IMPROVING STUDENTS’ GRAMMATICAL SKILLS USING PICTURES AND IMAGES LEARNING MEDIA AT SMA N 1 BANYUDONO IN 2019/2020 ACADEMIC YEAR

Arranged as one of the requirements for completing undergraduate Study Programs in the English Education Department of the Teaching and Education faculty

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DEPARTMENT OF ENGLISH EDUCATION
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APPROVAL

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PUBLICATION ARTICLE

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The Researcher

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Abstrak

Penelitian ini bertujuan untuk meneliti bagaimana guru menggunakan gambar sebagai media pembelajaran untuk meningkatkan kemaampuan grammar dan untuk mengetahui bagaimana gambar sebagai media pembelajaran dapat meningkatkan kemampuan grammar di SMA N 1 Banyudono. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek dalam penelitian ini yaitu dua kelas 10 yaitu MIPA 1 dan IPS yang diambil 3 siswa perempuan dan laki-laki di SMA N 1 Banyudono. Metode pengumpulan data yang digunakan adalah pengamatan, interview dan dokumentasi. Hasil penelitian menunjukan bahwa untuk implementasi gambar dan gambar guru menggunakan gambar untuk tujuan pengajaran tertentu, guru menggunakan sedikit gambar, guru menghindari kata-kata yang berlebihan dan gambar yang digunakan guru yang dapat mendorong pernyataan kreatif. Respon siswa terhadap penerapan gambar dan gambar pada tata bahasa siswa di SMA N 1 Banyudono adalah mereka tertarik dengan media, siswa mudah memahami materi, dan siswa menikmati kegiatan implementasi gambar dan media gambar.

Kata Kunci: media pembelajaran, grammar, gambar

Abstract

This study aims to examine how a teacher uses pictures and images as learning media to improve grammatical skills and to find out how pictures and images as learning media can improve the students’ grammatical skills at SMA N 1 Banyudono. This research is a qualitative descriptive study. The subjects in this study were two 10th grade classes, namely MIPA 1 and IPS participated by 3 female and 3 male students at SMA N 1 Banyudono. The data were collected from observation, interview and document review. The results showed that for the implementation of pictures and images the teacher used picture for specific teaching purposes, used in picture, avoided excessive words which could make creative statements. The students’ responses to the implementation of pictures and images on students’ grammatical skills at SMA N 1 Banyudono were they were interested in the media, easily understood the materials, and enjoyed the activities in the implementation of using pictures and images as learning media.

Keywords: learning media, grammar, pictures and images

1. INTRODUCTION

Today, as era has come to technology-based environment, our life will always be tainted to technology. Our daily activities like working, relaxing, playing, cooking and also learning are tainted to technology. According to Meidasari (2016) the new trend of digital media technologies including social networks (e.g. Second Life,
Facebook, Twitter) offer opportunities for teachers to challenge previous centralized models of learning by connecting, sharing and discussing ideas with their students outside of the classroom and at great distance from each other. Technology makes those easier and easier. In this study, the writer will focus on how learning tainted to technology, especially learning English.

Learning English has been premiere needs today. Rahmi (2014) stated that the objectives of English language teaching to the adult learners are to introduce English as second language to them, build the basic knowledge of English and give them motivation in English learning process by making rewards for their need and interest of this language in the future. Someone will be a big fish in a little sea if knows nothing about English. For modern people, while they rely their life to technology, they will meet English as well in every aspects, people are surrounded by English started when wake up till sleep. To make life easier, they must learn English. In this era, to learn English is very easy. People can learn English everywhere even they do not study it on purpose like in a premiere school. They can learn it from book, online media, newspaper, film, etc. it will be so much easier when someone learn it at school. School provides everything students need to learn although students can find another resource. Schools as institutions must respond to the emergence of this new technology cultures. The biggest opportunity for change is found in after-school programs and informal learning communities. Mediasari (2016) stated that schools must devote more attention to fostering the new media literacies; a set of cultural competencies and social skills that young people need to overcome the negative impacts of the new media technologies. In this case, the writer tries to find out the learning media used by English teacher to improve student’s grammatical skills. The writer is interesting to conduct this paper due to the curiosity of what if the technology developed is used to teach English or furthermore the effect of implementing information technology in teaching english. Using this technology, teaching is easier and more interesting. So, this study will be focused on the the learning media used by English teacher to improve students grammatical skills.
2. METHOD
This research is a qualitative descriptive study. The subjects in this study were two 10th classes, namely MIPA 1 and IPS participated by 3 female and 3 male students at SMA N 1 Banyudono. Data collection methods used were observation, interview and documentation. For analyzing the data, the researcher used teacher procedure to analyze how teacher uses pictures and images to improve students’ grammatical skills.

