



Teacher Responses toward the Use of Picture of Things in Teaching writing at Junior High School

Anita Puteri Setiadi^{a*}, Nai Supartini Atmawidjaja^b

^{ab} Institut Keguruan dan Ilmu Pendidikan Siliwangi, Cimahi, Bandung

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*Corresponding author:

anitapsetiadi@gmail.com

naisupartini@ikipsiliwangi.ac.id

Abstract

The Aim of this research is to describe the application of teaching media using pictures in English language learning in class 7 at SMPS Warungkondang Cianjur. The method used in this research is a qualitative descriptive method, by conducting interviews with a teachers who teach in class, to find out representatives of English teachers when teaching writing Things In The Classroom material in class using Picture teaching media by giving paper sheet containing pictures of objects. The results of the research show that according to the opinion of the interview by a teacher, students are quite enthusiastic in learning using pictures, but some students are hampered by a lack of knowledge in understanding vocabulary. So in conclusion, implementing the picture method in seventh grade can motivate students to learn English. Students are enthusiastic in learning, can understand objects in the material, and even learn new things when studying.

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INTRODUCTION

In our globalized world, English is required for communication with people everywhere. English is one of the subjects that Indonesian students who will graduate from middle school and high school must take. As a result, the ability to communicate in daily settings or to take part in the formation of written and spoken language is expected. The Ministry of National Education states that they must be skilled in producing a variety of functional texts and monologues, including procedural texts, narratives, recounts, and reports. According to Depdiknas (2006:124).

Writing is one of the key skills that students studying English need to have. When it comes to writing in a language, students' proficiency with it is a key indicator of their learning in that language. According to Knapp and Watkins (2005:82), discussing writing and working with others are disciplined activities. Furthermore, Oshima and Hogue (2007:15) states that writing is a linguistic talent that entails lengthy procedures and originality. It is necessary to pay attention to the steps of classifying sentences into paragraphs, identifying concepts into sentences, and revising paragraphs. By using these techniques on frequently, you can improve your writing performance.

Three things are responsible for language components in general: grammar, vocabulary, and pronunciation:

1. The first step in learning a language effectively is adhering to patterns and norms, sometimes known as grammar or language rules. To read, write, and speak English correctly, one is required to a system of rules and concepts known as English grammar. Learning English grammar can help you as a second language learner in many ways, from understanding verb tenses and sentence structure to knowing how to utilize different words and phrases to convey

different meanings. It discusses the construction and application of words, phrases, clauses, and sentences in communication, as well as their structure.

- 1) 2) The words in our vocabulary are those that are part of the language we speak and give our language meaning. Vocabulary can be defined as a group of letters entered in a dictionary that stand for one significant word, several meaningful words, or what is known as a collection of words (phrases) with separate meanings. Learning vocabulary can be divided into two categories: productive learning and accepting learning (also known as receptive learning). Receptive vocabulary (receptive learning) is the capacity to identify words while maintaining their meanings, whereas productive vocabulary (productive learning) is the same as receptive vocabulary but additionally functions as a tool for speaking and writing at suitable moments. In this vocabulary is an important part of English language instruction programs. The terminology employed in teaching all language skills—speaking, listening, reading, writing, grammar, and structure—as well as the phonological and grammatical elements of language form, make this clear. Comprehension words are those that are fundamental to our language and provide it with meaning.
- 2) The way a language's words are said is known as pronunciation. Articulation is the precise pronunciation of each word with clarity. Pronouncing words correctly is essential to effective communication. There's no denying that public speaking requires articulation. The justification is that there are time and place constraints while speaking in public. As a result, the speaker needs to talk clearly. (Fauziati, 2010: 61).

