

ESA COMBINED WITH PICTURES TO IMPROVE STUDENTS' WRITING SKILL IN SMAN 1 KINTAMANI

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ABSTRACT

Writing is a difficult language skill since the students should pay attention to the writing's aspects and need to express their own ideas. The tenth-grade students of SMAN 1 Kintamani found some difficulties in writing in which they were hard in generating their ideas, how to begin their text, and how to construct a well-structured text. The objective of the present classroom action research was to figure out whether or not writing skill of tenth-grade students of SMAN 1 Kintamani in academic year 2020/2021 can be improved through ESA combined with picture. The undertaking of this research was based on the preliminary study. The pre-test was carried out, and it showed the subjects' writing skill was low. Therefore, the present study was conducted by implementing ESA combined with picture in two cycles. The result of post-test in each cycle showed that there were significant improvements on the subjects' writing skill after the application of ESA combined with picture. Furthermore, the questionnaire proved that the subjects' responses towards the application of ESA combined with picture were positive during the teaching and learning process. In conclusion, the study showed that writing skill of the tenth-grade students of SMAN 1 Kintamani in academic year 2020/2021 can be improved through ESA combined with picture.

Keywords: improving, writing skill, and ESA combined with picture.

ABSTRAK

Menulis merupakan keterampilan berbahasa yang sulit karena siswa harus memperhatikan aspek menulis serta mengungkapkan gagasannya sendiri. Siswa kelas X SMAN 1 Kintamani mengalami kesulitan dalam menulis dimana mereka kesulitan dalam menghasilkan ide, bagaimana memulai teks, dan bagaimana membuat teks yang terstruktur dengan baik. Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah keterampilan menulis siswa kelas X SMAN 1 Kintamani tahun pelajaran 2020/2021 dapat ditingkatkan melalui ESA dikombinasi dengan gambar atau tidak. Pelaksanaan penelitian ini didasarkan pada studi pendahuluan. Pre-tes dilakukan, dan hasilnya menunjukkan keterampilan menulis subjek rendah. Oleh karena itu, penelitian ini dilakukan dengan menerapkan ESA dikombinasi dengan gambar dalam dua siklus. Hasil post-tes setiap siklus menunjukkan adanya peningkatan yang signifikan pada keterampilan menulis subjek setelah penerapan ESA dikombinasi dengan gambar. Selain itu, kuesioner membuktikan bahwa respon subjek terhadap ESA dikombinasi dengan gambar adalah positif selama proses belajar mengajar. Kesimpulan dari penelitian ini adalah keterampilan menulis siswa kelas X SMAN 1 Kintamani tahun ajaran 2020/2021 dapat ditingkatkan melalui ESA dikombinasi dengan gambar.

Kata kunci: meningkatkan, keterampilan menulis, dan ESA dikombinasi dengan gambar

INTRODUCTION

Writing, reading, speaking, and listening are four major skills that are important to be taught to achieve the goals of language teaching. One of the language skills that should be mastered by the students is writing. Writing is a way of expressing ideas and communicating with others.

Writing is also categorized as a productive skill that has a significant role in transferring information in written form. Through writing, the students can share their ideas, knowledge, and information to the readers. Writing must be constructed more carefully, concisely, coherently, and clearly to create a good writing product. As

stated by Graham (2008:4), students need to acquire knowledge about the characteristic of good writing.

Writing is an important form of communication in day-to-day life, but it is especially important in high school and college (Zemach and Islam, 2005:iv). Writing skill becomes one of students' success indicators in learning English. The type of writing is depending of the students' level. For instance, students in elementary school are taught to write words, phrase, and simple sentences. Meanwhile, at a higher level, the students are expected to write paragraphs, texts, reports, thesis, and so on. However, being able to write in English needs good mastery of some aspects such as spelling, punctuation and mechanic, sentence structure, organization, grammar, and vocabulary.

At the senior high school level, one of the basic competencies of English learning that should be achieved by the students is writing a short and simple text, especially descriptive text. Savage and Mayer (2005:28) state that descriptive writing uses words to build images for the reader about how the object being described looks, sounds, smells, tastes, or feels by using adjectives. It has three generic structures such as identification, description, and conclusion. The students need to master those generic structure to construct a well-structured descriptive text. Moreover, in teaching writing descriptive text, appropriate teaching technique is needed to improve students' understanding and ability in writing descriptive text.

