

APPLYING CONTEXTUAL PICTURES TO DEVELOP STUDENTS' WRITING SKILL AT SMA NEGERI 1 BUKO

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Abstrak

Penelitian quasi-eksperimental ini bertujuan untuk mengetahui pengaruh aplikasi gambar-gambar kontekstual terhadap pengembangan kemampuan menulis siswa. Populasi pada penelitian ini adalah siswa kelas X SMA Negeri 1 Buko. Populasi ini diambil untuk sampel penelitian. Penelitian ini melibatkan 22 siswa pada kelas eksperimen dan 23 siswa pada kelas kontrol yang dipilih dengan menggunakan teknik purposive sampling. Instrumen utama yang digunakan untuk mengumpulkan data penelitian adalah test. Data dianalisis dengan menggunakan t-test analisis untuk membandingkan skor rata-rata dari kelas eksperimen dan kelas kontrol. Hasil analisis menunjukkan bahwa skor rata-rata 81.8 dari kelas eksperimen lebih besar dari pada skor rata-rata 73,5 dari kelas kontrol. Data penelitian ini dianalisis dengan menggunakan rumus t-test. Hasil perhitungan menunjukkan bahwa nilai t-hitung adalah 4.234. Dengan menerapkan tingkat signifikansi 0.05 dan derajat kebebasan (df) 43, nilai t-table adalah 1.681. Dengan demikian, maka H_0 diterima karena nilai t-counted 4.234 lebih besar dari nilai t-tabel 1.681. Ini berarti bahwa ada pengembangan kemampuan menulis pada siswa yang diajarkan dengan menggunakan aplikasi gambar kontekstual. Dapat disimpulkan bahwa penerapan gambar-gambar kontekstual sangat efektif untuk digunakan dalam mengembangkan kemampuan menulis siswa.

Kata Kunci: Gambar-gambar kontekstual, Mengembangkan, Keterampilan menulis.

In learning English, there are four language skills, namely listening, speaking, reading, and writing. Listening and reading are classified as receptive skill because they are used to understand and comprehend everything what we hear and read. Whereas, speaking and writing are categorized as productive skills because those are used to express ideas, feelings, and experiences through oral and visual forms.

Even though writing and speaking belong to the same division as productive skills in language, writing skill is not the same as speaking skill. Writing is one of the skills that enable students to communicate their ideas, opinions, and feelings in writing form. It is more formal than speaking. In writing, students are required to pay attention to appropriate vocabulary use, mechanic, and grammatical correctness. Furthermore, in writing there is no direct feedback from

reader or interaction as in speaking. Here, a student needs to express his/her writing so that the readers get what they actually write. It means that students' writing should be understandable, coherent and well organized. Nunan (2003) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore ideas and make them into good paragraph so the readers can get the point what the learners write. That is why in comparison to the other skills, writing is considered as the most important one to be taught to the students in the class.

Writing is important to be taught, but in fact it is considered as a difficult and uninteresting activity for the students in learning English. This problem is showed by the students of SMA Negeri 1 Buko, Banggai

Kepulauan. They had studied English since they were in Junior High School but they still felt difficult to do English writing activities. The preliminary observation indicates that it was difficult for the students to get idea to express and to start writing. Even though there were available topics given by teacher, they cannot write smoothly because they did not know what to write to develop the topic. Therefore, creative and proper teaching strategies need to be carried out in writing for the grade X students at SMA Negeri 1 Buko. The strategies should be able to facilitate them in writing such as to encourage them to express their ideas and guide them in generating the ideas.

The researcher applied picture as the teaching media to overcome the students' problem. There are many kinds of picture that can be used as media in teaching. In this research, the researcher used contextual picture. Context can be meant things, person, or places that everyone can see or find in their surroundings. It is the thing and person who you are with, or places where you are. Day (2003) defines that context is any information that can be used to characterize the situation of an entity. An entity is a person, place, or object. Schilit *et al.* (1994) state that context refers to location, identities of nearby people and objects. He adds that the important aspects of context are: where you are, who you are with, and what resources are nearby. Therefore, contextual pictures refer to available objects in surroundings that could be pictured and taken as sources of teaching media.