Researchers suggest instructional media options to boost students' enthusiasm in using visual media; this media facilitates teachers' comfort and success in helping students in class VII develop their writing abilities. Students are supposed to enjoy the process of writing in a target language and be more motivated to write when using pictures to teach writing skills and foster creative thinking. By using pictures, teachers may help students develop their imaginative skills, which will enable them to express their thoughts and feelings about the picture in writing more gradually. When the teachers are about to teach, they should greet students regularly. According to the observation, teachers sometimes did not greet the students when started or ended the lesson. In fact, this activity gives a warming up and helps students to be more familiar with English. Teachers also should make more efforts in teaching English. Based on the observation, not all of the teachers had a good proficiency in teaching English and had teachers training background (Atmawidjaja,2019)

According to Wright (1989:2) When teaching writing, speaking, listening, and reading, pictures can be a helpful instrument. Additionally, pictures have a significant part in the delivery of procedure of teaching and learning. According to Wright (1989:29), photographs can represent places, objects, people, and other concepts, therefore they can aid pupils in recounting stories or understanding concepts. Images are pictures, or a specific kind of photography, that show people, places, and things. Pictures such as postcards, images from books, magazines, catalogs, and so on are frequently utilized as images in educational materials. (Heinich, Molenda, and Russel, 1993)

The application of media picture has been carried out by previous researchers to obtain the expected results. Motivating students' interest in the subject matter can be accomplished through the use of effective strategies. It would consequently urgently require an adequate technique to comply with the problems. In order to test instructional strategies, the researcher uses picture series. Pictures can be used to inspire a variety of communication activities, according to Nunan (2004:58). Additionally, picture books provide children with some inspiration when they start writing. Images can also be utilized in the classroom to set the scene or provide context, according to Harmer (2007:182). Picture series can offer numerous advantages and make a genuine impression on students during the teaching and learning process. Students may find it easier to understand the meaning of a word, sentence, paragraph, or picture series. It might be simpler for students to comprehend the literal meaning of a word, sentence, paragraph, or set of pictures.

Based on these problems, the researcher wanted to know more about the use of picture media to improve writing skills on any object material in the classroom, so the title "Teacher Responses Toward the Use of Picture of Things in The Classroom Teaching Writing Skill to the seventh grade Students" was determined. with the hope that this method can motivate students. to be able to continue learning and developing writing skills. It can be said that the application of image media in learning procedural texts for class VII students at SMPS PGRI Warungkondang Cianjur has increased. From

the results of interviews conducted by researchers with teacher sources, it was found that. The aim of this research was to identify teachers' perceptions of the use of the picture teaching method in teaching writing skills. To find out this, the author conducted interviews with two teachers at PGRI Warungkondang Middle School as informants. The two teachers have delivered material regarding Chapter IV "This Is My World" with the subtitle Things in The Classroom in the 2017 Revised Edition of the When English Rings A Bell package book. There is only one class VII in this junior high school and both teachers teach simultaneously because the inadequate situation is due to teaching activities at schools following the earthquake disaster that occurred in Cianjur at the end of 2022.

Teaching Writing

According to the 2013 Curriculum, students should connect while participating in learning activities in addition to their teacher. Through the learning activities, students can discuss, explore, and share their thoughts about the content covering a certain topic. It indicates that the students engage in discussion, analysis, demonstration, and application of new concepts in addition to listening to and memorizing the teacher's explanations. The students actively participate in the teaching process, and to motivate the students to do the same, the teacher must modify in the learning activities.

As part of their learning activities, students should be given the chance to write, study, discuss, and think critically about the ideas, concepts, and problems covered in a certain academic subject. Moreover, According to Brandes and Ginnis (1986):

The guiding concepts of student-centered learning are as follows: Three things are true: (1) students fully own their education; (2) participation and involvement are essential to learning; and (3) there is greater equality in the interactions among students. (4) the teacher takes on the role of facilitator; and (5) students develop not only in the cognitive and psychomotor domains but also in the affective domain. Lesson plans have some parts.

According to Byrne (1979:83), Teachers are required to use various media, including flashcards, photos, and other materials, to help students handle writing challenges. Pictures are one kind of media that can be utilized in the teaching and learning process. When a teacher assigns writing to their students, they should not only determine some or all of the standard tasks but they should also assign the key functions of motivator, resource, and feedback giver Harmer J (1998:261-262).

