

THE USE OF PICTURES TO TEACH WRITING REPORT TEXT IN 10TH GRADE STUDENT OF SMA MUHAMMADIYAH 2 SIDOARJO

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Abstract

Writing is one of the most difficult aspects for students to master. That's why teaching writing skill is generally felt challenging for students especially the tenth graders of SMA Muhammadiyah 2 Sidoarjo because it needs more innovative activities. In order to reach the successfulness of teaching and learning process, teacher should provide good material, media and methods. This research is aimed at finding the answer to the following research questions: How is the implementation of English teaching and learning process of writing report text material and teaching methods at the tenth grades of SMA Muhammadiyah 2 Sidoarjo using pictures. This study is a descriptive qualitative research. Data collection is done by using observation, documentation, and interview. To analyze the data, descriptive qualitative analysis is used; it is to present the result of study in the form of descriptive explanation. Result of the study shows some findings. The implementation in teaching writing report text is using curriculum K13, Project Based Learning method. Based on the result of the study, the researcher suggests that in teaching writing skill, teachers should create an interesting, enjoyable, and fun class atmosphere in writing class. This result hopefully can inspire teachers in teaching writing report text, especially for the level of senior high school students.

Keywords : Pictures, writing, report text.

Abstrak

Menulis adalah salah satu aspek yang paling sulit bagi siswa untuk dikuasai. Itulah mengapa keterampilan menulis pada umumnya terasa menantang bagi siswa terutama siswa kelas X SMA Muhammadiyah 2 Sidoarjo karena memerlukan kegiatan yang lebih inovatif. Untuk mencapai keberhasilan proses belajar mengajar, guru harus menyediakan materi, media, dan metode yang baik. Penelitian ini bertujuan untuk mencari jawaban terhadap pertanyaan penelitian sebagai berikut: Bagaimana penerapan proses belajar mengajar menulis report text Bahasa Inggris dan metode pengajaran di kelas sepuluh SMA Muhammadiyah 2 Sidoarjo menggunakan media gambar. Penelitian ini merupakan penelitian deskriptif kualitatif. Pengumpulan data dilakukan dengan menggunakan observasi, dokumentasi, dan wawancara. Untuk menganalisis data, menggunakan analisis deskriptif kualitatif; untuk mempresentasikan hasil penelitian dalam bentuk penjelasan deskriptif. Hasil penelitian menunjukkan beberapa temuan. Implementasi dalam pengajaran menulis teks laporan menggunakan kurikulum K13, metode Project Based Learning. Berdasarkan hasil penelitian, peneliti menyarankan bahwa dalam mengajar keterampilan menulis, guru harus menciptakan suasana kelas yang menarik dan menyenangkan dalam kelas menulis. Hasil ini semoga dapat menginspirasi guru dalam mengajar menulis teks laporan, terutama untuk tingkat siswa SMA.

Kata Kunci : Gambar, Menulis, Teks Laporan.

INTRODUCTION

Teaching English in Indonesia is exceptionally imperative since English is the primary outside dialect which has played an imperative part within the advancement of Indonesia; it is utilized as a implies of communication when Indonesian individuals communicate and participate with other individuals from the other nations.

There are three competences in teaching English, Vocabulary, Structure and Pronunciation. English skills like listening, speaking, reading and writing are very important things to be mastered. The students will become mastery in English language if they can write well according to the rule of English language. For example; write about experiences, tasks, heart feelings, and the others.

Every teacher needs to run the educating learning handle successfully. The utilize of media is pointed to empower the understudies to urge the lesson and donate an agreeable environment in classroom to energize the students' inspiration and students' intrigued to the lesson. Pictures are exceptionally supportive media particularly to touching off imagination of understudies. Pictures have an imperative part within the understanding of meaning and rousing or activating the brain. They allow outline of something and make it clear. Pictures are utilized to assist understudies to get it and comprehend something clearly, effortlessly additionally donate thoughts.

