

IMPROVING STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPHS BY USING PICTURE DICTATION TECHNIQUE

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Abstrak

Penelitian ini adalah penelitian tindakan berdasarkan kelas yang bertujuan untuk mengetahui apakah penggunaan teknik Picture Dictation dapat meningkatkan kemampuan siswa dalam menulis paragraf deskriptif, terutama dalam mengembangkan ide-ide, mengorganisir ide-ide, tata bahasa, menggunakan mekanika yang tepat, kosakata dan konten. Penelitian ini dilakukan dalam dua siklus yang terdiri dari tiga sesi pada setiap siklus. Ada dua jenis data (kualitatif dan data kuantitatif) yang dikumpulkan melalui tes, kuesioner, dan buku harian penulis. Hasil tes menunjukkan bahwa prestasi menulis siswa ditingkatkan pada setiap siklus. skor rata-rata siswa adalah 54 di pre test, 65,4 di post test 1, dan ditingkatkan menjadi 80,4 di post test 2. Hal ini dapat dilihat pada jumlah siswa lulus ujian. Ada 1 siswa lulus dalam pre test, 16 siswa di post test 1, dan 28 siswa di post test 2. Hasil kuesioner dan buku harian penulis menunjukkan bahwa siswa memberikan respon positif terhadap penerapan teknik Picture Dictation. Hasil kuesioner menunjukkan bahwa 6 (18,2%) dari siswa mengakui bahwa mereka benar-benar suka dan 20 (60,6%) dari siswa seperti penerapan teknik Picture Dictation. Selain itu, beberapa siswa mengaku bahwa mereka termotivasi dalam belajar bahasa Inggris menggunakan teknik Gambar Dictation.

Kata kunci: Teknik *Picture Dictation*, Pencapaian Menulis, Teks Deskriptif

Abstract

This study was classroom based action research which aimed to find out whether the use of Picture Dictation technique can improve students' ability in writing descriptive paragraph, especially in developing the ideas, organizing the ideas, grammar, using appropriate mechanics, vocabulary and content. There were two kinds of data which were collected through tests, questionnaires, and writer's diary. The result of the tests showed that the students' writing achievement was improved in each cycle. The students' mean score was 54 in pre test, 65.4 in post test 1, and improved became 80.4 in post test 2. It can be seen on the number of students passing the test. There were 1 student passed in the pre test, 16 students in the post test 1, and 28 students in the post test 2. The result of questionnaire and writers' diary showed that the students gave positive response toward the implementation of Picture Dictation technique. The results of the questionnaires showed that 6 (18,2 %) of the students admitted that they really like and 20 (60,6%) of the students like the implementation of Picture Dictation technique. Moreover, some of the students admitted that they were motivated in learning English using Picture Dictation technique.

Keywords: Picture Dictation Technique, Writing Achievement, Descriptive Text

INTRODUCTION

English is the first foreign language in Indonesia, which is prominently needed for the purpose of absorbing and developing knowledge, technology, culture and arts, and maintaining our relationship with other countries. Looking at the importance of English to our life, Indonesian government gives it specific place in our education system and since then it becomes part of our education and our future. Furthermore, many efforts have been done by our education department to find out the best curriculum, which is suitably applied to English learners.

Writing as well is one of the most important and essential skills that an individual can possess. Writing is a form of communication, which is done through the written medium. It means that through writing, people are capable of delivering their ideas, thoughts, opinions, and feelings successfully in the written form. Based on an interview with the students of SMP Negeri 1 Banjar at the eighth (VIII) grade, students still found difficulties when they were asked to write a paragraph individually. Students cannot put their ideas or events logically. There were some reasons that probably affect this, like; students' low motivation or having unclear information about what they were going to write. So as the result, their writing cannot be well understood by the readers. And finally, they feel frustrated to continue their writing. The biggest problem that the students might have in writing was that they could not put their ideas and facts into paper

because they are afraid if their ideas cannot be written correctly in terms of grammar, vocabulary, and organization and this condition led the students to anxiety in writing class. In order to solve these problems, the teacher needs to find a way out to help the students to express their ideas through writing.

