

PENERAPAN TEKNIK *ROLE PLAY* DALAM MENINGKATKAN KOMPETENSI BERBICARA BAHASA INGGRIS SISWA KELAS SEBELAS TERHADAP KEANEKARAGAMAN *PERSONALITY TYPES* DI SMK PARIWISATA TRIATMA JAYA BADUNG

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ABSTRAK

Penelitian ini membahas Tipe Kepribadian pada kompetensi berbicara. Secara khusus, penelitian ini bertujuan untuk menyelidiki apakah ada siswa yang membantunya menggunakan peran bermain dan teknik konvensional yang ia miliki (a) perbedaan signifikan dalam kompetensi berbicara, (b) perbedaan signifikan dalam kompetensi berbicara siswa ekstrovert dan introvert, (c) efek interaksi antara teknik kompetensi berbicara pada kompetensi berbicara, (d) perbedaan signifikan dalam kompetensi berbicara siswa ekstrovert dan (e) perbedaan signifikan dalam kompetensi berbicara siswa introvert. Penelitian ini akan dilakukan di Akademi Komunitas Manajemen Perhotelan Indonesia. Sebutkan bahwa desain kelompok kontrol Post-test only mempertimbangkan dua kelompok di mana salah satu dari mereka menerima bantuan eksperimental, sedangkan yang lain tidak. Pada akhirnya, kedua kelompok diberi post-test. Setelah disetujui, siswa diberi perhatian. Kelompok eksperimen yang berjudul Peran Teknik Bermain dan kelompok kontrol menang dengan teknik konvensional dalam bentuk mata bor. Perawatan berlangsung selama 8 pertemuan. Pada akhir kelas kedua tes kompetensi berbicara diberikan. Setelah itu, data akan digabungkan dan dianalisis secara inferensial. Analisis inferensial dilakukan untuk menguji hipotesis penelitian dan untuk menjawab pertanyaan penelitian untuk penelitian ini.

Kata Kunci: *Role Play, Kompetensi Berbicara Bahasa Inggris, Tipe Kepribadian.*

ABSTRACT

This study discusses Personality Type on speaking competence. Specifically, this study aims to investigate whether any of the students helped him use the role of play and the conventional techniques he possessed (a) significant differences in speaking competency, (b) significant differences in the speaking competence of extroverted and introverted students, (c) the interaction effect between speaking competency techniques on speaking competencies, (d) significant differences in speaking competence of extroverted students and (e) significant differences in speaking competencies of introverted students. This research will be conducted on Akademi Komunitas Manajemen Perhotelan Indonesia. State that Post-test only control group design considers two groups where one of them receives experimental assistance, while the other does not. In the end, the two groups were given a post-test. After approval, students are given care. The experimental group entitled Role of Playing Techniques and control groups won with conventional techniques in the form of drill bits. The treatment lasts for 8 meetings. At the end of the second class a speaking competency test was given. After that, the data will be combined and analyzed inferentially. Inferential analysis is done to test the research hypothesis and to answer the research questions for this study.

Keywords: *Role Play, English Speaking Competency, Personality Types*

I. PENDAHULUAN

Pengajaran di Indonesia memungkinkan siswa mengembangkan kompetensi komunikatif mereka dalam empat keterampilan bahasa, yaitu keterampilan menyimak, berbicara, membaca dan menulis. Di antara keterampilan tersebut, berbicara dalam bahasa kedua atau bahasa asing sering dianggap sebagai yang paling menuntut dari empat keterampilan (Bailey dan Savage, 1994). Menguasai kemampuan berbicara dalam berbicara itu sendiri sulit. Nunan (1987) menyatakan bahwa keterampilan berbicara melibatkan kemampuan pengucapan bunyi khas suatu bahasa dengan jelas, menggunakan stres, pola ritme, dan pola intonasi bahasa dengan cara yang baik, menggunakan bentuk kata yang tepat, meletakkan kata-kata bersamasama dengan benar. Peneliti ingin mengatasi masalah keputusan siswa dalam berbicara bahasa Inggris yang menggunakan cara konvensional pada umumnya, sehingga diharapkan dengan Teknik Role Play dan Personality Types dapat menjawab masalah yang sering timbul dalam suasana belajar mengajar.

