

COMPETENCE IN WRITING ENGLISH BASED ON USING AND WITHOUT USING PICTURE IN TEACHING JUNIOR HIGH SCHOOL STUDENTS

H. Noldy Pelenkahu,

ABSTRACT

The objective of the study is to described (1) the extent of students writing ability based on picture; (2) the extent of students writing ability without using picture; and (3) to describe the differences of students writing competence based on picture and without picture. This study was applied two post test and required two randomly assigned groups of sample, each group is designed to a different condition, no pre-test used. The instruments are a sequence of picture and a topic without picture, in which one group is given a topic by providing a sequence of picture and the other is given a topic without picture. There are two different topic given, those are, for writing based on picture, with topic 'sending a parcel' and for writing without using picture, with the topic 'going to the beach'. The sample of this study is Class VIII B. The students composition are scored by two raters who are the English teacher taught at class VIII and the writer himself. The students composition are rated randomly in the process of inter-rater agreement. Both raters rated the students writing composition independently in order to know the coefficient correlation of both raters in scoring the students composition. The result of the study showed that (1) the average score of students composition in writing based on picture of the three components are classified at 'fair to poor' level; (2) the average score of students composition in writing without using picture for content aspect is classified at 'very poor' level and for organization and vocabulary aspects are classified at 'fair to poor' level; and (3) from the computation of the t-test was found that the t-test is only 0.64.

Key Words: Competence in writing English, instructional media (using picture and without using picture), and teaching Junior High School students.

INTRODUCTION

Writing means expressing ideas in acceptable writing English for particular purpose, such as explaining events or phenomenon, telling a story, and describing an object to persuade other people. In producing a piece of writing, a writer is required to use his/her knowledge dealing with content, organization, vocabulary, language use or grammar and mechanic of his/her linguistic competence, and his/her communicative competence. The writer needs an ability to convey a messages and to negotiate its meaning interpersonally within specific context (Jacobs, et al., 1981:60).

*A Lecturer at English Education Program of Language and Art State University of Manado

Along with various activities in teaching writing, the students are not only expected to be able to express their ideas, but also be able to understand the writing organization, grammatical construction, the appropriate words to express their ideas, and the content of their writing. The

students usually have good ideas in their mind, but they also usually have problems or difficulties to write their ideas into a good writing. So, they need to understand about doing writing in English. That is why, writing is being a skill that should be developed or improved by the students after applying listening, speaking, and reading skill. It needs enough competences, especially in writing components.

The study on teaching writing based on using picture at the second year students of Junior High School is considered need to be done because of, it can improve their English achievement. It was known that, the student ability can be improved after treatment by using picture. Beside that, their composition in three assessment criteria, namely vocabulary, language use or grammar, and mechanic can be also improved. And, the student ability in arranging words or phrases into a good sentence based on picture is being a good one. So that, there is a significant effect toward students' achievement in arranging the jumbled words into a good sentence based on picture.

Many schools have been planned to be a "School Model" by the government in the implementation of Competency-Based Curriculum, particularly in English teaching. In order to know much of this program, in the present study, it is better to do comparison about the use of picture and without using picture in writing English and to know is there any differences in student achievement and what their level of competence. This is accordance with several experts statements relate with the use of picture as the visual media in teaching, especially writing. It is stated that learning by showing visual media is formed of knowledge serving and based on the psychological principle which stated that someone get a better understanding from something that they see, rather than something that they hear or imagine. It means that, showing visual media to the students can focus their attention on meaning or they can easily develop what they are going to write, and helps to make the language use more alive. In writing without using picture, the students are expected to create a writing composition only by giving a topic, no picture given. In this technique of instruction, students are only try to imagine that they were in there when the event happened. It is true because student cognitive condition is an act to recognize and think about where the event happened. When the students given a topic and ask to create a written composition, they will try to organize a written composition by imagine that they were in there when the event happened (Soemanto, 1983:55).

Any teaching technique used in teaching and learning process are able to increase the students achievement. By using one class as the experiment class, it is interested to conduct investigation at the year two students of Junior High School XYZ in South East Sulawesi in writing English paragraph based on picture and without using picture. There will be one class for teaching writing by using picture and one class for teaching without using picture. It means that the writer want to make comparison both of the classes. This study is aimed to know which one of the of those technique do the students best, the strength and the weakness, and how the two techniques influence the students in producing a good writing in English.

ENGLISH WRITING SKILL

Writing is a skill which must be practiced and learned through experience. The important of teaching writing is how to make students having enough competency or mastered the components in the effort of creating a good writing composition. The students need responses to their writing that show them what is like to engage in making a good arrangement of words or

phrases to clearer the messages conveying in it or its meaning, or peer responses. Teachers must help their students to see both potential and their problems.