There are several techniques that can be used to improve the students' ability in writing paragraphs. One of them is Picture Dictation Technique. According to Jeong in 2003, Picture Dictation is a prewriting technique which integrates the skills such as listening, speaking, reading, and writing. The students are asked by teachers to draw picture based on teacher's explanation then they have to explain the picture based on their drawing. Although this technique seen as traditional technique it was seen as an effective technique that need to be proved the significance of using this Picture Dictation technique in teaching writing. According to VSAC (2000) in Aripami (2014:11-12), a good writing must possess several things, such as unity, completeness, order, and coherence. (1) Unity. Unity means that every sentence in paragraph contributes to develop on central idea. The sentences in the paragraph have to discuss only what the topic sentence states. If a paragraph contains sentences that do not develop or support the main idea, then it lacks of the aspect of unity. Every sentence or detail in the paragraph must qualify, support, and explain the main idea., (2) Completeness/Detail. The second characteristic of

a good paragraph is completeness. A paragraph is complete when it provides the details that could convince the reader of its truth. A well-developed paragraph often includes the name of specific individuals, dates, illustration, and figures, and statistics. Without such supports, the paragraph would likely be incomplete., (3) Order. The third characteristic of an effective is order. By order, the organization of information in the paragraph is presented in a desirable sequence. Since it can control the presentation of information, the writer needs to decide which information will be put in the first paragraph, and the sequences. The order of information in a paragraph depends on the subject matter, the purpose of the writing, the writer's preference, and so on., (4) Coherence. Coherence means each of the sentences is closely related to each other. It makes the ideas flow logically and smoothly from one sentence to the next. There are four ways to achieve coherence:

- a. Repeat key nouns
- b. Use consistent nouns
- c. Use transition signals to link ideas

From the explanation, it can be concluded that write a good writing is not easy. A good writing should possess the unity of its sentences and story by considering: the grammar use accurately, the flow of the writing as well as the order, the detail, and the development of the writing. When all of those aspects are achieved well, the writing will be a good and readable writing.

Picture Dictation is a technique that was introduced by Jeong (2003). The technique integrates all four-skills: listening, speaking, reading, and writing. In writing, this technique can be a good pre-writing technique because it is enjoyable and interesting. According to Jeong in 2003, the steps of Picture Dictation Technique are: (1) The teacher dictates a description of a picture to the students. The students draw the picture based on the dictation, (2) The students describe the picture out loud based on their drawing, (3) The students compare their drawing to the right picture, (4) The students write the description of their drawing into a descriptive paragraph. This activity can be done several times in a meeting, individually or in pairs or in groups. According to Werff in 2003, Pictures are printed materials that are cut from magazines, newspaper, and etc. It refers to drawing, painting and photograph. It has the function to foster the students' imagination. As a media, it is very useful when it is used to teach a descriptive text. It is because in teaching learning process students can see the pictures directly and they related it to inform what they have got by the teacher.

Ernestova (1981:9) claims that: "Pictures and their images are more vivid than words. They are much easier to recall the word". Moreover she points out some essentials points in selecting a picture that are: (1) The grammatical structure(s) that can be practiced with it, (2) Vocabulary that can be taught, (3) Its size, (4) Its clarity, (5) It should be appealed to the eye, and, (4) It has

entertainment value. By the use of pictures as media in teaching. It was hope the students would be motivated. It would also create students' imagination and gave more attention toward the lesson being learned. In short, it can be said that pictures can help the students to had an imagination how to write a descriptive paragraph.

Dictation is a method of teaching that integrates all four skills: reading, listening, speaking, and writing. Kelly (1998) in Montalvan (2005:1) stated that teachers who want to transmit information to their students in their own language that used dictation in the early Middle Ages due to the scarcity of books. Dictation is important because it relates what is spoken to what is written. In fact, dictation can be used to teach language in an integrated way. Kelly (1998) in Montalvan (2005:2) list some of the advantages of using dictation in the classroom. They are: (1) Dictation can help develop all four-language skills in an integrative way, (2) As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar, (3) Dictation helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down, (4) Practice in careful listening to dictation will be useful later on in note taking exercises, (5) Connecting dictation can lead to oral communication, (6) Dictation can serve as an excellent review exercise, (7) Dictation is psychologically powerful and challenging, (8) Dictation fosters unconscious thinking in the new

language, (9) If the students do well, dictation is motivating, (10) Dictation involves the whole class, no matter how large it is, (11) During and after the dictation, all the students are active, (12) Correction can be done by the students, (13) Dictation can be prepared for mixed ability groups, (14) Dictation can be prepared for any level, (15) The students, as well as the teacher, can get instant feedback (if the exercise is corrected immediately), (16) The dictation passage can (and should) be completely prepared in advance. (It can be taped), (17) Dictation can be administered quite effectively by an inexperienced teacher, (18) While dictating, the teacher can move about, giving individual attention, (19) Dictation exercises can pull the class together, for example, during those valuable first minutes, (20) Dictation can provide access to interesting texts, by introducing a topic, for example, or summarizing it, (21) Research has shown the learning to write down what you hear can encourage the development of literacy.

