

## TEACHING WRITING BY USING PICTURES FOR JUNIOR HIGH SCHOOL STUDENTS (SMP) AT FORUM ANAK RPTRA KALIDERES, JAKARTA

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### ABSTRAK

Artikel ini adalah presentasi ide dan pengalaman dari penerapan kegiatan Pengabdian kepada Masyarakat yang dilakukan oleh dosen program studi Bahasa Inggris (D3), Fakultas Komunikasi dan Bahasa, Universitas BSI. Bahasa Inggris sebagai bahasa internasional harus dipelajari oleh siswa di sekolah. Oleh karena itu, untuk meningkatkan kemampuan siswa dalam menulis bahasa Inggris, pelatihan menulis dengan menggunakan gambar perlu diberikan. Pelatihan menulis dengan menggunakan gambar telah dilakukan pada hari Minggu, 10 Maret 2019 di RPTRA Kalideres, Cengkareng, Jakarta Barat dengan tema Mengajar Menulis dengan Menggunakan Gambar untuk Siswa Sekolah Menengah Pertama (SMP) di Forum Anak RPTRA Kalideres, Jakarta Barat. Pelatihan menulis dilakukan dengan memberikan materi dan latihan menulis bahasa Inggris. Topik yang diberikan adalah tempat seperti restoran, rumah sakit, dan kantor polisi dan pekerjaan seperti pelayan, dokter dan detektif. Siswa diberi tulisan yang tidak lengkap untuk diisi oleh mereka dengan menggunakan gambar yang diberikan. Metode yang digunakan adalah analisis deskriptif berdasarkan referensi dan pengamatan dari kegiatan Pengabdian kepada Masyarakat. Hasil kegiatan ini adalah bahwa pelatihan bahasa Inggris yang diadakan sebagai salah satu bagian dari Tri Darma Pendidikan Tinggi dapat meningkatkan penulisan bahasa Inggris untuk siswa SMP dengan menggunakan gambar.

**Kata kunci: pelatihan bahasa Inggris, menulis, gambar**

### ABSTRACT

*This article is a presentation of ideas and experiences from the implementation of Community Services carried out by lecturers of English study program (D3), Faculty of Communication and Languages, BSI University. English as an international language must be learnt by students in the school. Therefore, to improve the ability of students in writing English, the training of writing by using pictures is needed to be given. The training of writing by using pictures had been carried out on Sunday, March 10<sup>th</sup>, 2019 in RPTRA Kalideres, Cengkareng, West Jakarta with the theme of Teaching Writing by Using Pictures for Junior High School Students (SMP) at Forum Anak RPTRA Kalideres, Jakarta Barat. The writing training was conducted by giving the material and exercises of writing English. The topic given was some public places such as restaurant, hospital, and police office, and occupation such as waiter, doctor and detective. The students were given incomplete writing to be completed by using pictures. The method used was descriptive analysis based on references and observations from Community Service. The result was that English language training held as one part of the Tri Darma of Higher Education could improve English writing for Junior High School students by using pictures.*

**Keywords: English language training, writing, pictures**

### INTRODUCTION

English is an international language that must be mastered by everyone today, especially for students. The need for its use is growing rapidly along with the rapid development of the globalization era. English learners have to prepare themselves early to be able to speak English, even from kindergarten age. Especially for students who have entered high school age, the need for English language skills is not only in oral form but also in writing. English learning includes oral and written lessons which in the process can be done formally or informally. Formally, the students have received English lessons at

school regularly, while through the activity of Community Service students get informal English lessons conducted in the community.

Richards and Renandya dalam Kusumawardhani (2019) defines that teaching is seen to be driven by teacher's efforts to integrate theory and practice. Teacher education programs provide a foundation for academic theory and research, which they test against practical relatives. Furthermore, Kusumawardhani (2019) states that teaching in principle is a process of educating using approaches, methods, and techniques. The teacher approaches it as a set of dealing from natural learning and teaching. There are language skills in learning English, writing is one of them. As being stated by Fauziati (2010) writing is one of language skills besides speaking, listening, and reading. Writing has always occupied a place in most English language course. The statement is supported by the Kirby and Darren (2013) that writing is an act of creation, which makes writing instruction uniquely different from many others kinds of teaching. Writing teachers impart to the students a body of knowledge, but they also teach habits of mind, choices for self-expression, strategic thinking, and self awareness. When they do all of this well, their students are able to assess new situation and to call upon their skills to literally create something new that fully meets expectations. It can be seen from those experts that writing is a learning process of creating and spreading idea which is stated by words.

According to Wright (2004), pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences we must help our students to cope with. Yunus (1981) states that picture is a number of related composite pictures which are linked to form series sequence. Picture is a tool for visual instruction materials that might be used to develop language skill and teaching to become more effective.

There was a previous research related to the using pictures in English Writing that is stated by Apsari (2017) entitled "The Use Of Picture Series In Teaching Writing Recount Text" *Eltin Journal*, Volume 5/II October 2017, that teaching writing by using picture series can improve students' ability in writing recount text. Specially, they showed some improvement on process or writing and vocabulary. The research stated that the data from observation and interview showed that there are some benefits, which are the development of students' writing ability, the increasing of students' participation in the class, fun learning's atmosphere and the increasing of students' writing interest.