Writing is the production of graphic symbols to form words in a sequence of sentences arranged in a particular and linked together in certain ways. Wiring is the arrangement of some words to be developed into sentences and paragraph. And there are many factors that limited students how to write well such as the students' vocabulary, background knowledge about the topic, grammar competence, and motivation to practice producing a good writing. Beside that, there are some requirement that should be fulfilled by individuals in creating a good writing composition. In this case, Luhulima (1995:211) suggests six characteristics of good writing, such as:

1. It must be significant, i.e., it should tell the audience or reader something they want to know.
2. It must be clear, i.e., it easy to find or understand the meaning.
3. It must be unified and well organized.
4. It must be economical, not long winding and washing time when read.
5. It must be adequate developed (key points should be developed).
6. It must be grammatically accepted, i.e., no mistake in usage and mechanic.

Writing is all of sequence of one's activity to express his or her ideas through written language to the readers, or understanding it, such as it expected by to writer (Widyamartaya, 1990:9). So that, it can be understood that writing is an activity which cover four elements, that are: (1) idea, (2) written language, (3) readable, and (4) understandable.

ENGLISH WRITING COMPETENCE

A competence is interpreted as an adequate ability to do a work or fulfill required skill and ability (Suhaenah, 1985:22). From this, it is clear that every teaching method which is used in teaching and learning process is aimed to reach the competence and is to developed an excellent students who have knowledge, skill and ability. The word competence used to point out an ability to demonstrate knowledge. Competence as rational to reach any purpose in an expected condition. It is considered as rational performance because someone who conducts it, should have purposes, direction and knows the reason in conducting it.

Parrenoud (1999) defines competence in widely are as: (1) ability base, (2) ability of knowledge and skill mastery (know how and know why), (3) ability of creative (know to do), (4) ability to respond and attitude in work to be autonomous and how to take decision responsible (to be), and (5) ability to life in society, respect each other (life together). According to this meaning, it can be known that competence is individuals ability to use their skill, knowledge, and to do work.

Writing competence is the ability of the individuals to express adequately their response to a set of task in written form (Krause, 1994). It means that in writing competence it required an individual's ability to create and understand sentences. It also relates with students ability in the representation of context, whether they are familiar with the object that will be described, the relevance of the material to the given topics and cohesion of sentences and paragraph. Competence in writing English meet certain standard such as: focused, effective statement, information organized into pattern that serve the goal of writing based on the object that will be described, focused unified by clear main ideas, the use of transition between and within paragraph to create effective coherence of each sentences, supported with convincing evidence in depth and limited to one or few grammatical, mechanical and spelling errors.

In order to evaluate the students composition, Jacobs et al., (1981:60) profiles five components that will be measured. Students works are categorized into four levels of competence, that is excellent to very good, good to average, fair to poor and very poor. It characterized and distinguished by descriptors which the function are as follows: (1) as a specific criteria for excellent and longer concept in composition on, and (2) to focus on significant aspect of a composition which affect the degree of students work.

Students are indicated to have competence when they were in the first two levels that is excellent to very good and good to average. The next two levels (fair to poor and very poor) are indicated that the students are fail or showed that there are mistakes of some sorts, either partial or completely of their works. So, there is a psychological process of students thinking toward writing based on picture and without using picture. In doing writing based on picture, students are assigned to construct a written composition based on the series of picture given. The students are expected to be able to describe any event describing in the context. It is related to De Bono (1987:33) who stated that before writing something, students have to understand what possibly the picture tells about, because they will probably explain it to other person who didn't see the picture directly. A description about the situation toward other people will be approximately same in the effort of giving a description or explanation to themselves as the writer. Showing visual image to the students will activate their visual modality which function to attract their attention toward something, think and remember, keep thinking about some components from their surrounding. Students will be easier to construct word to word become a sentence, because any event happened are clearly depicted, and describe the chronological relationship between any event happened.