TYPE OF ARTICLE

The article is based on the qualitative and quantitative research that was conducted in SMP Negeri 1 Banjar.

METHOD

This study was conducted at SMP Negeri 1 Banjar. It is located at Desa Banjar Ambengan. The subjects of this study were the students of class VIII D at SMP Negeri 1 Banjar in the

academic year 2015/ 2016. The class consisted of 33 students: 18 males and 15 females. This class was chosen based on the preliminary observation done which showed that among the other VIII class, VIII D students have the lowest score in writing. The design of this study is a classroom-based action research. Classroom-based action research is an approach to collect and interpret the data, which involves a clear, repeated cycle of procedure. The researcher planned an action to cure a problem, issue, or question in his or her context. The next step is observation, the systematic way of the action outcomes. It was done for collecting the data through a variety of procedures. In this stage, the data collected by the use of diary and questionnaire. At last, the researcher reflected the outcomes of the action. Overall, the goals of this research design were to view the students' understanding in writing descriptive paragraphs and create improvement toward the study.

At the beginning of doing research, the writer conducted a preliminary observation to obtain the data about the students' motivation and achievement. In this case, the writer did an observation inside the class when the English teacher was teaching. After that, they were given a questionnaire about their interest and problem in writing. Besides, they were asked to write a short descriptive text about free topic. The data that found in each cycle were compared to the data of pre test to know the students' improvement in their writing achievement. This study considered successful and stopped after the class success rate

gotten $\geq 100\%$. The students were able to obtain the targeted score rate from $\geq 75\%$ up to $\geq 100\%$. It was based on the line of the passing grade used in the school where the study conducted.

FINDING AND DISCUSSION

The result of the quantitative data including the scores obtained by the students in Pre-Test, Post Test I, and Post Test II were described and compared with each other to determine the achievement of the students. The result of the qualitative data including the researcher's diary during the study and questionnaires were also described to support the quantitative data as the result of the result of the research.

The students' mean score in writing a descriptive paragraph in the Pre Test was 13.81 (54%) and the result of the Post Test I showed that the students' mean score was 16.36 (65.4%). Finally, the students' mean score of writing in Post Test II was 20.56 (80.4%). The students' mean score for grammar, vocabulary, mechanic, organization, and content in the Post Test I were 3.36 (67%), 3.51 (70%), 3.60 (72%), 2.96 (59%), and 2.87 (57%) respectively, while the students' mean score for grammar, vocabulary, mechanic, organization, and content in Post Test II were 3.78 (76%), 4.03 (81%), 4.06 (81.2%), 4.12 (82.4%), and 4.06 (81.2%) respectively. This shows that

there were improvement in the students' achievement in writing and also the improvement of the five indicators of writing after the implementation of Picture Dictation Technique in Post Test I, until in the Post Test II. The improvement of students' achievement in writing a descriptive paragraph was also supported by the researcher's diary and questionnaire. Based on the observation, it was observed that generally the teaching learning process was good. By looking at the result of Post Test II, 33 (100%) students had

pass the target score based on the line of the passing grade used in the school, the researcher decided to stop the action. The result of Pre-Test, Post Test I, and Post Test II revealed that the students made a good improvement in writing a descriptive paragraph. The students' achievement in writing a descriptive paragraph was also seen from the indicators of grammar, vocabulary, mechanic, organization, and content. The following table showed the detail percentages of the students in writing a descriptive paragraph.