Nevertheless, in fact, there were some problems found in the teaching and learning process related to writing, especially descriptive text. Based on the interview in the preliminary observation in SMAN 1 Kintamani, there were some problems faced by the tenth-grade students in writing. Most of the students found difficulty in generating their ideas in

writing a text. Furthermore, the students were confused about how to begin their text and how to construct a well-organized text based on the generic structure of the text. Since they found some difficulties in writing, they did not seem interested in learning writing. This was also caused by the teacher's teaching technique which created an uninteresting learning situation and did not optimal in developing their writing comprehension.

The researcher found the teacher's technique was not effective and did not affect the students' improvement in writing, specifically descriptive text. The teacher still used conventional technique in teaching writing which was asking and answering activities. This teaching technique was not appropriate to be applied in teaching writing. In the teaching and learning process, the teacher asked the students to discuss the material of descriptive text only based on the textbook. Then, the teacher asked them to write descriptive text based on the topic provided in the textbook without any guidance and vivid explanation about how to construct a good descriptive text. This situation made the students confuse in constructing the text. Therefore, they got low achievement in writing.

To improve students' ability in writing, specifically descriptive text, applying interesting teaching technique and learning media can be the solution. Considering the problem above, the researcher was interested in improving students' writing skill through ESA combined with picture. ESA combined with picture is a combination of teaching technique and media that can be used to motivate and help the students in constructing a good descriptive text. According to Pollard (2008:23), ESA stands for engage, study, and activate. In engage, the teacher has to get students' attention by stimulating them through an interesting picture that awakens

students' learning interest. In study, the teacher and students focus in learning a language point (grammar, vocabulary, pronunciation, or how a written text is organized). In activate, the students are asked by the teacher to make a descriptive text by using their own words.

By implementing ESA combined with picture, the teaching learning process would be more interesting and attractive. Furthermore, the presence of picture in applying ESA would engages students' attention in learning descriptive text since the students can see the visualization of the text. This is supported by Harmer (2001:135) theory who states picture is extremely useful for a variety of communication activity, such as describe and draw activities. The use of ESA combined with picture can stimulate the students in learning and make them easier in understanding descriptive text. In addition, the presence of picture can make them more active and enthusiast in learning descriptive text. Therefore, the students would be more enjoy and motivated in learning writing.

Based on the background, ESA combined with picture was believed as appropriate teaching technique and media which can improve students' skill in writing descriptive text. Through ESA combined with picture, the students would be easier in generating their ideas and understanding the material of descriptive text. Besides, the implementation of ESA combined with picture could help them in constructing a good descriptive text which would give positive impact for their writing development. Hence, the researcher was highly motivated in conducting a research entitled "Implementing ESA Combined with Picture to Improve Writing Skill of The Tenth-grade Students of SMAN 1 Kintamani in Academic Year 2020/2021".

RESEARCH METHOD

The research design of the study is classroom action research (CAR). According to Kemmis and McTaggart in Burns (2010:8), classroom action research involves four steps in the cycle of research. The first step is "planning" where the researcher identifies a problem or issue and develops a plan or action to bring about improvements in a specific area of the research context. The second step is "action" where the researcher researches by doing the teaching and learning process in the classroom. The third step is "observation" where the researcher observes the effects of the action. The fourth step is "reflection" where the researcher evaluates the effect of the action. Besides, initial reflection also conducted as pre-teaching observation.

In the present classroom action research, the students of X MIPA 1 were selected as the subject of the study which consists of 34 students altogether. They were chosen as the subject of the study based on the result of the previous interview in SMAN 1 Kintamani. The students had some problems in writing especially in generating ideas and hard in constructing a well-organized text. To solve those problems, the researcher conducted a classroom action research to improve the subjects' writing skill by implementing ESA combined with picture.

There were two kinds of instruments used by the researcher to collect the data of the present study. They were test (pre-test and post-test) and questionnaire. The test was divided into two; pre-test and post-test. Both of the tests were in the form of text construction task in which the researcher asked the subjects to write descriptive text by choosing one of the provided titles. The students' texts were carefully scored by

using an analytical scoring rubric which had five criteria: format, punctuation, and mechanics, content, organization, and grammar and sentence structure.

On the other hand, the questionnaire was administered by the researcher to quantify the subjects' responses towards the application of ESA combined with picture. The questionnaire was in the form of structured questionnaire on the basis of Likert rating scale ranging from 5 (five) to 1 (one). To avoid misunderstanding, the questionnaire was typed in *Bahasa Indonesia*. It consisted of ten statements with five options. They were strongly agree (*Sangat Setuju/SS*), agree (*Setuju/S*), undecided (*Ragu-Ragu/RR*), disagree (*Tidak Setuju/TS*), and strongly disagree (*Sangat Tidak Setuju/STS*).

