The Implementation of E-Picture Strip Story in English Writing

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A B S T R A K

Di era digital saat ini guru mendapatkan tantangan untuk meningkatkan kreativitas dan motivasi siswa dengan memanfaatkan teknologi sebagai medianya. Penggunaan e-picture strip story sebagai media berbasis teknologi menjadi salah satu strategi untuk siswa dalam menulis bahasa Inggris. Cerita bergambar strip dapat membantu siswa mengembangkan kreativitas berpikir kritis dalam menulis untuk membuat berbagai teks yang luar biasa. Penelitian ini bertujuan untuk menganalisis prosedur yang digunakan oleh peneliti dalam mengimplementasikan e-picture strip story di kelas menulis dan menganalisis tantangan yang dihadapi siswa. Penelitian ini menggunakan penelitian kualitatif sebagai metode penelitian. Subyek penelitian ini adalah siswa kelas VIII SMP. Pengumpulan data dilakukan dengan menggunakan daftar periksa observasi dan pedoman wawancara. Kedua metode pengumpulan data memungkinkan triangulasi data untuk memastikan validitas data. Hasil dari data yang telah terkumpul prosedur yang dilakukan oleh peneliti adalah melakukan tiga tahap yaitu; pra kegiatan, saat kegiatan, dan pasca kegiatan. Kemudian temuan lain yang ditemukan ada tiga tantangan yang peneliti dan mahasiswa hadapi, yaitu; manajemen waktu, sumber daya materi, dan suasana kelas.

A B S T R A C T

In today's digital era teachers get a challenge to increase students' creativity and motivation by using technology as a medium. The use of e-picture strip story as a technology-based media become one of the strategies to students in English writing. Picture strip story can help students' develop critical thinking creativity in writing to create magnificent various text. This study aims to analyze the procedures used by the researcher in implementing e-picture strip story in writing class and analyze the challenges faced by students. This study uses qualitative research as a research method. The subjects of this study were class VIII at junior high school. Data were collected using an observation checklist and an interview guide. Both data collection methods allow triangulation of data to ensure data validity. The result of the data that has been collected is the procedure carried out by the researcher is to carry out three stages, namely; pre-activity, whilst-activity, and post-activity. Then, the other findings found there are three challenges that researchers and students face, namely; time management, material resources, and classroom atmosphere

1. INTRODUCTION

English has been the most taught language in the world and used for global communication. Language gains status as a global language when it has a specific role that is recognized in every country in the world (Menggo, 2022; Nishanthi, 2018; Paul, 2006). Characteristic of a global language is the language that is most widely used in communication in most places in the world. Previous study states English by other countries can be in the form of using English as a second language and English as a foreign language (R. S. Dewi et al., 2016). As a second language, English is spoken by people in countries as the official language, English is used as a tool of communication in various contexts such as government, courts, media, and education systems (Ha, 2021; Ilyosovna, 2020; Padmadewi et al., 2019). Previous study defines it is imperative to know another language, for the occasion, knowing the English language as an apparatus to communicate with a non-native even it is able to assist the individuals for getting a work, getting an instruction in overseas, and so on (Kecskes, 2021).

In English there are four skills that learner has to master are listening, speaking, reading, and writing. Every skill is important to be mastered, for example writing skill. Writing nowadays is one of the important skills in English which must be developed by continuous practice, this is because one cannot acquire this ability naturally and without problems (Sadiku, 2015; Sudirman et al., 2020; Suryanto & Sari, 2021). According to previous study there are numerous kinds of communication media in the form of written text that can be used to practice and improve one's writing skills, such as daily newspapers, magazines, web journals, websites, and even social media (Huertas-Abril, 2021). Based on these examples, it is certain that writing skills are important to master in order to maintain good communication with others (Klimova, 2012; Nappi, 2017). Therefore, English education and

learning must combine writing skills in an appropriate way to help students build their capacity and competence in compositional dialects

Writing is one of the four most troublesome skills. Students in Indonesia from elementary to high school still lack mastery of writing skills even though we know that they have been practicing English for years. Even though they have studied English for a long time, but they still face the same challenges in writing, so that when they proceed to a higher level, they cannot write well (Epçaçan, 2019; Huy, 2015; Suryanto & Sari, 2021). Obviously to be able to write accurately, the learner must have great authority on language use, mechanic, content, grammar, and vocabulary. Previous study views the fact is the students are still difficult to write, those difficulties were related to the language use, mechanic, content, grammar, and vocabulary also most of them have no will or motivation to write (Pratiwi, 2016). The most common problem faced by students is that they still have difficulty expressing their ideas when they are asked by the teacher to write a paragraph. The result is that if it is forced without good writing skills, the score obtained by students will be low. Another thing that is almost the same is that students still find it difficult to assemble the ideas they have into a coherent paragraph, thus causing the writing to be in good order and will confuse the reader with a messy writing structure (Adas & Bakir, 2013; F. S. Dewi & Huda, 2020; Saifudin et al., 2020).

