

THE ANALYSIS OF STUDENTS' RESPONSES IN IMPLEMENTING COLLABORATION PICTURE & PICTURE AND THINK PAIR SHARE IN TEACHING WRITING OF NARRATIVE TEXT

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui opini siswa mengenai implementasi kegiatan mengajar menulis (writing) dengan menggunakan penelitian tindakan (action research) yang dilakukan di kelas VIII-2 di MTs Nurrussalam Tersono Batang tahun ajaran 2013/2014. Disimpulkan bahwa respon siswa terhadap proses pembelajaran teks naratif melalui "picture & picture" dan "think pair share" bagus. Hasil penelitian ini menunjukkan bahwa kolaborasi antara "picture & picture" dengan "think pair share" membuat para siswa lebih mudah untuk menulis teks naratif, dan membuat mereka lebih mudah di dalam mengeksplorasi ide mereka di dalam menulis teks naratif serta membuat mereka antusias di dalam mengikuti proses pembelajaran.

INTRODUCTION

Writing is important for the students to practice their language learning. It is used as a practice tool to help students practice and work with language they have been studying (Harmer 2007:112). In addition, in teaching writing, teacher teaches about genres based on syllabus class eighth junior high school.

There are some types of genres (text) to learn by the students at eighth grade of junior high school. One of them is narrative text. Narrative text is a text which tells an interesting story to entertain and inform the readers or listeners.

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In fact, most students have difficulties when the teacher asked them to write a text. They cannot recognize or develop a sentence or paragraph correctly or they do not have any ideas about what they want to write. Besides that, they also have low-motivation to study the subject that makes them difficult to improve their writing ability and they were bored in learning process because their teacher taught monotonously. They need interesting model learning to motivate them in writing. Here, the teacher has an important role to solve the students' problem in writing. As a teacher, he/the researchers should give an interesting teaching technique that makes students enjoy during teaching learning process, one of teaching technique is the use of media and learning model in the classroom.

The appropriate media for teaching writing of narrative text is picture media. According to Harmer (2007: 118), picture is excellent stimuli for writing. From the statement above, it can be inferred that picture can give stimulus for the students to produce text by imaging in the picture. The students can make story from the picture because it contains a story that is abstract, so they can realize the story to be concrete.

To make students active in learning writing narrative text, the teacher must choose appropriate learning model. The appropriate learning model that uses picture media is picture and picture learning model. Picture & picture is leaning model that the application is to arrange some pictures in order to the right story. Meanwhile, picture & picture can be collaborated with think pair share because it is one of cooperative learning that asked the students to be active in pair group. So, the researcher uses of collaboration picture & picture and think pair share

Using collaboration picture & picture and think pair share in teaching writing narrative text, students of junior high school will accept something new and different from what usually they get from the teacher in the classroom. The students can describe about pictures, they can create the text by looking at the pictures, and they also share their text or opinion to the other friends.

The goal of the research is to describe the students' response of using collaboration picture & picture and think pair share in teaching narrative text at eighth grade junior high school.

REVIEW OF THE RELATED LITERATURE

A. Writing

Writing is one of communication tool in written form. Most people use text on message of mobile phone for communication with the other people. According to Brown cited in Susanti (2013: 4), writing as process of transferring the word that comes from our mind effectively, we can work up to what we really want to say and write.

In education, writing is an important skill that students need to develop their knowledge in English language, to write well, students must have experience and knowledge to create ideas into sentences, paragraph, and text easily. When students often write something, they have to improve their cognitive, because write excessively will improve their cognitive. That is good for the students. According to Kellogg (2008: 4), writing skill is shown as continuously improving as a function of practice, as typical for cognitive skills in general.

It can be inferred that when the teachers teach English, they must often ask the students to try and write to improve students' cognitive skill. Meyers (2005: 2) states that writing is a way to produce language you do naturally when you speak. Material of writing at eighth grade of junior high school is types of text that must students learn to improve students' writing ability. According to Harmer (2004: 36), writing is a process and that what we write is often heavily influenced by constraints of text types, and then these elements have to be presented in learning activities.