In the present study, the success indicator was complete when the subjects of the study already fulfil the minimum passing grade of English lesson. Based on the 2013 curriculum applied in SMAN 1 Kintamani, the minimum passing grade of English lesson was 75. Meanwhile, the success indicator of the present study was 80%. Since there were 34 subjects, there should be 27 subjects who could fulfil the minimum passing grade or get score upper than the minimum passing grade. Then, the research could be considered as successful in improving students' writing skill by implementing ESA combined with picture and the cycles ended.

FINDING AND DISCUSSION

Finding

The present classroom action research was carried out in cyclical processes. It was started by carrying out a preliminary observation at the very beginning of the research. It was intended to figure out the subjects' pre-existing writing ability. In the present research, there were two cycles in which each cycle was carried out based on

the four interconnected activities; planning, action, observation and reflection. The findings which were collected and analyzed in pre-cycle, cycle I, and cycle II can be descriptively presented as follows.

Pre-cycle

In pre-cycle, the researcher conducted preliminary observation by interviewing the English teacher and observing the subjects learning behavior in the online teaching and learning process. Most of the subjects faced some writing problems. They were hard in generating their ideas, how to begin their text, and how to construct a well-structured text. They were also unmotivated in following the class. After getting those initial data, the researcher administered pre-test to obtain the subjects' pre-existing writing skill.

The pre-test was administered to the subjects under study before applying ESA combined with picture. The pre-test was in the form of text construction task. The subjects were asked to write a descriptive text by choosing one of the titles given. Those titles were *Penelohan View Point*, *Kehen Temple*, *Akasa Kintamani Coffee*, and *Besakih Temple*. The text should consist of three paragraphs and each paragraph consisted of 6-12 sentences. In this research, the researcher gave 45 minutes for the subjects to finish the test

The mean score of the pre-test was 62.62 which showed the subjects' writing ability was still low. Furthermore, among 34 subjects who did the pre-test, there was only one subject or 2.94% of the subjects passed the minimum passing grade. The result of pre-test also showed most of the subjects were difficult in developing their ideas and confused to make a well-arranged descriptive text; hence, their writing was less unified and coherent. Based on these findings, the researcher conducted cycle I to improve the subjects' writing skill by implementing ESA combined with picture.

Cycle I

Cycle I was carried out based on the result of the pre-test in pre-cycle which showed the subjects' writing skill was low. This cycle was divided into two sessions which consisted of four interconnected activities. They were planning, action, observation, and reflection. In this cycle, ESA combined with picture was procedurally applied to improve the subjects' writing ability. The four interconnected activities in cycle I was elaborated as follows.

In planning, the researcher prepared lesson plan, learning material, learning video, pictures, student worksheet, and post-test. The lesson plan was made for two sessions and the time allotment of each session was 90 minutes. The learning material in this cycle was descriptive text about historical place. Besides, the student worksheet was prepared to practice the subjects' skill in writing descriptive text. Meanwhile, the post-test was administered at the end of cycle I or in session 2.

In action, what has been planned was put into practice. In this stage, ESA combined with picture was applied in the teaching and learning process of first sessions. The learning material and worksheet were delivered to improve the subjects' writing skill. In this stage, the researcher did not only become a teacher but also an observer. In the observation, the researcher found only a few subjects participated in *WhatsApp* group discussion. In addition, they still confused about the generic structure of descriptive text and the use of the preposition "at".

After two sessions of teaching, the researcher then administered post-test 1 to measure the subjects' progress in writing descriptive text after the implementation of ESA combined with picture. In the post-test 1, the subjects had to choose the provided titles, "Penglipuran Heroes Monument"

and "Ulundanu Batur Temple" to be developed into a descriptive text. The text should consist of three paragraphs and each paragraph consisted of 6-12 sentences. In this research, the researcher gave 45 minutes for the subjects to finish the test.

The mean score of post-test 1 in cycle I which was followed by 34 subjects was 73.56. The data of post-test 1 showed that 16 subjects or 47.05% of the subjects were able to achieve the minimum passing grade. Based on the result of post-test 1, it could be seen that there was a significant improvement of subjects' skill in writing descriptive text after being taught through ESA combined with picture. Since the total number of subjects who passed the minimum passing grade was less than the success indicator, the researcher then continued to cycle II.

