

STUDENTS' PERCEPTION ON LEARNING WRITING SKILL USING PICTURES

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Abstract:

Students find it difficult when the teachers asked to write English text. Most of them only rewrote as shown because students were confused about what to write. In learning English, media picture is an effective media in improving students' ability to write English text. By the media picture can help teachers explain and make it easier for students to write text. Media picture can also help students in developing ideas, because it is as if students are dealing directly with the object to be described without having to bring the original object. This study aims to determine students' perceptions on the use of media picture in writing English text. The researcher used a questionnaire in collecting research data. The research method used is descriptive qualitative because the researcher wants to describe facts or circumstances regarding students' perceptions of using media picture. The results of this study indicate that the majority of students like the use of media picture, they have the perception that the use of media picture is very helpful in writing English text. As for some students, they dislike media picture because it is less attractive. They prefer to use moving media. Most of students like using picture as media in teaching English text.

Keywords: *Media, perception, picture, writing skill*

1. Introduction

Creating a good writing for students maybe something difficult for them. However, they need to get the idea and elaborate their idea in to a text. Moreover, students tend to create writing task or assignment in a wrong order in writing it. Besides, they are also confused about what they are going to write down. As a human being, people usually do their activity using a language in order to keep the relation among people around us. Fineghan (2012:3), there are more than 7000 languages in this world including first language and second language. Language itself is a kind of tool which can help human to get communicate each other either it is sharing the ideas or making the conversation. Therefore, the role of language is really prominent for people to make their life are getting easier. Language has many variety forms such as, symbols, pictures, and gesture. Those forms can be included as media. A language as a tool of communication that makes it easier to communicate or interact with other people. According to Harmer, language that is used for communication by speakers who have different language. They usually used in every situation such as, classroom, public, and etc. In classroom language is taught by the teacher to the student in two forms. There are picture and the language that we usually used.

Media is a device to convey the message or information to the students and it encourages the occurrence of teaching process. By applying the media, the students will be getting more motivation in acquiring the courses. Nowadays, we need to think how crucial of education objectives. Therefore, media cannot be move away with the teaching process in achieving the objectives of education due to the crucial role of media itself. Even the media can represent particular words that the teachers cannot be able to explain it to their students. By using media, it is going to help the students understand the courses which conveyed by their teachers. The use of learning media is a choice which to do to help the teaching process however, in the application of media, it is also needed of understanding about the accuracy of the application about the strengths and weaknesses inasmuch as, the teaching process is does not always need the same media. So, it needs to be justified with the courses which will be explained. Media itself has some types such as, visual, audio, and audio visual. Therefore, those Medias can be used as learning device in classroom. The role of media is really necessary in classroom where in this developed era, media is not only valued as a tool but, it is like a piece of education integral system and teaching (Asnawir, 2002:1). Those media itself can be used in every kind of learning process, especially in English teaching.

In English teaching, students have to master the four skills in language such as, listening, speaking, reading, and writing. Due to this, writing is the most difficult and complicated skill to be learned compare to other language skills. It because of writing is not only mastering how to use language but, also everything about what we are going to write and the way we arrange in write it. According to Tarigan (2008: 1), that in learning Indonesian, learners are required to master four aspects of language skills which are listening, reading, writing, and speaking skills. In the other hands, writing has a lot of benefit there are to sharpen their skills to encourage the students to be critical thinkers and motivate to enrich their vocabulary in increasing students' skills.

Stiller (2011) says that writing skill is an important part of communication and also writing is a valuable skill. There are many problems in teaching English especially in writing. The problems that can be from many factors, it can be learning process, the method or the way how the teacher conveys the material. There are some factor to improving students' in teaching English. The students' not really enthusiastic in teaching English the teacher using old method, for example the teacher just require the students to write about descriptive text without clues. So the students difficulty and confused about what can they write or describe. The teacher has the important role in teaching and learning process. However, the teacher should have an effective method to teach writing. Teacher must have some method and media for teaching the student. The facilities also must support the students to apply the knowledge who had acquired in school.