In the application of contextual pictures, the researcher lead students to describe the picture showed in written form. There are some steps done by the researcher in line with this. First, she told class the topic today and told the objective of the teaching and learning process. Second, she distributed picture completed by the example of text based on the topic and asked the students to analyze it, and then explained about it to the

students. The explanation is related to the purpose, generic structure, and language feature of the text. This phase is used to build students' knowledge before asking them to make their own text. Third, she showed another picture that already prepared before class. The picture contains the real things such as person, thing, or places that the students have ever seen and found. The picture is prepared based on the topic. Four, she divided the students in pair to describe the picture. She monitored students' activity to help in their difficulties. This is the main activity in which the students were asked to brainstorm ideas about the picture and jotting down ideas into paper. *Next step*, called the pair to read in front or write down their result in the board, and then it was discussed with a whole class. With the class, she checked and gave correction to the words choice, mechanic, and the content. Finally, she gave chance to each group to repair their writing before it is collected.

There were some findings conducted in line with the development of the students' writing skill through pictures. One of them was done by Setiawati (2013) stating the result of this research showed that the students' skill in writing recount text developed after being taught by using pictures. The implementation of pictures as a learning aid to develop students' skill in writing recount text was very effective.

As stated before, the students faced difficulties in getting idea to express and to start writing. Writing is regarded as uninteresting activity for them. This problem can be solved by answering the following research question: Is the application of contextual pictures effective to develop the students' writing skill? Alternative hypothesis (H_a): the application of contextual pictures is effective to develop the students' writing skill. Null hypothesis (H_0): the application of Contextual pictures is not effective to develop the students' writing skill.

METHOD

This is Quasi-Experimental research. Its samples were two classes, namely experimental class and control class without randomization that is Nonequivalent control group design. Both classes did pretest and posttest. The design of Nonequivalent control group design is presented as below:

Experimental	O1	X	O2
Control	O3		O4

(Adopted from Cohen et al. 2007)

Where:

- O1: Pretest of experimental class
- O2: Posttest of experimental class
- X: Treatment in teaching writing by applying Contextual Picture
- O3: Pretest of control class
- O4: Posttest of control class

Population of this research were students of SMA Negeri 1 Buko academic year 2014/2015. The total number of the population is 226 students. Sample were selected by using one of non-probability sampling techniques that is purposive sampling technique. In purposive sampling technique, the sample is chosen by the researcher for a specific purpose (Cohen et al 2007: 103). In this research the researcher chose class XA which consists of 22 students as the Experimental class and class X B which consists of 23 students as the Control one. So, its samples were 45 students.

The research has two variables, namely dependent variable and independent variable. Latief (2013:12) states, "Independent variables and dependent variables are used in causal designs which measure the effect of independent variables to the dependent

variables." The dependent variable of this research is writing skill, whereas its independent variable is contextual picture.

To collect data, the researcher used two instruments. They are test and questionnaire. Test is the main instrument for gathering data in this research. There are two kinds of tests: pretest and posttest. Pretest was given before treatment while posttest was given after treatment. The tests were given to both experimental class and control one, but the treatment was given to experimental class only. In treatment, the researcher applied Contextual Pictures as teaching media to develop writing skill.

The data analysis used independent sample t-test. The researcher computed t-test in order to measure whether there is a significant development at the students' learning outcomes in experimental class or not. The researcher used Polled variant formula in counting the t-test.

FINDINGS AND DISCUSSION

Before giving treatment, the researcher gave pretest to the students. The result of computation in pretest indicates that the mean score of pretest of experimental class was 48.5. It was poor and unsuccessful. While, the mean score of pretest of control class was 48.9. It was poor and unsuccessful. It can be said that both classes had the same prior knowledge in pretest. The passing score distribution of both classes in pretest based on the minimum achievement applied for English subject were presented in the following tables:

Table 1. Passing Score Percentage Distribution of Experimental Class in Pretest

Score Range	Score	Frequency	Percentage	
90-100	-	-	-	-
75-89	-	-	-	-
51-74	66.7	1	4%	36%
	58.3	7	32%	
<51	50.0	5	23%	64%
	41.7	7	32%	
	25.0	2	9%	
Total		22	100%	100%

From the above table, the highest score in pretest was 66.7 and the lowest score was 25.0.

Table 2. Passing Score Percentage Distribution of Control Class in Pretest

Score Range	Score	Frequency	Percentage	
90-100	-	-	-	-
75-89	-	-	-	-
51-74	58.3	8	35%	35%
<51	50.0	6	26%	65%
	41.7	8	35%	
	25.0	1	4%	
Total		23	100%	100%

From the above table, the highest score in pretest was 58.3 and the lowest score was 25.0.