Many students choose words incorrectly. This is a result of students' limited vocabulary, lack of practice, and challenges with learning the language. As stated by Stahl (2005), "vocabulary learning includes the meaning of words along with an understanding of the words themselves, because this information not only shows the definition of a word but also how the word correlates with its context" However, not many students used language that was not proper for the context. When the kids are unable to pronounce a word in English, they will even sometimes say it in Indonesian. It implies that the students' vocabularies need to be expanded. The vocabulary was only provided to the students when the teacher went over the topic with them.

Teaching using media is one of the specific things that teachers might use to help them present their teachings. Students will pay attention to our lessons and find studying English enjoyable if they use media. As stated by Brown (2007:138), students who employ both visual and auditory learning methods do well in their studies, but a little extra effort will set them apart from the rest. The key is that successful learners use media to learn and teach English.

Based on Brown (2007) when teachers use media, students will actively participate in their education and they will appreciate seeing their progress documented. By deciphering, constructing, and illustrating image stories, teachers can greatly assist the students with improving visual literacy. Students learn to read visually so they can explore a variety of abstract concepts. Additionally, using a variety of media, especially photographs, can inspire kids to study historical concepts and facts.

The Use of Picture in Teaching Writing

The researcher suggested utilizing pictures to teach writing in the classroom. Pictures may be helpful in the process of learning and teaching. Based on Gerngross (1992: 3), using pictures in the class can improve communication and makes it more interactive, natural and realistic. He suggested using pictures to provide solutions for language skill training. Speaking and writing abilities are two important skills that can be developed through using of a pictures. Regarding this, Jacobs notes in Genesee and Upshur (1996: 207) that students are able to apply the writing elements, such as content,

structure, vocabulary, language use (grammar), and mechanism (spelling and punctuation), is referred to as their writing skills.

Students can get inspiration for their writing from this. In conclusion, the picture is a useful tool because it offers students: (1) a shared experience in the classroom; (2) a requirement for common language forms to use in the classroom; (3) a diversity of tasks; and (4) a focused area of attention.

Additionally, pictures have the following responsibilities in enhancing the writing classroom environment: 1. Students can be inspired by pictures to participate, pay attention, and pay attention. Images can add to the linguistic context in which words are utilized. They introduce the outside world (a street scene or a specific object) into the classroom. 2. A picture may be objectively described; 3. Through practice, the picture can trigger answers to questions or substitutes; 4. Images can stimulate and supply knowledge for use in dialogue, discussion, and narrative (Wright, 1989: 17).

This in line with Wright, In addition to providing context for learners to convey their thoughts, pictures can also encourage students to pay attention and participate in the lesson. Sometimes the most important aspect, though, is the knowledge that there are several ways in which pictures can be explained, which will help students improve their writing and organize their ideas. After studying the material, to discuss what they understand, all students need to be familiar with the correct terminology, idioms, and sentence construction when shown a picture. It can assist students in using better language (vocabulary and grammar) when writing, and Raimes said (1983: 27) that pictures might provide students with inspiration for their work. As a final point, a picture is a useful tool since it gives students a focus of attention, a range of tasks, a shared experience in the classroom, and similar language forms to be used. Students can use the picture to get inspiration for their writing. As a final point, a picture is an effective instrument since it gives students a focus of attention, a variety of tasks, a shared experience in the classroom, and similar language forms for learning.

As stated to Wright (1994:17) suggested that key functions for pictures in writing are:

1. Picture have an ability to inspire students and motivate them to focus in class and participate actively.
2. A picture that helps including aspects of the outer world such as a street scene or a specific object, such as a train or a cloud to the context in which language is used.
3. Picture might use controlled activities; the graph can provide an answer to questions or feedback from the participant.

