



**THE VISUAL MEDIA APPLICATION IN TEACHING WRITING TO THE
ELEVENTH GRADE STUDENTS OF SMAN 1 KANDAT
IN THE ACADEMIC YEAR 2014-2015**

SKRIPSI



**By:
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NPM 11.1.01.08.0044**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
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Abstract: *Visual media application can increase the motivation and creative in writing process. But in this case, the using visual media by the teacher when teacher teach writing too monotonous and the students are difficult get ideas to make a story. This study aim to describe the ways the teacher' uses of visual media application in teaching writing and to describe the students' response in teaching writing base on visual media application to the eleventh grade students of SMAN 1 Kandat. Visual media is usually used by the teacher in teaching writing. Visual media is used by the teacher is PPT. The teacher use PPT to make the students creative to write, increase their vocabulary, and easy get ideas. This study was qualitative research. The subjects of the research are the teacher and the students of the eleventh grade at SMAN 1 Kandat. There are three kinds of instruments in collecting the data; they are observation, documentation and interview. The finding showed that the English teacher at SMAN 1 Kandat applied visual media in her instructional process, English teacher use PPT LCD Projector because it was easily available and the students gave good responses psychologically when teacher applied visual media. They are The students were more enthusiastic, felt comfortable in writing class, and began more motivated to generate their critical thinking.*

Keywords: *Visual Media and Teaching Writing.*

INTRODUCTION

Media can help students understand the materials given by the teacher easily in teaching English. The use of media attracts the students' interest and motivates them to learn more seriously. Finocchiarro (1974:155) classifies media into three general categories, they are: audio, visual, and audiovisual. The most common media applied by the language teacher is visual media. According Susilana

and Riyana in Jannah (2013), using of visual media has some functions for teaching and learning writing. The functions of visual media application are: Visual media are beneficial in classroom for many reasons. Tsui in Carter and Nunan (2001:120) states that the term classroom interaction refers to the interaction between the teacher and learners, and among the learners. Each of those components interact one another during the teaching and learning process. One example is for crowded classroom

during a special demonstration in areas. Teacher is able to use visual media in their classrooms to enlarge dissection and experiments in crowded classroom. Used visual media is useful in day-to-day activities and lessons within the classroom. Next is interesting, because it is possible for visual media give a variation pictures with an interesting color and visual media is also can give more messages with a limited time. Therefore, visual media is as tools, which used in the teaching and learning process.

Teaching learning process in senior high school has been emphasized on the four skills: listening, speaking, reading and writing. Writing may be considered the most difficult language skill because in writing the students must generate and organize their ideas to solve the difficulties in writing. According to Rogers (2005:2), writing is the use of graphic marks to present specific linguistic utterance. It means writing in one sense is the production of sentences as instances of usage to generate ideas. To make the students easy to get ideas, the teacher should use some media, as tool of helping the students develops their creative in arrangement of paragraph and approaches in writing. Syandri (2015) states that by using visual media, teachers can give information to the

students more easily and the students can understand and get the information more easily too, because the teachers can show what they are talking about and the students can see directly what the teachers mean. Visual media is usually used in teaching and learning process because visual media can be more effective and efficient.

In teaching writing, we can use any visual media to make the students are interested and encourage motivation to be more creative in making simple sentences. We can use any media such as pictures, games and real object. Object means a solid thing that can be seen and touched (Hornby, 1995:796), and means real in exiting as a thing or occurring as affect, not imagined (Hornby, 1995:968). So the real thing is solid that can be seen and touched and it is not imagined such as a book, table, chair, white board, etc. As teacher, we can introduce acknowledgment about simple sentences by using real thing that very familiar to the students. Therefore using visual media in teaching can be very effective and can have many benefits in learning process. However, this depends on teachers' being creative and competent.