Cycle II

Based on the result of post-test 1 in cycle I, the researcher continued the research to cycle II. Cycle II was similar to the previous cycle which divided into two sessions and consisted of four interconnected activities. They were planning, action, observation and reflection. Cycle II was aimed to give more improvement towards the subjects' writing skill. In other words, cycle II was carried out to get better result from the previous cycle and to achieve the success indicator. Thus, this cycle was started by revising the planning.

The planning in cycle II was revised based on the weaknesses in cycle I. In planning, the researcher prepared lesson plan, learning material, learning video, student worksheet, and post-test 2. The researcher made the learning material and learning video more comprehensive to enhance the subjects' understanding related to descriptive text. The lesson plan for cycle II was implemented in two sessions or 180 minutes. The learning material was descriptive text about famous tourism

place. The worksheet was also prepared to give the subjects more practices in writing descriptive text. Finally, post-test was constructed to measure the subjects' progressing achievement in writing descriptive text.

Action was the next activity that was carried out to collect the data. What has been planned in the previous stage was carefully applied. In this stage, the researcher applied ESA combined with picture on the third session. The technique was procedurally implemented to achieve a better result. In addition, the researcher observed the subjects during the online teaching and learning process. Based on the observation, the researcher found that the subjects were more enthusiastic and motivated in following the teaching and learning process. They were also more active and get involved in *WhatsApp* group discussion.

After the teaching and learning process was undertaken through ESA combined with picture, the post-test 2 was administered. In the process of analyzing the post-test 2, the results of the subjects' test were used as a measurement to know whether the technique was effective or not in improving subjects' writing skill. The subjects were instructed to write a descriptive text about famous tourism place by choosing one of the titles given such as "Montana Del Café" and "Toya Devasya Natural Hot Spring". The text consisted of three paragraphs and each paragraph consisted of 6-12 sentences. The subjects should finish the post-test 2 in 45 minutes.

The result of the post-test 2 in cycle II showed that the mean score of post-test 2 was 85.32. In addition, there were 32 subjects or 94.11% of the subjects could achieved the minimum passing grade. The data revealed that writing skill of the subjects were significantly improved through ESA combined with picture. In addition, they were more active and

enthusiastic in the teaching and learning process. The result of post-test 2 showed that the success indicator of the present study was successfully achieved. Thus, the present study was ended in this cycle.

The Response of the Questionnaire

The present study was also intended to quantify the subjects' responses on the implementation of ESA combined with picture. Hence, the researcher administered questionnaire to the subjects. The questionnaire was constructed in the form of structured questionnaire on the basis of Likert rating scale ranging from 5 (five) to 1 (one). It consisted of five alternative choices. The total responses of the questionnaire showed there were 995 responses were strongly agree; 516 responses were agree; 36 responses were undecided and none of the subjects' responses showed disagree and strongly disagree.

Based on the analysis of the data of questionnaire, it could be found the subjects gave positive responses toward the implementation of ESA combined with picture. The percentage of questionnaire showed that there were 64.32% of the responses that strongly agreed; 33.35% of the responses agreed; 2.33% of the responses that showed undecided; none of the responses disagree and strongly disagree. From the result of the questionnaire, it clearly showed the subjects positively agreed on the application ESA combined with picture in improving their writing skill.

Discussion

In the present study, the research design was classroom action research. It consisted of four interconnected activities such as planning, action, observation, and reflection. This present study was divided into two cycles in which each session consisted of two sessions. It was intended

to improve writing skill of the tenth-grade students of SMAN 1 Kintamani in academic year 2020/2021. The research was started by conducting the pre-cycle at the beginning of the study. Then, it was continued to cycle I and cycle II.

In pre-cycle, the researcher did an interview with the English teacher and an observation of the teaching and learning process to gain the pre-existing data of the subjects. Based on the preliminary observation, the researcher found the subject had some problems in writing. Therefore, the researcher then administered pre-test. The mean score of the pre-test was 62.62 which was followed by 34 students. Moreover, among 34 subjects who did the pre-test, there were only one subjects who passed the minimum passing grade. The result of the pre-test showed that most of the subjects could not write descriptive text based on the criteria mentioned in the pre-test. In addition, they were confused in developing their ideas and construct a well-organized descriptive text. Hence, the researcher used ESA combined with picture to improve the subjects' skill in writing descriptive text.