According to Nunan cited in Styati (2010: 20) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Riswanto and Putra (2013: 3) also state writing is sometimes used for learning, reinforcing, or testing grammatical concepts.

Based on the statement above, it is clear that writing is important to be learned by students. Writing is a process of expressing ideas to be some paragraphs and its skill is needed for the students. It can conclude that writing is one of ways to produce ideas from collection of word be sentences or paragraph.

Based on Meyers (2005: 3-12), there are six steps in good writing, they are:

(1) Explore Ideas

Before the writer starts to write, let her/his mind explore freely. He/the researchers should focus on her/his explanation more systematically by considering three questions. First, the subject that is the material that wants to write. Second, the purpose, students' intention about their written toward the reader. Third, the reader, to persuade the reader who knows subject well.

(2) Pre write

Writing process involves writing on paper or on the computer. In this step do not worry about grammar, right word choice, spelling or punctuation because it will be revised later. There are three process: brainstorming is one way to grab your thoughts, clustering is write subject in the middle of the page, free writing are write about subject without worrying about sentence structure, spelling, logic, and grammar.

(3) Organize

After the writer has put ideas into words, and next begins to organize them. This process involves selecting, subtracting, and adding ideas, and then outlining them.

(4) Write a First Draft

After the writer has done some prewriting, selected best ideas, expended on them, and arranged them in some reasonable order. Next the writer can begin the draft of paragraph on paper.

(5) Revise the Draft

Revising is among the most important writing, especially for people who write in second language. It is the part of the writing process that may take the most time.

(6) Produce the Final Copy

After revising the work, the writer can edit it and carefully check the correction of written. All of its content develops the main point and it has plenty of details.

B. Narrative Text

Every language has text and text is created by collection of word. Text has different function from generic structure and language features of the text are called text types (genre). There are text types: narrative, recount, descriptive, explanation, and etc.

Narrative text is one of text types that contains about story telling story using spoken or written language. There are explanation about narrative text:

According to Pardiyono (2007: 67) narrative text is a kind of text has function to amuse, entertain and deal with actual or experience indifferent ways. The narrative text has generic structures they are orientation (sets the scene and introduce the participants), complication (a crisis arises), and resolution (the crisis is resolved, for better or worse).

The narrative text also has grammatical features that has function to improve student's knowledge (Pardiyono 2007: 67), they are:

- (1) Past tense: narrative text uses past tense to tell about past activities or events.
- (2) Sequence markers: first, then, after that, next, finally
- (3) Adverb can express the information about time, place, reasons, and purpose, example: once upon a time, one day, long time ago, as soon as, day and night.

According to Sudarwati and Grace (2007: 62), narrative text is a text to entertain the readers with actual or imaginary experiences in difference ways. The generic structure of narrative text are orientation, complication, and resolution. Language features are the use of noun phrases, the use of connectives, the use of adverbial phrases of time and place, the use of simple past tense, the use of action verb, the use of saying verbs, and the use of linking verbs, feeling verbs, verbs of senses.

Based on explanation above, narrative text is a text which tells an interesting story to entertain the readers. In narrative text, there are first paragraph contain introduction, next paragraph contain problem, final paragraph contain resolution of the problem. To make good narrative text, we must focus on using simple past tense, adverbial place and time, and linking verbs.

C. Cooperative Learning

English language is one of the foreign subjects in education. Most students have difficulties when they study about it because English language is different with Indonesian language. Students' motivation and interested are low when they study it at school. So, teachers use cooperative learning when they teach them. According to Jolliffe (2007: 14) Cooperative learning requires students to work together in small groups to support each other to improve their own learning. In line, cooperative learning is a way to make students be more active and make students learn how to work together with their friends.