There are three aspects that can cause problems in writing, namely psychological, linguistic, and cognitive. Psychological problems in writing is an writing activity alone without any interaction or feedback, thus making writing activities difficult (Faruq et al., 2021; Groenendijk et al., 2013). Linguistic problems in writing are obligatory activities where we must ensure that the selection of sentence structures can be connected and sequenced properly so that the resulting text can be easily interpreted (Maamuujav et al., 2019; Reistanti, 2018). Cognitive problems in writing are activities with an instructional process in which we have to master much of the written form of language and learn certain structures that are underused in certain texts which are essential for effective written communication (Maamuujav et al., 2019; Siok & Tan, 2022; Zhao et al., 2022). In addition, in writing, one must pay attention to several language components such as spelling, grammar, vocabulary, concordance, punctuation, coherence, and cohesion (Alisha et al., 2019; De La Paz & Graham, 2002; Durga et al., 2018).

There are many ways or techniques that can improve students' writing skills, one way is to ask students to make a text. According to previous study in writing students are expected to write several texts, for example, narrative text (Purba, 2018). Narrative is the main means of understanding and expressing our experiences over time, which can be found in every setting of human interaction and is expected to emerge almost from the time we begin to compose words (Inggriyani & Fazriyah, 2017; Martavia et al., 2016). The flexibility of writing a story makes it the foremost suitable genre to educate within the classroom. Through writing a story, students can understudies organize ideas and experiences creatively and imaginatively by combining linguistic, pragmatic, and sociolinguistic competencies. In teaching narrative texts, the picture strip story is better to be used as a media to improve the students' writing skills (Fauziah et al., 2021; Pasaribu, 2021).

Based on previous study state that the English teacher should use a lot of media in order to make the students more active in teaching and learning process (Dwifadjrin & Pamungkas, 2020). Furthermore, by using the media, the students could experience different experience that would motivate them to participate in the classroom activity (Habibulloh, 2017; Wil et al., 2019). One of the media that help students is the use of picture strip story or e-picture strip story as a method to improve students' writing skills. In addition, picture strip story also has numerous benefits such as to make students think more critically and more active during the teaching and learning process the thoughts (Herdiawan, 2020; Novianda, 2017). Moreover, it is easy to prepare and relatively adaptable to use for various ages of learners and purposes.

E-picture strip story is very dependent on technology, so the pictures or material that will be taught by the teacher will all be displayed through slides. This makes it easier to run because teachers do not have to do everything in the traditional way such as printing pictures, and distributing them to students, so time can be run more efficiently (Megawati, F., & Anugerahwati, 2012; Wulandari et al., 2014). In general, e-picture strip story relies heavily on visual aids to convey ideas as state by previous study (Jon & Wadi, 2022). By working in individual or groups, students can discuss meaning to support their own ideas with other students around them. Other research also state that picture strip story also it aims to develop students' critical thinking creativity in writing to create magnificent various text (Turnip et al., 2020). When using picture strip story, teachers expect a lot of participation from students and help direct them towards the desired learning outcome.

Based on the research background, due to the increasing use of technology nowadays, making conventional learning methods are somewhat irrelevant, teachers get a challenge to increase students' creativity and motivation by using technology as a medium. The use of e-picture strip story as a technology-based media become one of the strategies to students in English writing. The researcher may find various difficulties and challenges in teaching English writing because students' lack of ability to use language, mechanics, content, grammar, and vocabulary. The aims of this study is to analyze the procedures used by the researcher in implementing e-picture strip story in writing class and analyze the challenges faced by students.

2. METHOD

Qualitative data in this study was collected to analyze how to implement E-Picture Strip Story in English writing. In this way, difficulties or obstacles can be identified and the information collected is examined separately, then the findings are combined and explained. Population of this study is all of the Eighth Grade in SMPN 4 Singaraja, and VIII B5 with total 35 students as a sample. The data for this study was collected by various methods. To start, this study looks at how to implement E-Picture Strip Story in English writing. Second, this study looks at the difficulties that may be experienced when implementing in teaching and learning process. Third, this study collects data using two methods: checklist observation and interview guidelines. Both data collection methods allow triangulation of data to ensure data validity.

3. RESULT AND DISCUSSION

Result

Before starting the three procedures, the teacher must consider several things, such as knowing the level of students. It is because take different materials for different levels of students. In addition, it must also consider the type of reading and writing materials provided to students. Next, choose reading texts based on trans disciplinary themes, choose different levels of text, and plan types of activities before class starts, such as using folklore and folktale. They help in improving a number of linguistic abilities such as the development of language and cognitive skills. Because folklore tells of certain events in chronological order, they also contain story structures that are arranged according to time. To reinforce new vocabulary and grammar rules, it can be helpful for language learners to frequently repeat key themes, phrases, or repeated refrains. Readers can easily predict what will happen next as a result of repetition, which makes it easier to understand the book as a whole. The stories are easier to follow because of their straightforward grammar, short sentences, and past or present tense. There are three stages in implementing E-Picture Strip Story in the classroom as show in Table 1.