METHOD

The author uses a qualitative research design, because he tries to investigate the phenomenon of using images in teaching writing as seen from the representatives of teachers who teach Things in The Classroom material. Qualitative case studies, according to Merriam (1988), are comprehensive examinations and studies of certain situations, events, or social units. The research population was two teachers at PGRI Warungkondang Middle School for the 2022-2023 academic year who taught class VII. The author started the research on March 5 2023. The research instrument was direct interviews with the two teacher sources to find out the teacher's response after implementing the method of using pictures during the learning process. The author gave around 10 questions to the sources, and spent around 20 minutes for the two teacher sources. This was done to collect valid data that was used to answer the research questions.

RESULT

The author conducted interviews with two teachers while teaching at SMPS PGRI Warungkondang as informants. The two teachers have delivered material regarding Chapter IV "This Is My World" to class VII students from the 2017 Revised Edition of the "When English Rings a Bell" package book. There is only One Class 7 due to the situation following the earthquake disaster causing an reduce of students in there. The first informant and the second informant teach in the same 7th grade with different assignments.

The first teacher "explained the subject matter of objects in class in chapter IV of the textbook. At the first meeting the teacher explained the examples then gave assignments to students by distributing pictures and filling in pieces of paper containing several examples of the objects found.

in classrooms such as blackboards, study tables, stationery etc. The first informant also explained that students were less conducive to the teaching and learning process because students did not have an English dictionary to do so. Here the students were tasked with filling in empty sentences in several pictures on paper, but students still had difficulty filling in the names of objects in class because lack of knowledge in interpreting it in English.” (Afina Interview, March 5 2023).

And for the second teacher informant, "the teacher's job is to check students' answers. Among other things, it can be seen that there are still many errors in writing grammar and vocabulary, because at elementary school the English language subject was eliminated and was hampered by the Covid pandemic so that students did not understand the lessons. And The second informant also explained that when the teacher checked the students' answers, regarding examples of objects in class, it was seen that the students were enthusiastic in paying attention to the material because the Picture teaching media made the students enthusiastic, there were also those who chatted because the students were not paying attention properly, but apart from that "Students are quite active in learning and enthusiastic about asking questions even though many of the students' answers are still wrong." (Fanny Interview, March 5 2023)

DISCUSSION

The Discussion should be an interpretation of the results rather than a repetition of Based on the results of interviews with the two teachers, the researcher can conclude that by using picture teaching media, this material can enable students to learn quite well by developing main ideas and answering on a piece of paper that the teacher has provided with a picture containing a picture of a class. various pictures of several objects in the class, and students are asked to fill in the objects on the blackboard, globe, book, study table, etc. into English. However, in this case, according to the first teacher who taught and the second teacher who checked the results of the students' assignments, there were the students discovered a number of difficulties including grammatical mistakes, wrong punctuation, use of capital letters, and other technical writing errors such as some students being assessed as lacking knowledge in understand English lessons because students in elementary school don't have English lessons because of government policy and because of the pandemic, students lack learning and almost all students don't have dictionaries. But behind some of the difficulties that students face during learning, according to the results of the teacher's analysis in class, it turns out that students are very enthusiastic and quite enthusiastic about learning new things using picture media, they dare to ask the teacher if they don't understand and are willing to try to do it well enough, this makes teachers become motivated to apply their learning methods.

Thus, it can be said that the results of this research are that the application of the teaching method The Use Picture In Teaching Writing Things In The Classroom material is learning that can be applied to students to improve their writing skills, vocabulary and can also motivate students. The class VII teacher who was my second source also believes that the learning process using picture media is able to make students more developed and more interactive.

According to the analysis that I found in one school class where I researched at SMPS PGRI Warungkondang Cianjur, the results of the application of the teaching method before it was implemented and after it was implemented used the media of pictures of items and objects used in the classroom. It turns out that the students' grades before being given treatment on how to learn about writing with a new method, their grades were very below average, only a few students had stable grades, because there were many obstacles in terms of learning in the class at that time, there was only 1 class VII just because of the effects of natural disasters, many learning support facilities in schools were badly damaged, thus disrupting the learning system in the classroom.