Cooperative learning is a strategy that involves small groups of students working together to complete a project or task. Teachers are using this instructional strategy often assign specific roles, duties, and tasks to specific group members.

According to Cohen, Brody, and The researchersvin (2004: 3) Cooperative learning is to disrupt typical hierarchies of who is "smart" and who is not, and allow all students to work together, each student experiencing the role of teacher and of learner, and each student modeling recognition of and respect for many different skills and learning styles. Cooperative learning is the way to teach, will help learners be better learners, praise and support each other's learning, and develop necessary social collaborative skills for use in problem solving.

Suprihatingrum (2013: 191) states, Cooperative learning is a teaching method where students work together in small groups to help each other in learning and every member of the group responsible for completeness task of groups and to study the matter itself.

In line, the use of cooperative learning in learning-process is effective because it helps students to understand easier and clearer, and the teacher can explain the material clearer.

D. Picture & Picture

According to Kiranawati cited in Kurniati (2012: 4) states, picture & picture is a learning model that uses pictures and installed, arranged to be logical arrangement (logical sequence). Here, picture is as tool in learning process and students are ordered to be creative and active to make story about the pictures.

Suprijono cited in Huda (2013: 236) says, picture & picture is learning strategy that uses pictures as media, the pictures must be arranged logically. Picture & Picture is learning method that uses pictures and arrange it to be logical arrangement (Hamdani 2010: 89).

In line, picture & picture is learning model which uses a series pictures to arrange to be logical picture story that is meaningful, and it makes students more active and creative when learning narrative text.

Picture & picture has steps in applying, according to Huda (2013: 236-237) there are six steps of picture & picture:

- a. The teacher conveys the competence that desires achieved.
- b. The teacher presents the material as an introduction.
- c. The teacher shows pictures about activity that relates to material.
- d. The teacher calls students to post or arrange pictures to be logical arrangement.
- e. The teacher gives question to students about reason or based on thinking of arrangement these pictures.
- f. From the reason or the result of arrangement pictures, the teacher gives explanation about material.

E. Think Pair Share

Suprihatiningrum (2013: 208) says, think pair share is a strategy that has the explicit procedure in giving students more time to think, respond, and help each other. Each student has responsibility to understand the material or do the task and share with the other.

According to Huda (2013: 206), think pair share is cooperative learning that this time to be one of affective factors in involving students' response to question. Think pair share is learning method that orders students to make a group, each student does his/her exercise then discuss with his/her member group, finally his/her group share about the result of discussion with the other (Huda 2013: 132).

Based on explanation above, think pair share is cooperative learning that orders students in a group to be responsible with their task, discuss and share their opinion or ideas with their member of group, finally share their work to the other group. Here, the students are ordered to be active.

Think pair share has steps that has to be followed. Based on Huda (2013: 206-207) there are six steps of think pair share, they are:

- a. The teacher conveys the core material and the competence.
- b. The students are asked to think about the materials/ issues given by teachers.
- c. The students are asked to pair up with a friend next to it (group 2) and express the ideas of each.
- d. The teacher leads small plenary discussion, each group reveals the results of their discussions
- e. Starting from these activities to direct talks on the subject matter and adding material that the students have not revealed.
- f. The teacher gives conclusions.

Huda (2013: 206-207) describes that the implementation of think pair share has three strategies, they are:

- a. Step 1: Thinking. The teacher asks questions that relate to the subject matter and asks the students to think about the question for a few moments
- b. Step 2: Pairing. Next, the teacher asks the students in pairs to discuss the answer to the question of the first step. These interactions are expected to share answers or ideas.
- c. Step 3: sharing. The teacher asks students to take turns to share with the class about what they have discussed.