Students are assigned to construct a written composition only by topic given without using picture. For this, students are given a stimulus to imagine what probably happened in the context. This is true because it was stated that students cognitive condition is an act to recognize and think about where the event happened. In this case, students are trying to arrange a description by imagine that they were in there when the event happened. So, the explanation of assessment criteria can be described as, for content components descriptor such as: (1) knowledgeable subsistence means that the composition is well organized an having much knowledge; (2) through development of thesis ,means that in organizing the composition, it is supported by statement, theory or an argument; (3) relevant to assigned topic, means that the content of the writing is relevant to the topic given. For organization components descriptors such as: (1) fluent expression, means that expressing the ideas in clearly and readily; (2) ideas clearly stated, means that they have put their ideas in clearly and in an appropriate place; (3) supported succinet, means that composition is expressed briefly and clearly; (4) well organized, means that ordered well; (5) logical sequencing, means that in accordance with the rules of paragraph sequence; (6) cohesive, means that in accordance between one sentence and the sentence after; (7) somewhat choppy, means that not consistent, moving in short, sometimes loosely organized but main ideas or what they want to express are stand out or started. And for the vocabulary component descriptors such as: (1) sophisticated range, means that its complex, with the latest improvements and refinements of using the word; (2) adequate range, means that sufficient, satisfying a requirements; (3) limited range, means that the words used in arranging composition are limited, chosen well, in making a relation are limited; (4) effective word or idiom, usage, and choice, means that the word used was chosen well, in making a relationship between one sentence and another; (5) word form mastery, means that there is no mistake in write the word; and (6) appropriate register, means that the words use in appropriate circumstances or context (Jacobs, et al., 1981:60).

A. Content

Content is what the writer has to say, or a message (anonym, 2005). Another definition about content is stated by Crimmon (1984:14-17), that content in writing refers to the subject of writing. Then he also formulates guidelines for selecting the subject of content of writing as the following: (1) knowledgeable of the subject or content (Concern with the source of students knowledge and how they make a perspective about the subject or content based on their knowledge); (2) the focus of the subject or content (Concern with how they can develop the general subject into more specific one, or what they are going to write; (3) the interest of the subject or content (Concern with whether the students interest to the subject or content, whether they can attract their interest with his subject or content; (4) the manageability of the subject or content (Concern with how they can make the subject more manageable, in order to they are not confuse, organized it in a certain of pages and in particular form.

B. Organization

Organization refers to the students ability in organizing his or her ideas clearly, cohesive and coherence (Jacobs, et al., 1981:61). There are activities or requirement of organization in writing, such as: (1) the list of ideas in the right order, (2) looking for ideas that are similar or those that follow another, (3) the outline of ideas, so they are listed in a logical order (McWhorter 91978:292).

C. Vocabulary

Vocabulary has an important role in developing the writing. Student who have a high amount of vocabulary will not get difficulties in writing something. Vocabulary also concern with the students ability to recognize the word and understand the meaning. It is recognize as an ability to use in spoken and written language. Vocabulary knowledge is closely associated with the ability to comprehend what is heard and read, and maybe related to intelligence and reasoning ability (Nation, 1990:119).

Ur (1996) defines vocabulary as the words we teach in foreign language, which a new item of vocabulary may be more than a single word. One factor that influence the students vocabulary development is environment. Students can increase their vocabulary by following their own page and experience. Students are learned to writing and find out the name of the word in English. Relates to writing, the amount of vocabulary knows by the student will determine the quantities of their writing. To attach the problem in making connection in a sentence, and between sentence to another sentence, student must try to be familiar with something that exist in the context and its meaning. Tarigan (1986:2) stated that the quality of someone language skill depend on the quantity and quality of vocabulary belongs to him or her. Based on this, vocabulary is all the words that something have about a language or component of language which cover information about the meaning or the using of the words in a language.

INSTRUCTIONAL MEDIA / TEACHING AIDS

In order to make students easier to understand the material given, teacher should use a good strategy and techniques. Media is one of visual aids which appropriate to use in student writing ability. It describes a concrete visual about the problem in it and make students understand the idea or information clearly than given by words. In presenting new words or introducing the topic, teacher can use visual media to help students understand the words given or we can say that showing visual material to the students can focus their attention on meaning and help the language used in the class more real and alive. So, in making decision to use media, a

teacher need to ask three basic as the following: (1) Is it easy to prepare?; (2) Is it easy to organize in the classroom?; and (3) Is it interesting to the students?

The Picture

To facilitate the teaching and learning activity, teacher of young learner can use visual media. One kind of visual media is a picture. Teacher can show his/her teaching object to the students because it is impossible to bring all the things in the classroom, for instance: a bus, an elephant, a plane, etc. in this case, picture is a representation of anything (as a person, a landscape, and a building) upon canvas, a paper or their surface produced by means of painting drawing, or it could be a representation in colors, or a visual representation or image painted, drowned, photographed, otherwise rendered on a flat surface (Anonym, 2005). In another sense, picture means of expressing non verbal message. It is used to express and clarify the message. Using picture can give real context for students to learn with its compensatory function. Picture can give context for understanding which can help the poor students to learn.

