

IMPROVING THE TENTH GRADE STUDENTS' WRITING ABILITY THROUGH SEQUENCED PICTURE AT MA DARUL MUHAJIRIN LUMAJANG IN THE 2018/2019 ACADEMIC YEAR

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Abstract

This reserach aimed to know whether sequenced picture can improve the tenth grade students' writing ability at MA Darul Muhajirin in the 2018/2019 academic year or not. The type of this research was Classroom Action Research (CAR). This research was done in two cycles which consist of planning, implementing, observing, and reflecting in each cycle. The subject of this research was the students of tenth grade at MA Darul Muhajirin that consist 20 students. The research instruments used were writing test and field note. Based on the research result in cycle 1, there was no improvement of students' writing test (51.4%). Then, the researcher was continued to the cycle 2 by revising the lesson plan and modying the teaching and learning activity, it was got the results that there was improvement of students' writing test (82.85%). Therefore, it could be concluded that sequenced picture can improve the tenth grade students' writing ability and at MA Darul Muhajirin in the 2018/2019 academic year.

Key Words: Writing Skill, Sequenced Picture, Field Note

Introduction

Writing is one of the four language skill (listening, speaking, reading and writing). Writing taught after speaking, listening and reading. As one of the four language skills, writing is one of the basic language skill that junior till senior high school have to learn. It is supported by Baker (1987:1) who say that writing, is the most important thing to do. It takes study and practice to develop this skill. For both

native speaker and new learners of English, it is important to note that writing is a process, not a product. Writing activity has an important contribution to students. Writing is used for a wide variety of purposes it is produced in many different forms. It could be seen in student daily activities when they need to write memos, letters, notes, and many others. Writing helps and measures the students'

knowledge. First, it helps students reinforces the grammatical structure, idioms, and vocabulary. Second, they have a chance to be adventurous with the language in writing. The last, they learn how to express their idea in the right word and right sentence. Therefore, improving the students' writing skill is important for English Foreign Learner (EFL).

Based on curriculum 13, the teaching learning process is centered on the students, a teacher is a facilitator. Students are expected to be able to write some kind of genres of writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, news items, reviews, spoof, and anecdote. But in fact, it does not run well on students learning center, not all students are able to work in group or individually in the teaching learning process and write properly. Based on the preliminary study conducted at MA Darul Istiqomah, there were some problems faced by the students in the teaching learning process. First, the teacher's teaching learning method: the English teacher used conventional method in teaching learning process. Teacher explained the material first, after that asked the students to do the tasks. There were less interaction between teacher and students. Students were passive to ask questions and discuss a topic in writing during the teaching-learning

process. Then, when they practiced to write the descriptive text, most of the students still got difficulty in describing the picture. The teacher helped them by giving them the example of the descriptive text. So, the students prefer to cite than work in pair or individually. Based on their product of writing recount text, it could be seen that the students were able to write descriptive text, but they did not able to organize and arrange the content in acceptable form. Some of them got difficulty to write using correct vocabulary, mechanics, and grammar. It proved by the students' average score of writing test in preliminary study. Working in group is a way to eliminate students' problem in learning process because they could help each other to solve problem. The researcher considers cooperative learning as effective way to help the students faced their problem in learning. The fact that most of students are reluctant to ask their teacher when they find difficulties in their learning process becomes the reason for using cooperative learning. Cooperative learning then offers many techniques to solve the students' problems.

Sequenced picture is one of the cooperative learning strategy which could be an effective way to teach writing and helped students to improve their writing skill and solve their problem. Sequenced picture can involve not only

