aspect were increase, because in this research used a set of parallel pictures or picture sequence in this picture that provided a guidance on those three aspects of writing. Even though, the most increase from those three aspects was only on vocabulary, the rest two aspects also significantly increase.

In cycle two, it showed that summary of students' score in each aspect also significantly increase. We can see in the diagram 4.2, the vocabulary aspect increase from 132 to 142, grammar aspect from 102 to 107, and organization aspect from 131 to 134 (see appendix 12 and 17). From this calculation, the most improve in students' writing aspect was vocabulary, because it was increase from 132 to 142, it was ten point in range of sum. In scoring of students' writing test, the researcher use analytic method. As Hughes (1989:91) said that analytic method of scoring which requires a separate score for each of aspects number of a task are said to be analytic. There are three aspects that are scored analytically: vocabulary, grammar and organization.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the result and the discussion, it showed that the writing test gave to the students had increase. It can be seen that the students' score of writing test during teaching and learning process using picture game was getting better. In addition, the students' score in each aspect were also significantly increased.

Thus, it can be concluded that the use of Picture game can improve writing ability of X-IPA1 of MA Miftahul Ulum Suren in the 2016/2017 academic year by implementing a story reconstruction in learning and teaching process. So that the students able to write a narrative text by considering of *structure of text* and *vocabulary,* then their writing was written in *orderly* and *clearly* organization. And also it made the students easier to write a chronologically writing and can express what they are thinking in their mind into the text. At the last they able to construct a narrative text well by following the picture sequence given by teacher, then they will automatically be active in teaching and learning process.

SUGGESTION

Knowing the result of both cycles that there were better by using the picture game in the students' writing ability. This media was useful to give a chance for students to help improving their writing ability in teaching and learning process. Therefore, the suggestions are given to the English teacher, the students, and for other researcher.

It is expected to the English teacher applying picture Game to help students to organize and develop the ideas and to facilitate the students learn how to write a short narrative paragraph well, so they will succeed in writing to make a good paragraph. The students are suggested to apply picture game in order that they are able to organize and develop their ideas to solve their writing problems more easily.

Other researcher will get new knowledge and experience in teaching narrative text using Picture game, beside fulfill of the requirement for the degree of Bachelor of Education. They also suggested to use picture game in learning and teaching process for varying their class activity.

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