Permasalahan yang saat ini dihadapi oleh SMK Pariwisata Triatma Jaya Badung berdasarkan wawancara awal yang telah dilakukan kepada guru bahwa siswa bermasalah di kelas saat berbicara/berkomunikasi lisan menggunakan bahasa Inggris. Juga ditemukan siswa di sekolah ini memiliki personality types yang berbeda.

Pendidikan merupakan bagian penting dari proses pembangunan nasional yang ikut menentukan pertumbuhan ekonomi suatu bangsa (Anggayani & Osin, 2018). Meningkatnya jumlah wisatawan yang datang ke Bali membuka peluang masyarakat setempat untuk bekerja di objek wisata (Anggayana, Nitiasih & Budasi, 2016). Saat era semakin maju, seharusnya juga dapat melestarikan bahasa dan budaya (Anggayana, Budasi & Suarnajaya, 2014).

Sehingga, sektor pariwisata terus digalakkan karena sektor ini merupakan andalan dalam menghasilkan pendapatan masyarakat serta devisa bagi negara (Suryawati & Osin, 2019). Dengan berkembangnya suatu industri pariwisata akan berpengaruh kepada meningkatnya pendapatan masyarakat sekitar obyek wisata serta terciptanya lapangan kerja (Osin, Kusuma & Suryawati, 2019). Pentingnya mengetahui tipe kepribadian menjadi suatu keharusan untuk mencapai keberhasilan dalam belajar mengajar.

Sebenarnya guru sudah memberikan beberapa strategi dan teknik di kelas. Khususnya, siswa selalu diminta untuk menghafal beberapa dialog yang telah mereka baca. Namun, tidak ada konsistensi dari efek teknik ini terhadap kompetensi siswa dalam berbicara. Siswa yang mampu berbahasa Inggris tidak mau ambil bagian dalam berbicara atau hanya diam saja. Mereka tidak melakukannya dengan ekspresi atau intonasi yang baik. Teknik ini tampaknya tidak efektif karena para siswa terlihat tidak termotivasi untuk belajar. Beberapa siswa yang pemalu tidak berani berbicara. Berdasarkan fakta-fakta ini, peneliti ingin memberikan Teknik Role Play dengan Personality Types untuk diterapkan di kelas. Sebagai sekolah pariwisata harus memahami juga karakter wisatawan. Dalam berwisata sudah tentu wisatawan tersebut ingin dilayani serta mendapatkan akomodasi yang layak sesuai dengan apa yang diharapkan wisatawan masing-masing (Anggayana & Sari, 2018). Sehingga dalam penyampainnya harus dengan cara yang baik dan benar melalui pendidikan sejak dini.

Untuk meningkatkan kompetensi berbicara kemampuan menulis juga harus diperhitungkan, dunia kerja secara nyata dimana kemampuan menulis menuntut seseorang agar dapat mengoordinasikan aspek keterampilan menyimak, berbicara dan membaca secara maksimal dalam dunia pariwisata khususnya perhotelan

(Lindawati, Asriyani & Anggayana, 2018). Menulis merupakan salah satu dari empat keterampilan berbahasa yang hendaknya dikuasai (Lindawati, Asriyani & Anggayana, 2019).

Berdasarkan latar belakang dan rumusan masalah, maka tujuan penelitian ini adalah sebagai berikut. Mengetahui apakah ada perbedaan yang signifikan dalam kompetensi berbicara antara siswa yang diajar dengan menggunakan teknik Role Play dan yang diajarkan dengan teknik konvensional. Mengetahui apakah ada perbedaan yang signifikan dalam kompetensi berbicara siswa antara siswa ekstrovert dan siswa introvert. Mengetahui apakah ada efek interaksi dari penerapan teknik mengajar dan personality types siswa dalam kompetensi berbicara. Mengetahui apakah ada perbedaan yang signifikan dalam kompetensi berbicara antara siswa ekstrovert/introvert yang diajar dengan menggunakan teknik Role Play dan mereka yang diajar dengan menggunakan teknik konvensional.

II. METODE

Penelitian ini dilakukan di kelas XI semester genap Tahun Ajaran 2019/2020, di SMK Triatma Surya Jaya Badung dengan alamat Jalan Kubu Gunung no 103 Tegal Jaya Dalung.

Kelas XI SMK Triatma Jaya Badung memiliki banyak kelas dan peneliti tidak menggunakan semua kelas sebagai populasi penelitian. Peneliti mengukur berdasarkan nilai siswa dari tes semester dan hanya menggunakan kelas-kelas yang homogen. Menurut skor tes semester, ada dua kelas yang homogen dalam hal kemampuan, yaitu kelas XI AP1 dan XI JB1, sehingga hanya dua kelas yang diambil sebagai sampel penelitian ini.