The term picture is used to mean visual that are used to express and clarify the message of what should the students conveys. The picture are of course chosen in relation to the topics of writing material that will be given to the students. Pictures can help the students to produce the content of their writing. The students might be easily in designing and developing what they are going to write, because pictures provide a clear description about something describe in the context. The advantage to use picture for writing composition are as the following: (1) it can interest to the students; (2) it can give context for language and students activity; (3) it helps the students to interpret the meaning (Picture describe any event happened, so it can help interpreting the meaning or messages conveying in it); and (4) it can help to translate the meaning of the gift of the text which can help the students to arrange and develop their ideas in a good writing.

FINDING AND DISCUSSION

A. Finding

Before the result of the students' composition were rated, first, it have to calculated the inter-rater agreement. This was done to know the reliability of both raters in evaluating the students' composition. The result for both of inter rater agreement in writing based on picture is 0.86. meanwhile the result of inter rater agreement in writing without using picture is 0.76. both of this result showed that it is reliable.

In evaluating the students composition, it is used a composition profile scoring (Jacobs, et al., 1981) in three component, namely (1) content (13-30), (2) organization (7-20), (3) vocabulary (7-20). The score level classification of that three components and the total can be seen in the table 1 bellow.

Table 1
The Score Level Classification of the Three Components

Level Components	Excellent to Very Good	Good to Average	Fair to Poor	Very Poor
Content	30-27	26-22	21-17	16-13
Organization	20-18	17-14	13-10	9-7
Vocabulary	20-18	17-14	13-10	9-7

Jacobs, et al., 1981 (assessment criteria)

The description of students competence in writing based on picture in each components can be in the following table 2 bellow.

Table 2
The students Level Classification on Content Aspect

No	Classification	Score	Frequency	Percentage
1	Excellent to very good	30-27	-	-
2	Good to average	26-22	-	-
3	Fair to poor	21-17	12	46.15
4	Very poor	16-13	14	53.85
Total			26	100

Source: Result of data Analysis

Based on the table 2 above, the percentage of students who were classified at fair to poor level is 46.15% and it is categorized as 'low'. Meanwhile the percentage of students who were classified at very poor level is 53.85% and it is also categorized as 'low'.

Table 3
The Students Level Classification in Organization Aspect

No	Classification	Score	Frequency	Percentage
1	Excellent to very good	20-18	-	-
2	Good to average	17-14	1	3.85
3	Fair to poor	13-10	24	92.30
4	Very poor	9-7	1	3.85
Total			26	100

Source: Result of Data Analysis

Based on the table 3 above, the percentage of students score who were classified at good to average level is 3.85%, it is categorized as 'low'. The percentage of students score who were classified at fair to poor level is 92.30% and it is categorized as 'high'. And the percentage of students score who were classified at very poor level is 3.85% and it is categorized as 'low'.

Table 4
The Students level Classification in Vocabulary Aspect

No	Classification	Score	Frequency	Percentage
1	Excellent to very good	20-18	-	-
2	Good to average	17-14	-	-
3	Fair to poor	13-10	22	84.61
4	Very poor	9-7	4	15.39
Total			26	100

Source: Result of Data Analysis

Based on the table 4 above, the percentage of students score who were classified to poor level is 84.61 and it is categorized as 'adequate'. The percentage of the students score who were classified at very poor level is 15.39% and it is categorized as 'low'.

The description of students level classification in writing without using picture in each components can be seen in the table 5 bellow.

Table 5
The Students Level Classification on Content Component

No	Classification	Score	Frequency	Percentage
1	Excellent to very good	30-27	-	-
2	Good to average	26-22	-	-
3	Fair to poor	21-17	10	38.46
4	Very poor	16-13	16	61.54
Total			26	100

Source: Result of Data Analysis

Based on the table 5 above, the percentage of students score who were classified at fair to poor level is 38.46% and it is categorized as 'low'. And the percentage of students score who were classified at very poor level is 61.54% and it is categorized as 'sufficient'.

Table 6
The Students Level Classification on Organization Aspect

No	Classification	Score	Frequency	Percentage
1	Excellent to very good	20-18	-	-
2	Good to average	17-14	3	11.54
3	Fair to poor	18-10	19	73.07
4	Very poor	9-7	4	15.39
Total			26	100

Source: Result of Data Analysis

Based on the table 6 above, the percentage of students score who were classified at good to average is 11.54% and it is categorized as 'low'. The percentage of students score who were classified at fair to poor level is 73.07% and it is categorized as 'adequate'. The percentage of students score who were classified at very poor level is 15.39 and it is categorized as 'low'.