And learning is still continuing to apply the method of teaching writing in this method of using picture media, all students are still trying to adapt to the learning given by the teacher, listening to the teacher carefully and trying to write examples that the teacher has given when explaining material about Pictures and Objects and Stationery in the classroom. After being given fun learning using the Picture method, the students looked very happy and started to actively ask questions if there was something written or if their answers were wrong. Then the teacher gives another test to test the students, whether there has been an improvement in mastering the previous material, or the results have actually decreased.

And the next step, after carrying out the test, it turned out that the results were very visible with a significant difference in value. It can be seen that students enjoy the learning process using interactive teaching media and are not boring during class, sometimes teachers give a little time to play games or there are breaks for ice breaking, so that students don't get sleepy or provide games at the end of the lesson by reviewing the material that has been provided. taught, this aims to see students' enthusiasm while learning.

Table.1 Student's Score Final Result

No	Participants	Score
1.	Yusup	90
2.	Arpan	95
3.	Rama	75
4.	Dimas	72
5.	Evita	85
6.	Fahri	80
7.	Fiyu	90
8.	Farhan	75
9.	Gusnandi	80
10.	Ikbal	85
11.	Ilham	90
12.	Dapa	72
13.	Ikbal	72
14.	Ramli	80
15.	Ridwan	90
16.	Rijal	80
17.	Sopian	72
18.	Nadilla	90
19.	Nurul	90
20.	Ripki	72
21.	Safwan	85
22.	Salsa	85
23.	Siti	85
24.	Zahra	72

**The participant names are all pseudonyms*

We can see in Table 1 above, it turns out that the students' scores after being given teaching treatment using interactive classroom learning methods and combining interactive media, did not make the students feel bored in class. The results obtained are mostly satisfactory, compared to the previous value, the current value is felt to have increased quite well and is good to use as evaluation material for the future. Therefore, I also suggest using teaching media using pictures in the classroom, so that students become more enthusiastic and also don't forget to provide support for those whose learning growth and development is slow and give appreciation to students who dare to ask questions in class. This shows the students' concern and a sense of responsibility to respect the teacher who has provided new knowledge.

CONCLUSION

Based on the results and findings, after conducting interviews with resource persons, It was discovered that students' writing experiences on Things In The Classroom learning materials using picture teaching media lie in several problems, namely a lack of adapting appropriate language vocabulary in the text, difficulties in understanding English, and in terms of general punctuation in their writing, actually students have a positive perspective for the use of picture teaching media in terms of writing words with the vocabulary they can. The use of Picture Although it is not as simple as it seems, teaching actually benefits the students. Because writing is a subject that demands a lot of

attention, teachers need to carefully organize the information to be taught as well as study tips and tactics to keep students from becoming bored.

This research has limitations as stated above. Of course, in future research regarding the use of picture media teaching, it can be improved even more in several learning categories. For example, learning media using the image method can be combined with any teaching method, such as the collaborative learning method. It turns out that collaborative learning can be used in the drawing method because you can learn in classes in groups or teams with different tasks. This collaborative learning is usually suitable for middle age children. For example, teaching uses technology facilities in the classroom via Infocus by showing videos or pictures of the material to make it feel interactive, which of course is guided by the teacher.

Because it is very flexible and within the understanding for teachers and application to the students themselves. Even though the researcher faced several challenges in conducting this research, the enthusiasm shown by the students to be able to try to learn new material was very visible, even though sometimes there were obstacles in writing which was not fluent, but the students were willing to learn new things. And the role of the teacher in teaching, understanding the character of each student is a very big responsibility, especially with limited facilities in the midst of an ongoing disaster. But teachers do not lose motivation to provide encouragement so that their students can develop smarter despite existing limitations. Finally, the researchers have great hopes that the condition of schools affected by natural disasters and learning equipment assistance facilities from the government can be quickly handled in the education sector, and carried out in a transparent and even manner in every region. Researchers have done their best for now and hope that if there are shortcomings in this research, it is hoped that it can at least help new researchers who will come in the future to be able to further validate and improve the effectiveness of learning approaches that are even better than before, especially in developing Learning Methods. Writing through Pictures.

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