In this case, the researcher conducts the study by giving the questionnaire to the tenth grade students of SMA N 10 Semarang. SMA N 10 Semarang through google form. SMA N 10 SEMARANG is a famous senior high school located in East Semarang at Kapas Utara Raya Street NO 1. It is established on 15 December 1984. This school is really well-known in Semarang because of its achievement. Regarding on the observation that the researcher had down when she was on PPL, the researcher found a problem on students in learning English such as writing assignment. The students get a trouble in developing the idea whether they are only given with a topic. A lot of students only repeat their writing on the example given by them.

According to the tenth grade English teacher, Mrs. Sriani Widiarti, S.Pd also said the same thing, so the teacher looked for alternatives to enhance students' creativity in writing. Mrs. Sriani Widiarti, S.Pd uses a picture as media to stimulate students to develop ideas when writing. Many students are interested and happy when using image media because students can imagine based on the picture so that students more easily express ideas into written form.

Even though it is so, this study was conducted on June 30th 2020. In the questionnaire, the researcher gave ten questions related to the analysis of this study that is picture as media in teaching process. This study wants to know how X grade students' perceptions toward the use of picture in teaching writing on roles of picture as media, students' interest, and impacts of the use picture as media in teaching writing of SMA N 10 Semarang. Because researcher thought that X grade students still get a trouble while writing an assignment given by the teacher. They tend to write everything with the same way again and again. This research entitled "Students' Perception on Learning Writing Skill Using Pictures".

2. Literature Review

2.1 Media

Bertram (2010: 91) stated that media offer grade opportunity in improving students reading and writing in particular. Suryani & Agus S (2015) media is everything that can be used to channel messages and can stimulate the mind, arouse enthusiasm, attention and willingness of students so that it can encourage the learning process in students. From the description above, media does not always mean sophistication and technology, therefore a teacher does not need to pay expensive fees to choose the media to be used in the learning process.

2.2 Picture

According to Faith (2016: 8) states that the picture is an excellent media in which this can be done pictures arouse play fullness to students because pictures are interesting. With media images, students can be helped in pouring out ideas to be written in an article. Angkowo (in Poerwanti, 2015: 390) a picture is one of the media which can be used to present the meaning of the word. Media pictures can be said to be effective is the media used in accordance with its use. The teacher must have a clear purpose in using media so that the media can be used in accordance with the learning objectives themselves.

2.3 Perception

While in the broadest sense is interpreted how someone interpreted or assessed something (Azhari, 2004). Verderber et.al (2010:24) stated that people's perceptions can be different from other people. By knowing how students' perceptions about the use of picture in writing learning, the teacher will understand more about their students. From the conclusion above perception

is the process of how someone sees something and gives an assessment of what they receive through the five senses so that someone can give an opinion or assessment based on what is felt.

2.4 Writing

Darwis (2011:69) argues that writing can be used as an indirect means of communication to others to convey information. Tarigan (2012:120), writing can be determined as a process delivering from idea into written language. Based on these steps above it can be assumed that writing is not something easy to be mastered. Therefore, students need to pay attention in making writing assignment deals with those four main steps before making a writing. Susanto (2017) stated that Teachers' perceptions towards teaching writing using word games; the case study of junior high schools in Semarang, central java, indonesia.

3. Research Methodology

3.1 Participants / Subject / Population and Sample

Population

Saunders et al. (2012) defined the population as the full set of cases from which a sample is taken. In this study, the population was taken from all students of class X SMA N 10 Semarang in the 2019/2020 academic year.

Sample

Bordens and Abbott (2002), define a sample as a set of respondents (people) selected as representative individuals from a large population. The sample of this study was students of X IPS 3 consisting of 36 students from SMA 10 Semarang.

Sampling

Creswell (2012: 142), states that researchers select individuals from populations that represent that population. In this study, researchers took one class and used cluster sampling because sampling can be done in one stage only.

3.2 Instruments

The researcher used questionnaires as its instruments which contain several questions to find out students' perceptions about the use of pictures as a media in the English learning process. This questionnaire uses an open

scale. This open scale does not use multiple choice so students answer in their own words without being eliminated by the answers provided. researcher makes several questions that deal with the study by using google form as the media (<http://forms.gle/G8J34SkUGF4Cj8FA>) . In this study, the writer used a differential semantic scale. Differential semantic scale is a scale that can be used in research that uses a questionnaire as a tool for collecting data. The differential semantic scale is used to measure attitudes, opinions to know the characteristics of something. Respondents can provide answers according to what they feel starting from positive until negative answers.