The reason why the researcher observes the Use of Pictures to Teach Writing Report Text is:

- a) Writing report text is very important to be learnt as for the implementation in real life.
- b) Pictures as media can be found in magazines and newspapers easily and inexpensively.
- c) Pictures can help the students associate what they hear with their real life experience.
- d) Pictures as media for teaching writing in the textbook are not enough for the achievement for writing works.
- e) The teachers can also guide their students to create words and to arrange the words into paragraphs in their minds that they get from the pictures.
- f) The students commonly get bored in writing activity as they must spend many times to write their ideas into a writing product.
- g) This method never be observed before in tenth grade student of SMA Muhammadiyah 2 Sidoarjo.

The objective of the study in this case is to describe how the teacher use pictures to teach writing Report Text in 10th grade senior high school student of SMA Muhammadiyah 2 Sidoarjo.

The scope of this study is ways to teach English. The analysis is focused on the methods of teaching writing report text using simple pictures. To simplify and to make the problem clearly and to avoid misunderstanding and in order to avoid the large discussion, the researcher limits the problem of the research as follows: This study focuses on the 10th grade students of SMA Muhammadiyah 2 Sidoarjo, because they have already received the basic theory of English writing rules. This study focuses on the process of teaching writing report text using simple pictures.

Teaching is one of the key exercises in learning handle. Individuals whose employments are educating called teacher. His/her parts are as the pioneer and the controller of the lesson. (Jeremy Harmer, 1991: 249) "The behavior and the attitude of the teacher are the most important factors in the class room". In the other word, the effectiveness of the learning process is depended on the teacher. So, if there is no good teacher, there will be no good teaching and learning activities. According to Jeremy Harmer (1998: 1-2) there are some policies to be a good teacher. They are:

1. A teacher should make an interesting lesson
2. A teacher must love his/her job
3. A teacher should have his/her own personality
4. A teacher should have much of knowledge
5. A good teacher is an entertainment in a positive sense not in negative sense.

Next to these, a teacher ought to have rules of work in doing his/her work in arrange to form a great instructing and learning prepare. According to William and Burden (1997: 48) there are some points that teacher should apply to realize a good teaching activity:

1. Creating a relaxed and enjoyable atmosphere in the class room
2. Retaining control in the class room
3. Presenting work in an interesting and motivating way
4. Providing conditions so pupils understand the work
5. Making clear what pupils are to do and achieve
6. Judging what can be expected of a pupil
7. Helping pupils with difficulties
8. Encouraging pupils to raise their expectations of themselves
9. Developing personal mature relationship with pupil
10. Demonstrating personal talents and knowledge.

Teaching aid or media is exceptionally required in arrange to encourage the instructing and learning handle. Utilizing directions media is requiring imaginative endeavors to overcome a assortment of issues and help in achieving the instructional sub objectives of:

- a. attractive attention
- b. developing interest
- c. adjusting the learning climate
- d. increasing understanding
- e. promoting acceptance (of an idea)
- f. Introducing hands on and interactive activities.

The purpose of using media in the instruction is to assure that learners have meaningful experience. For this purpose, the teacher may use pictures in many stages of the instructional process to introduce and motivate study of new topics, to clarify conceptions and to communicate basic information (Brown et al, 1977: 182).

Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

Generic Structure of Report

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
2. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials

Language Feature of Report

- Introducing group or general aspect
- Using conditional logical connection; when, so, etc
- Using simple present tense

The function of report text

Purpose for writing text report can be seen from the view of some experts whom:

- to inform (Hardy dan Klarwein, 1990)
- to provide information about natural and non-natural phenomena (Hammond, dkk., 1992)
- to document, organize and store factual information on a topic ... classify and describe the phenomena of our world ... about a whole class of things ... [not about] one specific thing ... about living things like plants and animals, and non-living things like phones, bikes, or oceans. (Derewianka, 1990)
- to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment (Gerot, 1994) to describe the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment (Callaghan dan Rothery, 1988).

In brief, report content depicts the way of certain things and regularly allude to wonder of nature, creature and logical protest. For the most part, report is composed after getting cautious observation.