After giving pretest, the researcher gave treatments to the experimental class that was six times (exclude pretest and posttest) and spent 2x40 minutes for each meeting. She used contextual picture as a technique. In applying the treatment she prepared Lesson Plan with different topics for each meeting as a guide for the teaching activities. The procedure of treatment was covered: in the first meeting, she explained about what contextual is and how to write a good description of a contextual picture. In the second meeting, she explained about how to make a good sentence to the Experimental class. She guided the students to construct good sentences based on the rules of sentence structure. The sentences were constructed by seeing the available picture. In the third meeting, she explained about Descriptive paragraph to the Experimental class. Then, in the fourth, fifth, and last meeting of the treatment, the activities of the students were

focused on writing their paragraph by describing the contextual picture that by her based on the topic prepared in every meeting.

Different from the Experimental class, the Control class is handled by using conventional technique. It used the same model of Lesson Plan as the Experimental class, but the activity in Control class is conducted without using Contextual Picture.

After conducting the treatment, the researcher gave posttest to the students. The data of the posttest indicates that the mean score of posttest from the experimental class was 81.8 (good and successful). Whereas the mean score of posttest from the control class was 73.5 (fair and unsuccessful). The passing score distributions of both classes in posttest based on the minimum achievement applied for English subject were presented in the following tables:

Table 3. Passing Score Percentage Distribution of Experimental Class in Posttest

Score Range	Score	Frequency	Percentage	
90-100	91.7	5	23%	23%
75-89	83.3	9	41%	73%
	75.0	7	32%	
51-74	66.7	1	4%	4%
<51	-	-	-	-
Total			100%	100%

In the above table, the posttest scores of experimental class after treatment indicates that 23 percent of the whole class obtained score 91.7; 73 percent of them obtained scores 75.0 and 83.3; and 4 percent of the students who had score 66.7 needed

remedial. Almost all of the students passed the test. There was only 1 student that still needed remedial. The highest score in posttest was 91.7 and the lowest score was 66.7.

Table 4. Passing Score Percentage Distribution of Control Class in Posttest

Score Range	Score	Frequency	Percentage	
90-100	-	-	-	-
75-89	83.3	5	22%	70%
	75.0	11	48%	
51-74	66.7	5	22%	30%
	58.3	2	8%	
<51	-	-	-	-
Total		23	100%	100%

Based on the result of control class in posttest, there was an increase in the percentage of passing score. In the table 4, 70 percent of the whole class obtained scores 83.3 and 75.0, while 30 percent of them obtained scores 58.3 and 66.7. There were 7 students in control class who still needed remedial. The highest score in posttest was 83.3 and the lowest score was 58.3.

The analysis of data calculation results on the experimental class and the control one indicates that the control class had increased less than the experimental one. Based on the result of pretest and posttest in experimental and control class, the mean score of experimental class increased from 48.5 in pretest to 81.8 in posttest. It indicates

that the students' writing skill was greatly developed after the treatment. Meanwhile, the mean score of control class was also increased from 48.9 in pretest to 73.5 in posttest but it was lower than the mean score of the experimental class. In short, the mean score of the students in experimental class was greater than the mean score of the students in control class.

After computing the mean score of both classes, the researcher measured the variance or the average squared deviation of each class. The result of computation indicates that the variance of experimental class was 59.1, while the variance of control class was 27.9. The variance of experimental

class is greater than the variance of control class.

The last, the researcher computed t-test in order to measure whether there is a significant development in students' learning outcomes in experimental class after giving treatment or not. The result of the data analysis indicates that t-counted was 4.234 by applying 0.05 level of significance with 43 degree of freedom (df). She found that t-counted (4.234) was greater than t-table (1.681). It means that the application of contextual pictures is effective to develop the students' writing skill.

In this research, questionnaire is provided as the additional information. This questionnaire covered students' attitude toward writing which consist of six points. The questionnaire was conducted before and after the implementation of treatment in experimental class. The questionnaire was provided to experimental and control classes. All students were asked to choose one of the alternatives freely by putting a checkmark to the column strongly agree, agree, uncertain, disagree and strongly disagree. Both pre-questionnaires and post-questionnaires were given after the students do their writing in test (pretest and posttest). Students who strongly agree, agree, uncertain, disagree, and strongly disagree to the statement were written in number. Those data in numbers then were calculated in the form of percentage. The way to get the percentage was the number of students who put a checkmark in one kind of alternatives (strongly agree, agree, uncertain, disagree, and strongly disagree) being divided by the total number of the students and then multiplied by 100.

The percentage of the students in control class who give positive response to every question increased in post-questionnaire but was not as much as the experimental class. For instance, the students' response in point 4 (*I think it is easy to write in English*); in experimental

class, the students' positive response (*strongly agree, agree*) was significantly increased from 4.5% to 63.6% of the whole class. In control class, students' positive response (*strongly agree, agree*) was only rose up from 0% to 30.5%.