3.2 Data Analysis Procedures

In this study, researcher analyzed data from questionnaires that had been filled out by students through Google forms as results. The researcher used three steps to analyze the data. In the first step the researcher tried to segment the data by reading the answers done by the students. Second, the researcher tried to comprehend the answers by making the group of the answer based on the same answers. And the last, the researcher tried to drag the conclusion after finishing the previous steps above about the use of picture as learning media.

4. Findings

4.1. Roles of picture as media in teaching writing

Teaching media has significant roles to help the students and teachers in learning English especially, in writing because students need to be creative to get an ideas while writing something based on a certain topic given. Besides, there are many media which were used by the teachers in classroom activity. However, teachers should to choose the media properly that deals with the teaching needs to make the media to be positive both for the teachers and students. I'm learning writing, media picture has prominent roles fot the students to help them in writing a good text.

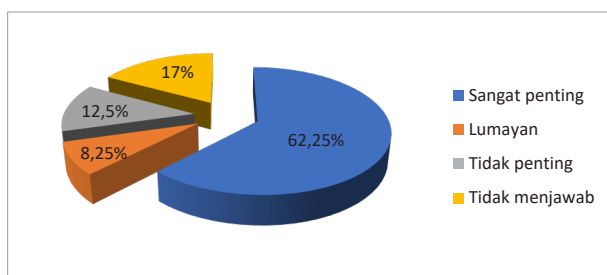


Figure 1. Roles of picture as media in teaching writing

According to the result above which is given to the students, the researcher found that the result shows several statement dealing with the role of media as the first focus of this study which is written down by 30 students by giving option answer cover with “very important” “reasonable” and “unimportant”. Moreover, in this case the researcher got (62, 25%) answer “very important”, (8, 25%) answer “reasonable”, (12, 5%) answer “unimportant” and (17%) not answer this question. With the percentage above, the researcher can be summarize that the most dominant answer is “yes”. It because the most of students know well about media picture and also the teacher use media picture in teaching English. Media pictures have very important roles, which is to help teachers convey the content of the material and make it easier for students to receive the material. They think that the media picture may influence everything including learning process. Students also give the positive response for the use of picture in teaching English, especially in teaching writing.

4.2. Students’ interest on the use picture as media

By the existence of media picture students may be interested with the use of media in their classroom because the role of media picture can stimulate their imagination situation by seeing the picture itself. It also makes students feel more comfortable to think their idea about what they are going to write rather than only a text. It maybe their interest learning English with media picture to dig their mind further because the main role of media picture is to make anything can be imagined easily.

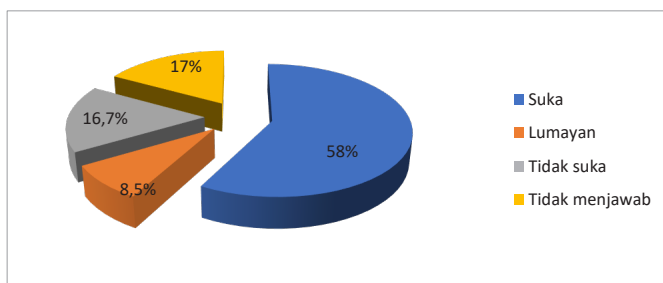


Figure 2. Students’ interest on the use picture as media

Moreover, in second focus this study is about student’s interest on the use picture as a media in teaching English. The result shows some statement from students which is written down by 30 students by giving option answer cover with “like” “reasonable” and “dislike”. Moreover, in this focus the researcher found (58%) answer “like”, (8,5%) answer “reasonable”, (16,5%) answer

“dislike” and (17%) not answer this question. With the percentage above so, the researcher can summarize that dominant answer is “like”. The use of media picture in teaching English is a good way to grab student’s attention. The students very interested, feel happy and enthusiasm in teaching writing. The most of the students prefer to use media picture then other media. However, some of the students dislike media picture because they are more interested in moving media.

4.3. Impacts of the picture media to the students in teaching writing

Picture is one of media that easy to get, but it has many functions in teaching English. Besides, the media can also increase students’ attractiveness to learning so that students are more happy and enthusiastic when learning. Media pictures can help teachers achieve learning goals, especially in writing. Students find it easier to develop ideas to be written because pictures can be a reference. With the pictures, it can also increase the students’ imagination and creativity when writing English text.