Table 1. General Percentage of Students' Ability in Writing a Descriptive Paragraph

No.	Indicator of writing a descriptive paragraph	Pre-Test	Post Test I	Post Test II
1.	Grammar	52%	67%	76%
2.	Vocabulary	58%	70%	81%
3.	Mechanic	67%	72%	81.2%
4.	Organization	48%	59%	82.4%
5.	Content	46%	57%	81.2%
Percentage the mean score		54%	65.4%	80.4%

The table above shows clearly that there was a gradual improvement of the Post Tests that had been done. Noticing the result of the students' ability in writing a descriptive paragraph, the Picture Dictation Technique could improve the students' ability in writing a descriptive

paragraph. Firstly, it could be seen from the percentage of the passing score in the Pre-Test was 54%. It covered grammar 52%, vocabulary 58%, mechanic 67%, organization 48%, and content 46%. Then, the percentage of the passing score in the Pre- Test gradually improved to

65.4% in Post Test I. It covered grammar 67%, vocabulary 70%, mechanic 72%, organization 59%, and content 57%. Lastly, the result of Post Test II showed significant improvement that was 80.4%. It also covered grammar 76%, vocabulary 81%, mechanic 81.2%, organization 82.4%, and content 81.2%.

In the implementation of Picture Dictation Technique, the researcher found that some of the advantages of dictation appeared. They were: (1) Dictation can help develop all four skills in an integrative way, (2) Dictation helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down, (3) If the students do well, dictation is motivating, (4) Dictation involves the whole class, no matter how large it is, (5) During and after the dictation, all the students are active, (6) Dictation can be prepared for any level, (7) Dictation can be administered quite effectively by an inexperienced teacher. While dictating, the teacher can move about, giving individual attention. The result of this study entitled "Improving Students' Achievement in Writing a Descriptive Paragraph by Using Picture Dictation Technique for Eighth Grade Students at SMP Negeri 1 Banjar in Academic Year 2015/2016", is supporting the empirical study above. In general the implementation of this study is the same. In which the researcher made difference in the use of pictures. The used of the pictures in this study were drawing picture.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, the researcher concluded that the implementation of Picture Dictation Technique can improve the students' achievement in writing a descriptive paragraph in general. It can be seen from the quantitative data and qualitative data gathered by the researcher during the study. From the quantitative data, it can be seen from the improvement of the students' mean score from 13.81 (54%) in the Pre- Test to 16.36 (65.4%) in the Post Test I, and finally 20.06 (80.4%) in the Post Test II. The students' mean score in the Post Test II had already passed the standard passing score applied in the school ($\geq 75\%$). In details, the implementation of Picture Dictation Technique can also improve the five indicators in measuring the students' writing, which involve grammar, vocabulary, mechanic, organization, and content. The students' mean scores of grammar in the Pre-Test, Post Test I, and Post Test II were 2.84 (52%), 3.36 (67%), 3.78 (76%) respectively. The students' mean scores of vocabulary in the Pre-Test, Post Test I, and Post Test II were 2.90 (58%), 3.51 (70%), 4.03 (81%) respectively. The students' mean scores of mechanic in the Pre-test, Post Test I, and Post Test II were 3.36 (67%), 3.60 (72%), 4.06 (81.2%) respectively. The students' mean scores of organization in the Pre- Test, Post Test I, and Post Test II were 2.39 (48%), 2.96 (59%), 4.12 (82.4%) respectively. The students' mean scores of content in the Pre- Test, Post Test I, and Post Test II were 2.30 (46%), 16.36

(65.4%), 4.06 (81.2%) respectively. As stated in Chapter III about success indicator of the study, the study would be considered successful and would be stopped if the class success rate was 100%, which means that $\geq 100\%$ students could achieve the target score, $\geq 75\%$ of the passing score. The implementation of Picture Dictation Technique can improve the class success rate in the students' writing achievement, in which the class success rates during the Pre- Test, Post Test I, and Post Test II were 54%, 65.4%, and 80.4% respectively. Since the class success rate in the Post Test II was 80.4%, then the study was stopped.

The highest improvement of the students' ability in writing descriptive paragraphs were shown in the cycle II in which the researcher arranged the students to work individually instead of working in group. The researcher found that,

while they worked in group, not all of the group's members worked seriously. Mostly only 1 or 2 students worked in group. In here the researcher can conclude that the students performed a better score since they worked individually.

Based on the result of the study, there are some suggestion to put forward. They are in the following: (1) Picture Dictation Technique is suggested to be used to teach writing a descriptive paragraph, (2) Picture Dictation Technique is suggested to combined with other technique in teaching other types of writing, in regards with the purpose of successful instruction process, (3) Since the implementation of Picture Dictation Technique is only experimented in writing descriptive paragraph, it is suggested to conduct further research to investigate its effectiveness in teaching other types of writing.