The Researcher has assumed that picture is used as a media to teach writing report text. And the teacher of 10th grade students of SMA Muhammadiyah 2 Sidoarjo teaches writing report text by using pictures.

METHOD

In this research, the researcher uses descriptive qualitative method to gather information; it is because the aim of this research is to see about the implementation of English method in senior high schools of Muhammadiyah 2 Sidoarjo. As explained before, the descriptive qualitative conducted was to explain about what is happening now.

In this research, the data was taken from teachers who were teaching English at 10th grade students of SMA Muhammadiyah 2 Sidoarjo. The purpose of this research is to see the teaching of English writing report text by using picture media. This research was conducted in one month, from January to February 2020.

In this research, the researcher used three instruments to collect the data. There are observation checklist, interview and documentation. The purpose in getting or collecting data is for the teachers and the students in the schools that the researcher chose to determine the data.

Observation is an orderly perception and recording of the components that show up in a side effect or indications of the inquire about question. The reason of perception is to portray the settings examined, the exercises that took put, the individuals included within the action, and the meaning of occasions in see of the points of view seen within the watched rate. In this case, the observation was conducted in SMA Muhammadiyah 2 Sidoarjo at the 10th grade students that are being taught by the teacher using pictures.

David Nunan (1992: 93) stated that "Classroom observation is an observation that is focused on the understanding of how social events of the language classroom are enacted". In this classroom observation, the subjects of observation are teacher's and students' exercises in English dialect educating learning. It centers on the educating and learning strategies and appraisal. The researcher used non participatory observation. In non-participatory observation, the researcher does not participate in the activity of the research object.

In this research, the observation is systematic. The researcher had decided the observation scheme. Generally, the observation scheme contains teaching material consist of teaching materials, teaching aids, teaching methods, with particular reference on the teaching methods and the medium of instruction. The observation was being done by the researcher at the tenth grade of SMA Muhammadiyah 2 Sidoarjo. The researcher did the observation by going to school directly. Here, the researcher observed the teaching and learning process, what kinds of assessments which used by the teacher, and how many times the teacher assesses their students. Also, by using observation checklist to observe the process teaching learning between teacher and students.

Observation Checklist is used to gain the information from the process of teaching learning in classroom. It is very useful for researcher to help analyze and get the founding of the case.

The study will use the data from observation checklist, interview and documentation. Below are the steps by step for collecting data: Ask the observation letter from the university, ask permission from the school to make an observation, Made the appointment with the teacher who teaches English in tenth grade student of SMA Muhammadiyah 2 Sidoarjo. Do the observation for 3 (three) meetings in the classroom using observation checklist. Make documentation with camera to take the photograph. Interviewing the teacher and asking for all data needed. Find and analyze the instruments that have been researched.

To present the data for making easy to understand, the data analysis steps used in this study is Analysis Interactive Models from Miles and Huberman (2007).

All of the data collected through observation, interview, and documentation will be categorized as follows: English language teaching and learning material. English language teaching and learning method. English language learning assessments

Reducing data is the process of selecting, focusing, and simplifying all data that has been obtained, from the beginning of data collection to the preparation of research reports.

Each data above will be described as detail as the researcher get.

The researcher analyzed what extend the instructional practice described above meet the principle of English language teaching for writing report text. The analysis finds the implementation of teaching writing report text at 10th grade student of SMA Muhammadiyah 2 Sidoarjo using pictures.

RESULT

The researcher conducted the observation in three meetings and duration of each observation was 2 x 45 minutes. The three meetings were aimed to observe the teaching learning process. The observation was conducted in class X MIPA 4. The classroom is located between X MIPA 3 and X MIPA 5 class. There are 37 students: 16 boys and 21 girls. This classroom has 38 tables, 38 chairs, one whiteboard, one cupboard, board marker, eraser, calendar, photo of the president, photo of the vice president, clock, LCD projector, speaker, lamp, trashcan, bookshelves, desk, rules, and pictures. The classroom looks very clean.

Before the teaching and learning activities, the class leader always leads students to pray first. English lesson is conducted once in a week. The teacher has a very nice relationship with all the students.