F. Collaboration Picture & Picture and Think Pair Share

This learning method will be applied in teaching narrative text. This collaboration will be modified with ten steps (Huda 2013: 209:210), they are:

- a. The teacher conveys the competency.
- b. The students are made in a group, each a group contains two students.
- c. The students pay attention to teacher's explanation about the material as introduction.
- d. The teacher gives pictures to each group with same theme.
- e. Each group arranges the pictures, makes the pictures to be logical arrangement.
- f. Each group discusses about the reason based on thinking and writes the story of the pictures.

- g. Each group assembles the result of discussion.
- h. Each group presents the result of discussion in front of class (one student tells story and one student tells the reason of arrangement the pictures).
- i. The teacher gives evaluation and motivation to the students.
- j. The teacher explains and provides reinforcement to the subject matter at the end of the lesson.

There are some factors that make the collaboration picture & picture and think pair share be important. The reasons for collaborating picture & picture and think pair share are:

- a. A group that contains 2 students will create effective discussion, they can share their ideas each other.
- b. To make students more creative and improve students' motivation in study.
- c. The students will enjoy in learning process and they will easy to understand the material.
- d. Collaboration this learning method emphasizes the students to understand the pictures and they can explain with their own word.

METHOD OF RESEARCH

A. Research Design

This study used the qualitative and also quantitative data. In this research, the writer used the kind of classroom action research design (CAR). Action research is used by person who wants to do something to improve, to change, to develop their own situation. According to Arikunto (2008: 3), classroom action research is research activities in the classroom, observation of teaching and learning activities in the classroom to obtain information about the teachers, students and learning process.

Mc Niff (1992) cited in Arikunto (2006: 102) states, action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices and the situations in which these practices are carried out.

B. Method and Instrument of Collecting Data

In this study, the researcher used questionnaire. The purpose of questionnaire has to know the responses of despondences toward collaboration of picture & picture and think pair share in teaching narrative text. Instrument that used was question the researcher set. The question contained about the collaboration of picture & picture and think pair share, students' writing ability, and narrative text. Questionnaire was given after cycle 1, 2 and 3.

The study of this subject was applied to teach writing narrative text at eighth grade students of MTs Nurussalam Tersono-Batang in the academic year 2013/2014. The sample class was VIII-2 that has 40 students. The researcher used this class because students of class VIII-2 had low motivation in learning English and they got low score than score of the other class.

(1.) Classifying the result of questionnaire

Table 3.3: Qualification the Result of Questionnaire Average Percentage

Score the Answer		
	Positive Question	Negative Question
TA	4	1
D	3	2
A	2	3
TD	1	4

TA = Totally Agree, D = Disagree, A = Agree, and TD = Totally Disagree.

From the table above, the result of questionnaire is analyzed by 3 steps, there are:

1. Each question is categorized related to aspects observed.
2. Each question is measured the amount of score related aspects observed. How to count the percentage will be explained below:

$$\text{Percentage} = \frac{\text{Jumlah Skor yang Diperoleh}}{\text{Jumlah Skor Maksimal}} \times 100$$

3. The amount of score result needed. It is qualified to determine how students' responses to follow learning process.

To know the position of the students' responses, can be interpreted with the following table:

Table 3.4: Percentage Result Qualification of Score Analysis

The percentage got	Explanation
81% -100%	Very good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
0 – 20 %	Very poor

(Arikunto 2010: 44)

The statements of questionnaire will be responded by students are a) The first impression of the students in following the lesson were easy and fun, b) the teacher's explanation was easy to understand because the teacher used, c) collaboration of picture & picture and think pair share and simple sentences, d) the use of collaboration between picture & picture and think pair share encouraged the students to learn English, e) a group learning made the students could exchange ideas with the other friends, f) students were motivated to improve their English, g) the use of collaboration between picture & picture and think pair share made the students became aware that learning English was interesting and not scaring, h) the students became enthusiastic to learn and make narrative text, i) the students had not been understood of the use of collaboration between picture & picture and think pair share, j) many opinions in the group learning made the students confused, and k) English teacher while teaching was tensing and boring.