To spread knowledge and experience to people is the main purpose of holding a research. This research was carried out as the implementation of Community Service which is carried out by tutors and members who are lecturers of English Study Program (D3), Faculty of Communication and Language, BSI University, Jakarta, so that there is a good relationship between the University and the community. Hopefully, it can improve the ability to teach English spoken.

## METHOD

The training was held on Sunday, 10 March 2019 at RPTRA Kalideres, Cengkareng, West Jakarta. Participants in this training were Junior High School students in the RPTRA Kalideres, Cengkareng, West Jakarta. While the presenters were eight lecturers from the English Department (D3), Communication and Language Faculty, BSI University, Jakarta. The following is the composition of the committee, which consists of Agus Priadi, M.Pd. as the Person in Charge of Activities; Fadilah, S.S., M.Pd. as the Chairperson; Darma Wijaya, S.S., M.Pd. as a tutor; and several members, such as Dina Purnama Sari, S.S., M.Pd., Dwi Puji Hastuti, S.S., Fitri Apriyanti, M.Pd., Paramita Kusumawardhani, M.Pd., and Rahmi Aulia Nurdini, M.Pd.

The method used was a descriptive analysis based on references of experience and observations as a result of Community Service. The purpose of the method is to collect data and facts in order to describe the object systematically and appropriately. According to Arikunto (2007), descriptive research is research that is intended to gather information about the status of an existing symptom which is state of symptom according to what it was when the study was conducted. This is related to the application of the Community Service that is connected to the education.

## RESULTS

English training for Junior High School students was conducted to improve the quality and ability of English writing skill. This writing training was carried out by providing interesting pictures which are expected to be able to accommodate students to be able to come up with ideas and facilitate distributing the writing form. The training activities were carried out by providing pictures with the theme of places such as restaurants, hospitals, and police stations, then they are conducted by provided question as the exercises. In the material provided, the students are asked to compile the material which consists of three parts which in each part consist of pictures and the question as the exercises. In the first part, the students are given a picture of Place. The place given is restaurant that can be seen at Picture1 that was downloaded from (<https://esl-kids.com/flashcards/buildings.html>)



Figure 1. Restaurant

In part A, students were asked to observe the picture that has been given. Then students were asked to guess anything which was related to the picture given, they can state that by using either English or Bahasa. The tutors also allowed the students to state that by combining both English and Bahasa at early session. The aim of this activity is to encourage students to be confidence to express their ideas and thoughts in an easy and fun way.

When students are able to mention things related to pictures such as restaurants, waiters, tables, and so on, then the next activity was carried out in part two. The second activity can be seen in the example below:

- |               |              |
|---------------|--------------|
| 1. Restaurant | 9. People    |
| 2. Waiter     | 10. Couple   |
| 3. Menu Book  | 11. Sitting  |
| 4. Food       | 12. Smiling  |
| 5. Glass      | 13. Eating   |
| 6. Table      | 14. Standing |
| 7. Chairs     | 15. Looking  |
| 8. Man        |              |

Figure 2  
Words Box

In the second part, students were asked to start training to write. In this section, students were given a number of words related to the picture given in the previous section. The students were asked to be able to interpret or to translate words given previously in the form of words in English for later to be changed to Bahasa. The purpose of the second activity is to begin to grow up confidence of students to start writing in simple words. After completing the task, the tutors will begin to discuss each meaning of the words so that students can build up their vocabularies instead of building up their confidence in starting in writing. After finishing the discussion, the next activity is to complete the sentences. The activity can be seen in the example below.

#### IN THE RESTAURANT

There are many 1. \_\_\_\_\_ in the 2. \_\_\_\_\_. They are 3. \_\_\_\_\_. There is a 4. \_\_\_\_\_ who are 5. \_\_\_\_\_ on their 5. \_\_\_\_\_. They are 6. \_\_\_\_\_ at to the 7. \_\_\_\_\_. There is a 8. \_\_\_\_\_ who is sitting beside the couple. The man is 9. \_\_\_\_\_ his 10. \_\_\_\_\_. There is also a 11. \_\_\_\_\_ on the man's 12. \_\_\_\_\_. Near the couple, there is a 13. \_\_\_\_\_ who is 14. \_\_\_\_\_ and 15. \_\_\_\_\_ happily.

Figure 3. Blank Passage

Students were then given an incomplete passage that must be completed with the options taken from the previous words given. In this activity, students were invited to begin composing sentences to become a good and meaningful. The purpose of the activity is not only to make the students to be able to write a simple word but also to arrange sentences correctly so that in advanced students are able to compose and make writings which are meaningful.

After the section one has done, students were asked to repeat doing the same activity in the section two and three. Hopefully, the activities which are carried out repeatedly will create good habits for students to be able to enjoy writing and become a hobby for them. In the third section which is the last section, students are more confident and more active in expressing their ideas. This can be seen from the results of students' writing which are become neater and longer rather than the two previous sections.

## **CONCLUSION**

Based on the result of the research that has been done, it can be concluded that learning English writing that is learned by junior school students can run pleasantly and fun by using the media of picture. From the activities that have been carried out, it can be seen that students are able to express their ideas more opened and more confident. Based on the results of the study, as the recommendation for further research, it can be done by any various media. The development of the research should be beneficial for the community because this research is related to the results of Community Service that have been well implemented.

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