Based on the fact, the teachers as the decision makers have to think about how to teach writing. So, the teachers have to make a new innovation and more creative to



teach writing because it can help their students to lessen the student's boredom. One of the problems is caused by the using of a conventional media of teaching and the teachers teach their students in a monotonous way. The teacher should use the visual media as media of educational, because this media are easy to get and used. And also Visual media is kinds of media that can be seen and can be touched by the teacher also the students related to the subject of the study.

There are two related study belong to this study. The study is study on visual media application in teaching writing. Ahmadun (2011), about *the Effectiveness of Using Visual Media To Improve Descriptive Text Writing Skill*. The study is conducted to answer whether visual media can stimulate set of ideas in improving students' writing, to find out the students' ability, to identify the difficulties or the problems faced, and to suggest some possible solutions to solve the difficulties in writing descriptive text by using visual media. And Nurul Jannah (2011) in his study "The Use Of Visual Media To Improve Descriptive Text In Writing Skill". She concluded that visual media can improve the students of MTS Yaspuri Merjosari in writing skill. This study used CAR and it was implemented in one cycle that consisted in three meetings.

Based on the result of this study, this study successfully improved the students' writing skill, especially descriptive text about persons. Based on the test, the average writing score of student's second grades at MTs Yaspuri Merjosari Malang was 57.38 whereas the minimum passing grade of English is 70.

For the student, visual media application in teaching writing can encourage motivation and creativity to the students to make a good writing and develops their ability in writing. Visual media application is also beneficial in teaching writing and often used by teacher. But there are some teachers who can't and can use visual media correctly.

In this study, the researcher conducts research at *SMAN 1 Kandat*. The research focuses on visual media application in teaching writing to the eleventh grade students of SMAN 1 Kandat. The visual media application has been used by some teacher to stimulate the students' ability in writing. However, in this case, the teacher only apply visual media base on student book. So, the students get bored when they are taught writing by their teacher and that way can't stimulate the students' idea and their creativity to create writing. The researcher also hopes the students can be motivated in learning writing and make

student's interest to learn. This study involves an English teacher teaches English and the students of SMAN 1 Kandat.

METHOD

This study applies Qualitative approach as the research design. According to Denzin and Lincoln (1994), qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. The researcher uses case study of the qualitative in conducting of the research because it is interested in conducting in-depth studies of smaller populations and groups, case study data is strong in reality, and considered as products that may form an archive of descriptive material sufficiently rich to admit subsequent reinterpretation.

The subjects of this study were the teacher and 34 students in the class XI IA – 3 at SMAN 1 Kandat. In this study, there were three activities done in the preliminary study. First was the interview with the English teacher and the students, second was an observation, and the third is documentation. The research was conducted on the second semester in the academic year

2014/2015. It will be started from March up to June 2015.

The data of this study were the information about the teacher and students that were obtained from observation, interviews and documentation to collect the data in a qualitative field study and sources of data were teacher and the students. The researcher used Sugiyono theory (2012) to collect the data. In analyzing the data, the researcher uses Miles & Huberman theory (1994:10) which consists of three procedures. They are data reduction, data display, and Conclusion drawing/verification. In this writing activity, the teacher used the same strategies with Ficochiario theory when applied visual media. The theories are picture file, chart and film strip.

FINDING

This part presents the result of interview, observation checklist, and documentation. Based on the observation to the teacher, the researcher observed the teacher when she was applied visual media in teaching writing in the class. The teacher used visual media of power point as media education. She taught hortatory exposition text in writing process by visual media

application of power point. She use appropriate of power point that can enhance teaching and learning process for the students and also selected the appropriate material based on the standard competence and basic competence. Then the teacher arranged the procedure of teaching process. The teacher used three phase technique to teach writing by visual media application to the students. The three phase technique consisted of three steps; they are pre-activities, whilst-activities, and the last post-activities.

To get the deeper data the researcher held interviewing and observation in the classroom to the teacher when the teacher explained teaching writing used visual media. The English teacher said that visual media was suitable to be applied in teaching writing and more effective and efficient to be used in instructional process, so that the quality of instruction can be improved.