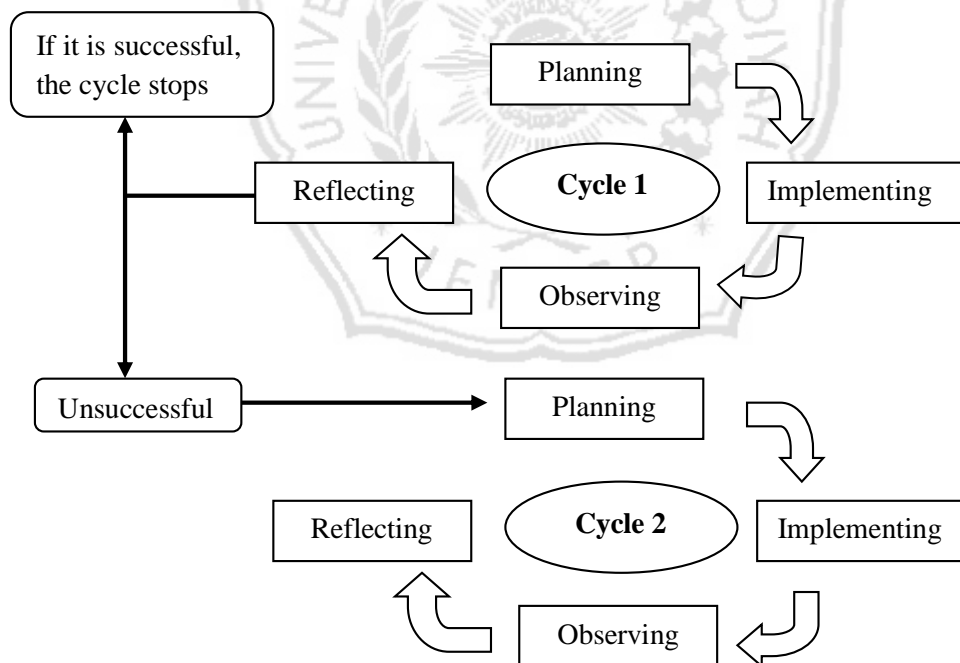
brainstorming, but writing together and correcting one another's writings as well. However, the use of sequenced picture in writing classes seems quite limited. It tends to be limited to the beginning stages

Method

The type of the research used is Classroom Action Research (CAR). The aim of this research is to know of the improvement of the tenth grade students' writing ability through sequenced picture. According to Arikunto (2013:130) classroom action research is a study of activities that are deliberately raised, and occur in a classroom. Further, classroom action research is basically a research

(brainstorming), or more commonly, to the final stages of writing. In this final stage, students review each other's written text and make suggestions on how it could be improved.

conducted in the classroom and aims to handle the various problems occurring in the classroom. Based on the definition above, Classroom action research (CAR) is needed to improve the quality of the teaching and understanding the action in the teaching learning process. Arikunto (2013:137) states in classroom action research each cycle has four steps, they are planning, acting, observing, and reflecting.



The planning stage is where the researcher prepares the lesson plan and the instructional material. The second stage is implementing of the action. The researcher implements or conducts the plan in

teaching learning process. The next stage is observing. The researcher analyze identified in observing stage. Observing is done during teaching and learning process.

Finally, reflecting is last activity to identify the data based on the problem.

Result and Discussion

There were two meetings in cycle 1. The first meeting was held on September 09, 2018 at 09.20-10.40, the second meeting was held on September 10, 2018 at 09.15-10.35. In the first meeting the researcher focused to give the descriptive text by using sequenced picture and for the last meeting was given for the writing test.

Every meeting covered four stages of activities namely planning, implementing, observing and the last was reflecting. Because the result of the cycle 1 did not fulfill the criteria of success, so it was needed to continue to the next cycle and it's the result of writing test and observation checklist in cycle 1:

Table 4.3 The Results of Writing Test in Cycle 1

The Total Number of Students	The Total of Students Achievement	
	≤ 70	≥ 70
20	9	11
Average	42,30%	51.4%

Then in cycle 2, the activities of teaching and learning process were revised. This action of the second cycle was conducted in three meetings, the first meeting was held on September 16, 2018 at 09.15-10.35 and the second meeting was

held on September 17, 2018 09.15-10.35. Every meeting covered four stages of activities namely planning, implementing, observing and the last was reflecting. So, this is the result of writing test and observation checklist ini cycle 2:

Table 4.3 The Results of Writing Test in Cycle 2

The Total Number of Students	The Total of Students Achievement	
	≤ 70	≥ 70
20	3	11
Average	11.54%	82.85%

Based on the description in each cycle of the research, it was got the percentage of the students' participation and writing test result in each cycle. Based on the calculation of the writing test cycle 1, it was known that 51.4% of the students got score more than 70. In cycle 2, it was got 82.85% of the students got score more than 70. The result of cycle two show that sequenced picture gives chance for the students more active in teaching and learning process. The students cooperate with the teacher and almost of students active in teaching learning process. Wright (1989:2) stated point out picture not just an aspect of their method trough their

Conclusion

From this research, based on the writing test result, it can be concluded that sequenced picture can improve the tenth grade students in writing descriptive text in

References

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presentation of place, object, and people but they are an essential part of the overall experience. As a result, the present study aimed to investigate whether collaboration between members helps them to write more fluent texts through interacting, giving and receiving feedback from each other. Collaborative learning is a situation in which two or more people interact with each other to trigger learning mechanisms and also collaborative learning focusing the active role of students in the class. The action hypotesis that sequenced picture can improve the tenth grade students' writing at MA Darul Muhajirin in the 2018/2019 academic year.

a way to assist the students to understand the story present in the in the picture. So that they could write it in descriptive text.

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