Table 7
The Students Level Classification on Vocabulary

No	Classification	Score	Frequency	Percentage
1	Excellent to very good	20-18	-	-
2	Good to average	17-14	-	-
3	Fair to poor	13-10	15	57.7
4	Very poor	9-7	11	42.30
Total			26	100

Source: Result of Data Analysis

Based on the table 7 above, the percentage of students score who were classified at fair to poor level is 57.70% and it is categorized as 'low'. The percentage of students score who were classified at very poor level is 42.30% and it is categorized as 'low'. From the computation of t-test, it is found 0.64. it consulted with the t-table at the level of 0,05%.

B. Discussion

The result of students composition in writing based on picture on content aspect can be classified into 'fair to poor' level. The average score they got was 17.38. Mostly of the students

have little substance in producing their writing, inadequate development of the topic given. They are certainly understand about the subject, but they have problem in developed it. The students result showed that they wrote their writing exactly only based on what the picture shows, there is no development of what can be or possibly will be happened to the continuity of the story. And, the result of the students composition in writing without using picture is classified into ‘very poor’ level, which the average score they got was 15.96, which means that they are limited knowledge of subject and sometimes does not show knowledge of the subject, they produce a non substance and non pertinent sentence, and inadequate development of topic.

The students ability in writing based on picture in organization aspect are categorized at ‘fair to poor’ level. The average score that they got was 10.78. It is seemed that the students have problem in developing their writing because they create a non fluent composition, the ideas is confused or sometimes disconnected with what the picture means and too lacks logical sequencing and development. While, the students ability in writing without using picture in organization aspect is also categorized at ‘fair to poor’ level. The average score that they got was 10.59 and seems that they are still produced a non fluent ideas, lacks of logical sequencing and development of creating one sentence in relation with another sentence.

The students ability in writing based on picture on vocabulary aspect is categorized at ‘fair to poor’ level too. The average score that they got was 10.53. it shows that they have a limited range in vocabulary using, frequent errors of word and idiom form, choice, usage, and meaning confusion or obscured. This showed that using picture still makes them confused in doing word choice the words that appropriate to convey the meaning from the picture and words usage, especially the using of verb and errors in writing the words. And, the students ability in writing without using picture on vocabulary aspect is categorized at ‘good to average’ level. The average score that they got was 9.59. It showed that their writing composition result is adequate range, occasional errors of word or idiom form, word choice, usage, but meaning is not confused or obscured. It is showed too that they have used an appropriate word in expressing their ideas even though sometimes create any mistakes in the form, the usage, but the ideas are clearly explained, so it can be concluded that their writing without using picture can increase their vocabulary, even though it is not fully able to increase their ability because there was still have some weaknesses for them to develop their ideas into a good English writing.

Based on the above description, It can be concluded that the using picture in writing English paragraph is not always appropriate or be better in increasing the students competence, rather than without using picture. This is because it found that there is no significant difference in the students level of competence, in which for all components were classified at fair to poor level. So that, according to the finding and discussion above, it is clear that the students of Junior High School of XYZ were not yet have competence in writing English paragraph based on picture and without using picture. The result of their writing composition for both writing activities showed that they are still make some mistakes in writing the words, especially the verbs. In this case, the write it by using infinitive ‘to’ before the verb. Certainly, by adding the infinitive ‘to’ before the verb it will make the sentence become unclear, another mistakes is in writing the words, and they have a low background knowledge about the topic and language use or grammar.

CONCLUSION

From the data analysis of students competence in doing writing based on picture and without using picture, can be concluded that: (1) the average score of students composition in writing based on picture of the three components are classified at ‘fair to poor’ level; (2) the average score of students composition in writing without using picture for content aspect is classified at

'very poor' level and for organization and vocabulary aspects are classified at 'fair to poor' level; and (3) from the computation of the t-test was found that the t-test is only 0.64. If it is consulted with the t-table, it got 1.67. this is showed that the t-test was lowest than the t-table, so, Ho is accepted and H1 is refused. It means that using picture is not always appropriate to increase the students competence in doing English writing rather than without using picture.

In the effort of making the students to have a good competence in English, especially in writing English paragraph, teacher should encourages the students to practice more in writing, especially in constructing a good sentence, which will be a unity in a paragraph by give them a homework or task in doing writing, and evaluate it for giving feedback of their result. It is meant that the students will know in which parts, they are wrong. According to the study, it can be known that the students vocabulary were low. This means that teacher should introducing more words to the students and how to write it in a well construction. And, teacher should give more explanation and practice of how to construct a grammatical sentence, and have to encourages the students to have a high motivation in doing practice of producing a good English writing.

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