By using visual media, she can gives information to the students more easily and the students can understand and get the information more easily too. Visual media give people support and motivation to know and observe and they can built the students' interest in study English and they associated between the content of material

with the real world. And visual media are wasting time because there are so many pictures that can be used.

The teacher used power point as visual educational media to deliver the material to the students in her teaching activity. According to her, the students were very enthusiastic and felt comfortable when she taught using power point in teaching writing. She applied Power Point clearly and easily. These are her ways to apply PPT; first she introduced the material in her presentation to the students. Second, she presented the material clearly about hortatory exposition to the students through PPT. Then, the students heard and paid attention the topic of hortatory exposition that was presented by teacher. Third, she also used PPT to present the generic structure, language features, and example of hortatory exposition to the students. Fourth, she showed some pictures in her presentation and inserted the sound for the slide in her PPT to make the students felt interested in writing material. In this activity, the teacher gave the picture in her PPT about hortatory to the students. Fifth, she also showed the topic to the students in her presentation. The last, she gave a note in her slide of power point aim to evaluate the report of the teaching and learning activity.

In this activity, the students gave good responses when the teacher applied visual media. This result can be seen from observation checklist and interview. The students begin to be more motivated to write and more creative to develop their ideas in writing, more enthusiastic when the teacher showed the color pictures through PPT-Projector, and they felt comfortable when they were presented through power point by teacher in writing class. According to the students' reason, PPT could make them learn easily to write a story, helped them to think critically when they needed ideas because the teacher was more creative with insert the pictures and sound in slide. PPT was also as visual media of education that could make them interested in learning process.

DISCUSSION

In this section, the researcher discusses the visual media application that is appropriate in teaching and learning based on Finocchiaro theory and also visual media application in teaching writing that are used by the teacher. For the technique of visual media application in teaching process and teaching writing from the theory are the

picture file, charts, and filmstrip, film, radio, television.

In his daily teaching activity, some techniques are always applied by the teacher such as the picture file, charts, and filmstrip. The picture file is applied when she showed the material about hortatory exposition to the students. She gave a picture through PPT in her presentation that consists of generic structure and language features and gives layout with insert a picture to make the students are easy create a story. She use chart in her PPT to show grammatical that is used in the text. By using chart, the students can understand structure of hortatory exposition and can increase their comprehending. The last she applied the technique of filmstrip in her presentation. This technique is applied with show a video about hortatory exposition to the students.

For the Finocchiaro theory above, the theories have similarity with her strategies when she applies it in teaching writing. She applies picture file to make the students improve their vocabulary and felt interested when they are taught writing. She also applies simple chart to make it easy the students comprehend the grammatical in text. When the students have difficulty to explore their vocabulary, the teacher applies

filmstrip. By using film strip the students are easy get ideas and stimulate critical thinking in making story. So, she is often applies this strategy in writing class.

CONCLUSION AND SUGGESTION

In this part, the researcher makes conclusion and suggestion based on the result of the research about the application of visual media to the eleventh grade students of SMAN 1 Kandat in academic year 2014-2015, such as follows: In teaching and learning process, the visual media application in teaching writing to the eleventh grade students of SMAN 1 Kandat consist of three activities, they are: pre-activity, whilst-activity, and post-activity, the teacher applies visual media with some procedure appropriately and by visual media application, the students are very enthusiastic and give good responses in writing class.

In addition, the teacher applies three strategies that often used in teaching writing. These strategies are picture file, chart and filmstrip. The picture file is always applied by her to improve the students' vocabularies and make the students feel interested in writing class. She

also uses chart get easy the students in comprehending grammatical of the text. In writing process, she usually uses filmstrip when the students began bored and difficulty get ideas to make a story.

Based on the conclusion above, The researcher also give some suggestion to the English teacher that she uses visual media as strategy to teach writing and should be more creative in apply visual media, because it can make the students are enjoy in teaching process. And for the students, they should be good participants when the teacher teaches writing using visual media, study hard and be active during the teaching learning process.

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