RESEARCH FINDINGS AND DISCUSSION

A. The Application of Collaboration Picture & Picture and Think Pair Share

The collaboration of picture & picture and think pair share were applied at eighth grade students of MT's Nurussalam Tersono-Batang. In conducting the application of collaboration picture & picture and think pair share, there were pre cycle, cycle 1, cycle 2, and cycle 3. The result of the research consisted questionnaire and observation.

1) The Result of Cycle 1

The cycle 1 was done on May 23nd and 24nd 2014. The result of treatment on cycle 1 consisted the result of questionnaire toward student's opinion. In this cycle, the researcher started by asking about the definition, the language feature, and the generic structure of narrative text to know students' understanding and refresh the students' memories about the material.

In the first meeting, the researchers showed picture about "*Malin Kundang*" and asked students to comprehend about the story related to the meaning, the language feature, and the generic structure of it. The researchers asked them to discuss about it together with their friends.

Then, the researchers made students pair groups and each group had picture about "*Malin Kundang*". The researchers ordered each group to analyze the picture and also asked them to construct make story based on the picture. Finally, the researchers confirmed to the students based on their writing, and then the researchers gave evaluation of the students' work and gave motivation to learn narrative text.

In the second meeting, students were asked to fill questionnaire to get the students' responses.

The result of questionnaire in cycle 1 was 74%. It meant that the result did not achieve the target decided 77% and the students' response to the collaboration picture & picture and think pair share in learning process was low. Therefore, the next cycle needed to conduct.

2) The Reflecting of Cycle 1

Based on the result of questionnaire toward teaching learning process in this cycle 1 are some students still did not understand about past tense. It made the students could not write well. From the reflecting stage, the researcher needed to motivate the students and explain again about how to make narrative text by using the collaboration picture & picture and think pair share.

3) The Result of Cycle 2

The action of the cycle 2 was done on May 30nd and 31nd 2014. The researcher tried to motivate the students more by giving reward to

the students who were active in learning process and passed the *KKM*. Then, the researchers explained about language feature and how to write well. Then the researchers made the students in a group, and each group contains two students. Each group got discourse about “the sun and the moon” and asked them to analyze relation to language feature. The researchers made ball and thrown the ball to the students. The group who got the ball must present their work in front of class.

The researchers gave evaluation from the students’ work and gave them motivation. The researchers let the students ask if they did not understand. Next day, The researchers asked the students to make story about “Snow White” based on instruction given. Then, the researchers evaluated the students’ error. Finally, the researchers gave questionnaire to the students to get the students’ responses data.

The result of questionnaire in cycle 2 was 79% and it included in good category. It meant the result achieved of the target as well as 77%. These students’ responses toward the collaboration picture & picture and think pair share was good. They were more interesting to learn narrative text.

4) The Reflecting of Cycle 2

Based on the result of observation and questionnaire toward teaching learning process in this cycle showed that there were some students who still did not pay attention to the teacher’s (the researcher) explanation.

From the explanation above, the researchers would modify the treatment in the next cycle because there were some students did not active and pay attention in learning process. In the next cycle, the researchers would ask the students to get many points in the game that is made by her in learning process and then they would get reward as appreciation to the active students.

5) The Result of Cycle 3

The action of cycle 3 was done on June 6nd and 7nd 2014. The researcher implemented the teaching in learning process based on the lesson plan that had been made. Here, the researchers tried to motivate more to the students and gave a reward to the student who was active in learning process and passed the *KKM*.

The researchers explained to the students about the most-students' error. Then, the researchers gave pictures to the students. Each student was asked to make a paragraph based on the picture. The researchers asked the students to come forward and write their work on the board. The researchers asked the students to discuss about the students' work. Then, the researchers let the students to ask if they did not understand. Next meeting, The researchers asked the students to make a narrative text about "Snow White" based on the instruction given. Finally, the researchers gave the students questionnaire to get the students' responses data.