To support the success of English teaching learning activity needs well time management. The teacher arranged the materials that would be given in a lesson plan. The lesson plan is made to plan the learning activity based on syllabus. It means that a lesson plan will help the teacher a lot in conducting teaching learning process. All three meeting have different action according to the lesson plan, therefore the researcher will explain all.

At the first meeting, this was held on Tuesday, January 21th 2020, at 10.15 – 11.45 AM. The allocated time for teaching English is 90 minutes.

Before beginning the class, both the teacher and the students prayed together. This activity is always done before beginning the lesson. After that, the teacher greeted the students.

Teacher : Assalamu'alaikum Wr. Wb

Students : Wa'alaikumsalam Wr. Wb

Teacher : Good morning Students

Students : Good morning Mam Tiwi

Teacher : How are you today?

Students : I am fine thank you and you

Teacher : I am fine too

This activity was done in the beginning of the class meeting to make the students familiar to say greeting in English.

After that, teacher started to absence students by calling their name one by one. Students who present raised their hand. Then, the teacher started to explain the lesson.

To start the lesson the teacher asked some questions related to the material. She used power point presentation in order to attract their attention in learning English material. By using power point presentation, students will be stimulated to say something based on what they see and make them more interested to learn.

In this meeting, the teacher presented the new materials to the students. The teacher did it by asking the students some questions related to the material or the topic being discussed. The topic was about factual report, the teacher asked students some questions as follows:

Do you know what factual report is?

Can you give an example of factual report?

This activity was done to introduce the factual report to the students. The teacher continued with explaining the social function, grammar and linguistic element of factual report. Teacher asked students to search on internet using their Smartphone to find more example of factual report. They felt eager tuning in and taking after the instruction from the teacher. Then they were asked to identify and mention the social function, grammar and linguistic element found in that text. Students needed to check the vocabulary, tenses, spelling, pronunciation and punctuation.

At last, teacher asked students to make reflection about the teaching learning process and make conclusion. Before closing the class, the teacher said Hamdalah and prayed together with the students.

At the second meeting, this was held on Tuesday, March 28th 2020, at 10.15 – 11.45 AM. The allocated time for teaching English is 90 minutes.

Before beginning the class, both the teacher and the students prayed together, like always. After that, the teacher greeted the students. Then teacher started to absence students.

In this meeting, teacher prepared 40 pictures. Teacher put and compiled pictures on the desk in a closed state, so students couldn't see the pictures. Teacher called students' name and asked to move forward one by one to choose and picked one picture.

Students back and sit on their chair, then opened their own picture they picked. Teacher asked them to observe and inspect that picture.

After that, teacher instructed students to make report text based on the pictures they got. Teacher gave 15 minutes for students to browse on the internet using their Smartphone to find out more information about object inside pictures.

In 15 minutes, students had curious to find out the object from the internet. They felt enjoy and happy to know the function, form and how the object work at that time.

Students continued to make report text based on the information they got from the internet. They asked often to the teacher if they found something difficult to write. And teacher answered in simple ways, so students understand how to write report text using that object inside the pictures.

At the end of this meeting, teacher asked students to make reflection about the teaching learning process and make conclusion. Whoever didn't finish their text could continue it as homework. It would be discussed next meeting. Before closing the class, the teacher said Hamdalah and prayed together with the students.

At the third meeting, this was held on Tuesday, February 4th 2020, at 10.15 – 11.45 AM. The allocated time for teaching English is 90 minutes.

Before beginning the class, both the teacher and the students prayed together, like always. After that, the teacher greeted the students. Then teacher started to absence students.

In the last meeting of this topic, teacher asked students about their task or homework, whether they faced some difficulties or not. Teacher moved close to the student to ask personally with students. Teacher checked the tasks and asked students about vocabulary, tenses, spelling, pronunciation and punctuation they found inside their text.

At the end of this meeting, teacher asked students to make reflection about the teaching learning process and make conclusion. Before closing the class, the teacher said Hamdalah and prayed together with the students.