Tabel 1. Data from the E-Picture Strip Story Implementation Procedure

No	The Procedure	Class VIII B5
1	Pre - Activity	√
2	Whilst - Activity	√
3	Post - Activity	√

From the Table 1, the researcher uses three kinds of teaching activity procedures, namely the pre - activity is the first session in starting teaching and learning process, whilst - activity the activity is the second session in conveying material and carrying out the main activity, and the post - activity is the last session. The three activities used by the researcher to implement of E-Picture Story in writing class.

Starting with a pre-activity of approximately 10 minutes, this initial activity is carried out by greeting students, praying together, brainstorming related material and checking students' understanding of the material, telling the material, and informing the objectives of the material. The purpose of the pre-activity is to be able to increase student motivation in the teaching and learning process in class. This activity is important because the subject e is not in the hour but in the middle to the last hour, so students tend to be tired of doing learning activities. Whilst-activity is carried out for about 60 minutes, in this activity the researcher explains the material being taught. Finally, during the post-activity for approximately 10 minutes, the researcher provides feedback to students, concludes the material, gives homework to students, and closes the lesson

Discussion

Pre-activity is the first step in the teaching process; carried out to prepare students for core learning. In order for the students to be more alert and ready to learn, the teacher welcomed them, led the prayer, and entertained them with some jokes. The teacher then conducted a brainstorming session to assess students' knowledge of the information to be provided and to explain its purpose.

Whilst-activity is the second phase of the project is the one that involves more frequent discussions of the materials and the planning phase. In this activity the teacher focused in writing. The first activity is to explain the material being taught before students do the practice, namely material about narrative text which is taught using the E-Picture Strip Story technique. Learning is repetitive because it focuses on one skill, the first practical activity is students are asked to observe and analyze videos, then make conclusions or moral messages from the video and answer the mini quiz that has been provided. In the next activity students were asked to write stories either in pairs, groups or individually. In pairs it is intended for opening assignments because the stories prepared are stories that

are easy for students to understand. The group assignment was a bit more difficult because students were asked to write a story in more detail and complete, but the teacher still helped by giving important points to each picture. The latter is an individual assignment, students are asked to make detailed stories and use good sentences but here the pictures provided are pictures without descriptions, so the level is more difficult.

The post-activity is the final step in wrapping up the activities and providing feedback. This activity the teacher provides an opportunity for students to ask questions about things they don't understand and provide feedback about the meeting before closing the course. The teacher gives assignments to students to review the material that has been taught because it will be discussed in the next meeting. The teacher then closed the class by saying thank you for participating well.

The Challenges Encounter by Teacher are first challenge is time management. The time needed for students to write and create a story is quite long, because they are still limited in vocabulary, so some activities that have been prepared cannot be carried out properly such as additional mini quizzes that can improve students' critical thinking skills (Ayu & Indrawati, 2019; Kim & Xing, 2019). The next is, material regarding E-Picture Strip Story is not sufficient so the topics that will be taught are limited because there are not many pictures available on the internet, especially for certain topics that are very specific. The material is few so that what is taught to students is also few, so researchers must be able to make interesting material so that students do not get bored easily in the learning process, because if the E-Picture Strip Story succeeds in using limited material then the teaching and learning process will be very fun and can be easily it's easy to make students focus on learning. And the last challenge is class atmosphere, because in this study taken. English subject is in the last hour so that students' interest and motivation in learning are not at their maximum condition (Monawati & Fauzi, 2018; Syahrozi et al., 2019).

The implications of this study are expected to support prior theories, so enriching the theoretical framework in the implementation of the E-Picture Strip Story. Furthermore, these study findings are expected to be worthwhile for the government, teachers, students, and researchers in the long run. This research is limited to the procedure for implementing E-Picture Strip Story in English writing in Class VIII B5 at SMPN 4 Singaraja. Furthermore, the researcher limits the investigation to a particular research topic. Researchers set several time limits for data collection to ensure the achievement of the objectives and not deviate from the research objectives.

4. CONCLUSION

The findings of this research indicate that there are three stages in teaching namely: pre-activity, whilst activity, and post-activity. Moreover there are three challenges face by students in implementing E-Picture Strip Story, namely; time management, material resources, and classroom atmosphere. Thisresult are obtain from observation which carried out by paying close attention to students when the teaching and learning process takes place. The other way is by interview, it was executed to obtain data from teacher such as the challenges faced by the teacher in the learning process in the classroom as well as researchers in implementing E-Picture Strip Story.

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