3. FINDINGS AND DISCUSSION
Based on the observation, interview, and document review which have been conducted by the researcher at SMA NEGERI 1 Banyudono, especially in classes X MIPA 1 dan X IPS 1, there are two points of this research. Those are how the English teacher uses pictures and images as learning media to improve grammatical skills of the tenth grade students at SMA Negeri 1 Banyudono and how these pictures and images learning media improve the grammatical skills of tenth grade students at SMA Negeri 1 Banyudono. From the transcription of interviews with the teacher, class observation and document review the researcher found that the teacher uses pictures and images learning media to improve grammatical skills of tenth grade at SMA Negeri 1 Banyudono as the following according to Harmer (2007):

3.1 The teacher used picture for specific teaching purposes
The teacher was quite paying attention to the selection of pictures and images. The choice of the pictures would influence the students’ understanding. Therefore, the teacher chose the certain images which would support the explanation of the subject matter. Here is how the teacher used pictures with illustration about giving advice. It can be proven below:

Researcher : “Bagaimana respon siswa saat Anda mengajar Grammar menggunakan media gambar?”
“How do students respond when you teach grammar using pictures and images?”

Teacher : “Siswa lebih tertarik dan lebih bersemangat karena media gambar sangat membuat siswa untuk memahami situasi/kondisi materi yang diajarkan sehingga tidak
hanya membayangkan sendiri. Contohnya seperti di awal saya memberikan contoh gambar beserta ilustrasinya mengenai materi yang akan saya sampaikan yaitu Giving Advice”

“Students are more interested and more enthusiastic because the pictures and images make the students understand the situations/ conditions of material which is taught so that it is not just imagining them. For example in the begging of class I showed a picture with illustration about the material which will be conveyed. It’s about Giving Advice.”

3.2 The teacher used a little picture

It meant that rather than using a lot of pictures, teacher used simple and effective pictures. The teacher just used a single picture. It can be seen from Picture 1.

![Picture 1](image1.jpg)

Picture 1. teacher used simple and effective pictures

3.3 The teacher avoided excessive words on pictures

Based on Picture 1 until Picture 2, teacher avoided additional words on the pictures.

![Picture 2](image2.jpg)

Picture 2. additional words on the pictures.
3.4 The teacher used picture which encourage creative statements

Picture 2 was the example of picture which encourages creative statements of the students. Those pictures will stimulate the students for giving arguments so that it will encourage students develop oral and written skills.

From the transcription of interviews with the students, class observation and document review the researcher found that the way pictures and images learning media improve the tenth grade students grammatical skill at SMA N 1 Banyudono are as follows:

**Researcher**: “Apakah anda lebih memahami ketika guru mengajar grammar dengan media gambar seperti tadi ? Mengapa?”

“Do you more understand when teacher teach grammar by using pictures and images? Why?”

**Student 4**: “Iya lebih mudah dipahami. Karena gambar itu menarik”

“Yes, it is easier to understand because pictures and images are interesting.”

**Researcher**: “Apakah anda lebih memahami ketika guru mengajar grammar dengan media gambar seperti tadi ? Mengapa?”

“Do you more understand when teacher teach grammar by using pictures and images? Why?”

**Student 5**: “lumayan lebih paham karena kalau ada gambarnya kita bisa membayangkan kondisi yang dibicarakan guru”

“Yes, it is easier to understand. We can see the conditions that teacher tell directly through pictures and images.”

**Researcher**: "Apakah anda lebih memahami ketika guru mengajar grammar dengan media gambar seperti tadi ? Mengapa?"

“Do you more understand when teacher teach grammar by using pictures and images? Why?”

**Student 2**: “Dengan gambar lebih mudah karena akan lebih mudah dipahami”

“Using pictures and images are easier and the materials are easy to understand.”
Many of them said that they were easier and interested learning grammar by using pictures and images. Based on the observation in classroom from the researcher, the students felt happier and the students’ response was very positive. The students seemed to highly spirited and active in teaching-learning. Not only highly spirited and active but also very enjoyable, the students also pay more attention.

4. CONCLUSION

Based on the research of the tenth grade students of SMA Negeri 1 Banyudono, the result shows that the implementation of pictures and images as learning media is very well. The teacher used pictures for specific teaching purposes. The teacher also chose a particular picture which would support the explanation of the lesson. It is the specific goal that directs students’ interest to the main points of the lesson. Teacher also used a little picture, excessive illustration of picture-drawings, which would cause the students to feel undermined by a group of images that bound them, but did not produce clear visual impressions or expressions. Thus the most important thing is focusing attention on the main idea. Once ideas are well formed, additional illustrations can be useful in enlarging the initial concepts. Presentation of the picture should be done in stages, starting from the main concepts that demonstrate what is most important from the lesson, then pay attention to the accompanying picture, its environment, and others. The teacher avoided excessive words, reduced the addition of words to pictures because pictures and images are very important in developing words or stories, or in presenting new ideas. The teacher used picture which can encourage creative statements.

The students’ response to the use of pictures and images learning media to improve grammatical skills at SMA N 1 Banyudono was very positive. The students looked very active, enjoyable, interested, interactive in teaching learning process. They were so interested in studying and very fluent in sharing ideas.

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