This is the last step in teaching and learning activity. It is carried out to know how far the students understand the material. It is also used to know the teacher's way of teaching as an input to make a better way of learning.

The students are very enthusiastic to join the lesson, including answering the question and responding the teacher's explanation. They felt enthusiastic listening and following the instruction from the teacher. They can identify and mention the social function, grammar and linguistic element found in their text. Students had big curiosity to find out the object from the internet. They felt enjoy and happy to know the function, form and how the object works. They asked often to the teacher if they found something difficult to write. At last, Students can make reflection and conclusion about the material given.

Based on the activities of teaching English writing report text using pictures at the tenth-grade students of SMA Muhammadiyah 2 Sidoarjo, the researcher will explain the condition of using pictures in the teaching learning process.

The teacher is helped to teach writing report text using pictures because it is prepared easily, cheap and attractive. Like Klasek, C. B. (1972) said that the advantages of using pictures are inexpensive, familiar medium of communication and can be adapted to many subjects. Furthermore, picture can assist in the prevention of and correction of misconception. Besides, picture can translate

word symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attention and develop critical judgment.

The students are very enthusiastic to join the lesson, including answering the question and responding the teacher's explanation. Then, high motivation makes the improvement of students' writing skill.

Pictures are valuable to center the consideration of the understudies on what the content says by making a difference them to assume it. When utilizing pictures, the understudies depend on the pictures and start to get it the setting. When the understudies are pulled in to the pictures, they will pay consideration more to learning English. Particularly question they never been seen some time recently. Pictures have an imperative work as helps to learning basically since they draw in students' consideration and offer assistance empower them to center on the subject in hand. It is relevant to the opinion stated by Alexander (1988: 44) that the use of an interesting picture may trigger a desire to learn more about the topic or happening being presented.

However, teaching writing using pictures have an important role to build an idea for writing report text. Teaching English writing report text by using picture is the process of making the students more active and interested in English class. The utilize of pictures seem donate an agreeable circumstance in educating and learning movement, as the understudies don't get bored in having English course. It might make the educating learning exercises run well.

This is in line with experts. There are several techniques of teaching according to Jeremy Harmer (2001) in his book Practice of English Language Teaching; one of this is by using pictures. Pictures can be used to explain the meaning of objects. Teacher can draw things on the board or bring in pictures. Brown, et.al (1977) said that teacher may use pictures in many stages of the instructional process to introduce and motivate study of new topics, to clarify conceptions and to communicate basic information.

Beside the positive result in this observation, there is still need for the teacher to be more attractive to deliver the material supposed to increasing students' concern.

This media and technique is a way to teach writing report text and can eliminate some difficulties faced by teacher. By applying this technique, it is expected that the teaching and learning process can run better and the students can get the best result of learning process. So, they can use it as the basic knowledge for their next stage of English learning.

CONCLUSION

Based on the activities of the teaching English writing report text using pictures at the tenth-grade students of SMA Muhammadiyah 2 Sidoarjo, there are some conclusions that could be drawn from this final project. Those are:

The first step is warming up. Teacher greeted the students first. Then, she introduced new materials to the students by asking some questions related to the material that will be explained. Besides that, the teacher gave a short explanation about the material.

The second step is presentation. In this step, the teacher presented the materials by using power point presentation in order to explain the material clearly and easily to understand. This activity has done by the teacher because students usually get bored in listening to the teacher's explanation. Power point could help the students to focus the attention on the material taught.

Skill practice is the third step. It was used to know the students' progress in the material that had been explained before. In this step, the teacher tried to involve the students by using pictures as media. Each student chooses one picture to be used as object for writing report text.

After being taught by using picture, students feel enjoyed because it has never been used before to teach writing report text. They feel curious with the object inside the picture. And the picture stimulates students to be more creative to find the object further.

To evaluate the students' understanding about the lesson, the teacher did some evaluation by giving some exercises or homework to the students. The exercise given is based on the materials explained before. These assessments are also used to evaluate the teacher's way of teaching, whether it is effective or not.

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