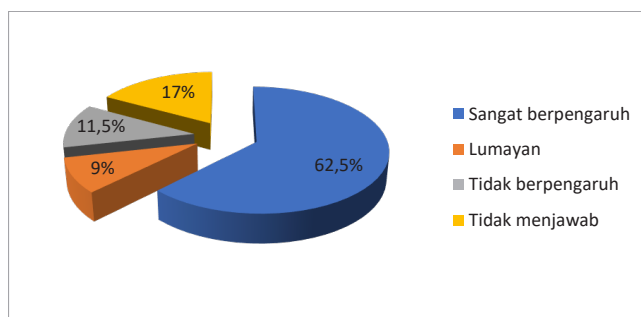


Figure 3. Impacts of the picture media to the students in teaching writing

Meanwhile, in the last focus of this study is about the impact of the picture media to students in teaching English especially in writing English text. In this case, the result shows some statement from students which is written down by 30 students by giving option answer cover with “influenced” “reasonable” and “uninfluenced”. In this part, the researcher found (62,5%) answer “influence”, (9%) answer “reasonable”, (11,5%) answer “uninfluenced” and (17%) not answer this question. With the percentage above, it can be summarize that dominant answer is “influenced”. The most of the students think that media picture has an influence in teaching English especially in writing English text. The students feeling that using media picture they feel easier to get idea when writing. Many students say that the use of media picture can improve their writing.

From the statement above, students have perceptions about picture media which have an important role in learning English. They use picture media that can influence the learning process, using media that can help teachers explain material and facilitate students in understanding the material also students become less stressed because they have to read too much writing. Media picture make it easier for students to write English texts, and help students develop ideas when writing. Students can think broadly so that they can develop creativity. They think that if they do not use picture media students must look for ideas with wild intentions. Media picture can also encourage students to learn English and make learning more interesting.

Some students prefer to use other media in writing English text because media picture is only fixated on the sense of sight, making them bored because they are more interested in move media. They consider that the media picture is not very helpful when writing English text.

5. Discussion

After doing the research, the researcher analyzed the data of students' perception of learning writing skill using pictures. In this research, the students' answer the questionnaires given by researchers through the google form link. In the research, the researcher focus of the students' perception on the role of the picture as media, students' interest in the media picture, and the impact of the media picture to the students in teaching writing. The results of this study indicate that class X IPS 3 SMA N 10 Semarang the teacher uses pictures media in teaching writing. Unfortunately, in this analysis the whole students did not answer the questionnaire because of certain things. In this case, the researcher only received 30 answers the same the number of students who would like to answer the questionnaire.

Moreover, based on the result above the number of the percentage shows that media picture give the students and teachers positive affect in conducting English classroom. Both teachers and students can develop their ideas in English teaching and learning. Pictures media enlarge student's idea when teachers give them an assignment in a class. They tend to be more creative in making English writing due to the pictures can make their thought work critically rather than teaching english without pictures media.

6. Conclusion

As the previous chapter above. Media picture is easily obtained and inexpensive. Moreover, media picture is really important to help students for improving their understanding and developing their ideas by looking the picture. It also provides student imagination about something which is mentioned or explained by the teachers. On the other hand, teachers may be easier to teach English language especially in writing by giving pictures as learning media in a classroom. However, the use of picture can lead students to the negative things. It depends on the way teachers teach the students dealing with pictures. In this case, two participant teachers and students can decrease their pressure both it is learning or teaching English language. The students very interested when teaching use media picture in teaching English. Media picture has important roles in writing activities, not only has an important roles media picture also has impacts for students. The majority of students like the use of media picture, they have perception that the use of media picture is very helpful in writing English text. Moreover, some students prefer to use moving media because they feel that it is not boring. They are more excited and interested when teachers use moving media like a video. By using video they are easier to understand the material. However, teachers must adapt the type of media to be used in learning process. Therefore, teachers must be able to choose media appropriate to the materials to be presented in the classroom. In SMA N 10 Semarang, the most of students feel that the use of media picture is very good because it has a positive impacts. They also find it helpful and improve their writing skill. It can be conclude that media picture is an effective media for teaching English especially in learning writing.

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