Discussion

The finding of the research indicates that the application of contextual pictures has positive effect on the research focus. The problem that is showed by the students of SMA Negeri 1 Buko in writing wasit was difficult for the students to get idea to express and to start writing. They cannot write smoothly because they did not know what to write to develop the topic and almost all students in class said that English writing activities were the uninteresting activities. So, referring to the problem, the researcher used contextual pictures to help them to solve their problem in writing in English. In developing the students' writing skill, she only assessed students' ability in content, vocabulary, and mechanics as some components of writing, but without ignoring their ability in organization and language use in the teaching and learning process.

In using contextual pictures in classroom, the researcher created the atmosphere of the class using contextual teaching and learning. She prepared the contextual pictures as the media based on the topic in every meeting. The teaching and learning process is guided by the Lesson Plan that was prepared by her. The effect that the researcher saw at day by day of the implementation of contextual picture was the interesting contextual picture gains the students' attention because the object in the picture is a person, thing, or place that they have known. Using contextual pictures as media was really helping them to write. Contextual picture stimulated the students' ideas. The students have something in mind to write based on the picture. It makes them

easy in producing writing. In addition, the contextual pictures provide the students a chance to enrich their vocabulary. Briefly, the application of contextual picture helps the students to develop their writing skill.

The process how the development can be achieved is in the first meeting the researcher started the teaching process with explaining about contextual picture. The students should previously understand about what contextual picture is before starting writing. In the early learning, all students were silent. They talked only when the researcher asked them.

The researcher tried to activate the students' knowledge by asking questions related to the topic. She then introduced briefly about contextual picture to the students. Some students gave their fully attention and some others were busy with their book and wrote the explanation. To make sure that the students understand clearly about contextual picture, she presented some pictures and led the students to identify the contextual pictures. She prepared two kinds of picture; contextual pictures and un-contextual pictures. She then asked the students to identify which are included in contextual picture and which are not. In this step, all students were enthusiastic in identifying the pictures. Most of them were raised their hand up to have a chance to identify the pictures showed in the board. Next, she continued her explanation about the way how to write description of a picture. She then had the students' attention to another picture and discussed with them about some words related to the picture. The students were actively mentioning the words. Some students mentioned the words in their native language.

The researcher wrote the words in the board and asked them to find the English in their dictionary. Next, the researcher paired up the students and asked them to describe the picture using the related words. The students were enthusiastic to construct the

task. Each pair then were asked to read their sentences. Some pairs still made error sentences in this first meeting.

Second meeting in experimental class, the researcher explained new material about sentence and gave them example. To make sure that the students understand about the explanation, she asked the students to correct the incorrect available sentences. After discussing about the sentences, she showed a picture and asked students to make good sentences related to the available picture. The students were actively constructing and discussing the correct of their sentences that they have constructed. She then gave chance to each pair to read their own sentences. In this point, she did not point the pairs out by herself, but she asked them to voluntary raised their hand if they would like to participate. Some pairs were motivated to read their sentences.

In third meeting in experimental class, the researcher started to explain about paragraph. She distributed a picture completed by its descriptive text as example to the students. The students were seriously in following the teacher's explanation. She paired up the students. She asked them to construct five sentences based on the available picture, and then to draft their sentences into a paragraph based on the explanation.

In the fourth, fifth, and last meetings the researcher's explanation was focused on descriptive paragraph of place, thing, and people. For the experimental class, the researcher prepared pictures in every meeting based on the topic. In the three last meetings, she asked students to construct descriptive paragraph based on the picture. She then gave a chance to the students to edit and revise their writing.

CONCLUSION AND SUGGESTION

The application of contextual pictures is effective to be used in developing the writing skill of the grade X students at SMA Negeri 1 Buko. The mean score of the experimental class (81.8) was greater than the mean score of the control class (73.5). The result of computation indicates that t-counted value 4.234 was greater than the t-table 1.681 by applying 0.05 level of significance and degree of freedom (df) 43. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Furthermore, the finding on questionnaires indicates that the students' positive response on their attitude toward writing in experimental class after the treatment was significantly increased than in the control one. It was proved that the application of contextual picture has positive influence on the students' attitude.

The researcher would like to offer some suggestions. First, since the writing task through the application of contextual picture in this research had been conducted in pair, every student should be serious and deeply concentrate in every chance of doing writing in other situation even individually. Second, the teacher may use contextual pictures as strategy in teaching writing. Last, this study can be used as preliminary information data for other researchers or who are interested to conduct research in the same issues.

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