In cycle I, the subjects showed their improvement in writing descriptive text after the implementation of ESA combined with picture. The mean score of post-test 1 that was followed by 34 subjects was 73.56. Besides, there were 16 subjects who could pass the minimum passing grade. Most of the subjects were able to write the descriptive text based on the criteria required in the scoring rubric. It showed that the subjects were able to construct the identification, description, and conclusion appropriately. Hence, some of the subjects' texts had been unified and coherent content. Nevertheless, some subjects still struggled to develop their ideas and write a well-

organized text. The observation also showed only a few subjects participated in *WhatsApp* group discussion; meanwhile, some of them were passive by only reading the group discussion. Since the result of cycle I did not yet reach the success indicator, the study was continued to cycle II.

In cycle II, the researcher made modifications over the weaknesses in the teaching and learning process. The modification was in terms of learning material and video which was more comprehensive in terms of descriptive text's generic structure to enhance the subjects' comprehension of descriptive text writing. The result of the post-test 2 revealed the mean score of the subjects was 85.32 and 32 of 34 subjects passed the minimum passing grade. Almost all of the subjects were able to write descriptive text based on the scoring rubric criteria. Their writing was also already unified and coherent. Furthermore, the observation showed that the subjects were more active and participated during the online teaching and learning process. Since there were 32 subjects who could achieve the minimum passing grade, it means the success indicator was already reached. Therefore, the present study could be ended in cycle II.

As the supporting data, the researcher administered the questionnaire to know the subjects' responses toward the application of ESA combined with picture to improve their writing skill. The subjects' responses toward ESA combined with picture was considered positive based on the percentage of questionnaire. The total of the responses was respectively 64.32% strongly agree, 33.35% agree, 2.33% undecided, 0% disagree, and 0% strongly disagree. These figures established that ESA combined with picture was effective in improving their writing skill. In addition, it could be concluded that the implementation of ESA

combined with picture helped them in developing their ideas and constructing a good descriptive text. Their writing also became easier to understand. Besides, they became more active in the group discussion and enthusiasm in following the class.

According to the data and the explanation above, the present study was regarded successful to reach the success indicator. Moreover, there were a significant improvement of the subjects' writing skill from pre-test to post-test. The data were also highly supported by the result of the questionnaire which showed the positive responses of the subjects toward the implementation of ESA combined with picture as a teaching technique to improve the subjects' writing skill. In conclusion, the writing skill of the tenth-grade students of SMAN 1 Kintamani in academic year 2020/2021 could be improved through ESA combined with picture.

CONCLUSION

In the present study, the researcher used classroom action research. It helped the subjects to improve their writing ability. The present study was conducted to improve writing skill of the tenth-grade students of SMAN 1 Kintamani in academic year 2020/2021. Moreover, the teaching and learning process was divided into two cycles where each cycle consisted of two sessions. The data were obtained by administering pre-test in pre-cycle. Then, it was followed by administering post-test 1 at the end of cycle I and post-test 2 at the end of cycle II. As the supporting data, the questionnaire was administered after doing post-test 2 in the last cycle.

In initial reflection, the researcher conducted the pre-test to know the subjects' prior writing ability. The mean score of the subjects was 62.62. The result showed only one subject could pass the minimum passing grade. Furthermore, in cycle I,

there was a significant improvement in which 16 subjects could pass the minimum passing grade and the mean score was 73.56. In cycle II, there were 32 subjects could pass the minimum passing grade and the mean score was 85.32. Based on the data above, there was a significant improvement of the subjects' writing skill. The result of the last post-test also achieved the success indicator that was determined in the present study.

Besides, along with the success of improving the subjects' writing skill, the data questionnaire also showed the subjects' positive responses toward the application of ESA combined with picture in teaching writing. The result showed that more than 97% responses agreed that implementing ESA combined with picture could improve their writing skill. Furthermore, none of the subjects' responses showed disagree and strongly agree in the questionnaire. It revealed the subjects under study well accepted the combination of teaching technique and media in the teaching and learning process. In other words, ESA combined with picture was effective to be applied in teaching writing, especially writing descriptive text.

Based on the data which have been discussed above, the present classroom action research gave a significant improvement of the subjects progressing in writing skill after implementing ESA combined with picture. It meant the present study was successful in solving the subjects' writing problems and improving their writing skill. Therefore, the result of the study showed that the writing skill of the tenth-grade students of SMAN 1 Kintamani in academic year 2020/2021 could be improved through ESA combined with picture.

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