The result of questionnaire in cycle 3 was 84% and it included very good category. It meant the result achieved the target more than 77%. The students' responses toward the collaboration picture & picture and think pair share was very good.

6) The Reflecting of Cycle 3

The researcher felt satisfied in as much her effort to improve the students' ability in writing narrative text. The students could understand how to make narrative text easily and could explore their idea easily. After the students seemed more interested during learning process, the researcher decided to stop the action research because it had already succeeded.

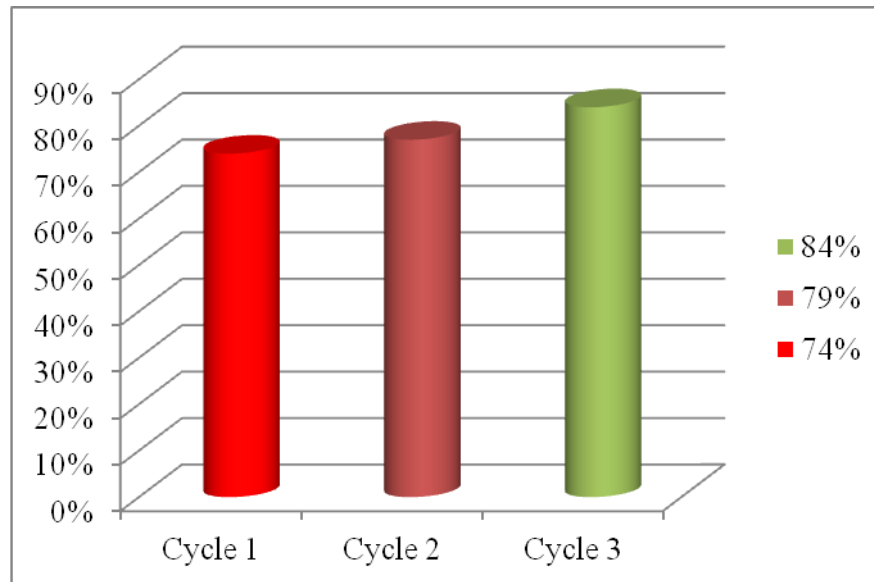
B. The Students' Response of Collaboration Picture & Picture and Think Pair Share

The questionnaire was given in each cycle (cycle 1, 2, and 3) to know the students' response of the use collaboration picture & picture and think pair share in teaching narrative text.

The researcher compared the questionnaire result between cycle 1, cycle 2 and cycle 3. In the cycle 1, the questionnaire result was 74% and it meant that the result did not achieve the target decided 77%.

Next, the questionnaire result in the cycle 2 was improving, it was 79 % and the result was achieving of the target as well as 77%. In the cycle 3, the questionnaire result was better than cycle 1 and cycle 2, and based on the indicator used in the research it was belonged to very good result. The result of questionnaire in the cycle 3 was 84%.

Figure 4.2: The Graphic of Questionnaire Result



The graphic above showed that the result of questionnaire got improvement in each cycle. In the cycle 1 and cycle 2 the students' response was good. Meanwhile, the students' response in cycle 3 was very good. It could be concluded that students' response to the use of collaboration picture & picture and think pair share in teaching narrative text was very good and they were interested in learning narrative text.

CONCLUSION

Based on the research carried out at VIII-2 grade in MTs Nurrussalam Terseno Batang academic year 2013/2014. It concluded that collaboration picture & picture was effective to improve the students' writing ability of narrative text. The questionnaire result showed that the students agree with the positive statement and disagree with the negative statement in the question the researcher set, it could be concluded that the students' responses about the process of learning narrative text through picture & picture and think pair share was good.

From the result of research on the previous chapter showed that collaboration picture & picture and think pair share made the students easier in creating narrative text, and made them easier in exploring their idea in creating narrative text. The method could improve students' ability significantly in writing narrative text.

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