Fraenkel dan Wallen (1993) menyatakan: "sampel dalam penelitian mengacu pada kelompok mana pun informasi tersebut diperoleh". Teknik sampling yang digunakan adalah simple random sampling. Pengambilan sampel dilakukan dalam beberapa langkah yaitu, 1) Mengumpulkan skor siswa pada semester terakhir dan memeriksa normalitas dan homogenitasnya. 2) Dari beberapa kelas, teknik lotere digunakan untuk memilih sampel. 3) Memberikan Myers Briggs Test. Hal ini dilakukan untuk menganalisis tipe kepribadian Siswa dan memutuskan siswa mana yang dapat dikategorikan sebagai ekstrovert dan introvert. Ada 20 item dalam kuesioner tipe kepribadian dengan 2 opsi. Skor maksimum adalah 20 dan skor minimum adalah 0. 4) Kelas yang dipilih yang akan berfungsi sebagai kelompok eksperimen dan kelompok kontrol.

Penelitian ini merupakan penelitian true experimental dengan randomized pretest-posttest control group design, dapat dilihat dari tabel dibawah ini.

group	Treatment	Post -Test
Experiment	X1	O1
Control	X2	O2

Tabel 1. Desain Penelitian
(dikutip dari Gall, Gall & Borg 2007)

dengan keterangan: X1 = pengajaran dengan teknik bermain peran, X2 = Pengajaran dengan teknik konvensional, O1 = hasil tes pada kelompok eksperimen, O2 = hasil tes pada kelompok kontrol.

Untuk menganalisis data, penelitian ini menggunakan pengaturan faktorial 2x2. Desainnya dapat dilihat pada tabel berikut.

Teaching Instruction(A) Personality Type(B)	Role Play Technique (A1)	Conventional Technique (A2)
Extroverts Personality (B1)	A1B1	A2B1
Introverts Personality(B2)	A1B2	A2B2
Total	A1B1 + A1B2	A2B1+A2B2

Tabel 2. Factorial Design 2x2

Dengan keterangan, A1 adalah Kelompok siswa yang dirawat dengan teknik Role Play, A2 adalah Kelompok siswa yang dirawat dengan teknik konvensional, B1 adalah Kelompok siswa ekstrovert, B2: Kelompok siswa Introvert

A1B1 adalah Kelompok siswa ekstrovert yang diperlakukan oleh Role Play, A1B2 adalah Kelompok siswa Introvert diperlakukan oleh Role Play, A2B1 adalah Kelompok siswa ekstrovert diperlakukan dengan konvensional,

A2B2 adalah Kelompok siswa Introvert diperlakukan oleh Konvensional.

Desain faktorial 2x2 diterapkan berdasarkan asumsi bahwa kedua variabel memiliki pengaruh pada variabel lain dan ada efek interaksi antara variabel independen dan moderator pada variabel dependen.

III. HASIL PENELITIAN DAN PEMBAHASAN

Data menggunakan two-way Anova pada tingkat signifikan 5% dapat dilihat pada tabel berikut.

Source of Variance	Sum of squares	Df	Sum of Squares Average	Fob	fcv
Teaching Techniques (A)	17.422	1	43.022	54.410	0.000
Personality Types (B)	43.022	1	43.022	22.034	0.000
Interaction (AB)	4.356	1	4.356	5.508	0.021
	68.000	86	791		
Total	128.989	89			

Tabel 3. Hasil Hipotesis menggunakan Two-Way Anova

Berdasarkan hasil analisis two-way anova di atas, dapat disimpulkan bahwa:

Ada perbedaan yang signifikan antara kompetensi berbicara siswa dalam kelompok eksperimen dan kontrol. Ini bisa dibuktikan dengan skor rata-rata yang diperoleh. Nilai rata-rata siswa yang diajar dengan teknik Bermain Peran adalah 14,70. Sementara itu, nilai rata-rata siswa yang diajar dengan teknik Konvensional adalah 13,76. Oleh karena itu, ada perbedaan yang signifikan pada penerapan teknik Role Play dan teknik Konvensional pada kompetensi berbicara siswa.

Interaksional antara teknik mengajar dan tipe kepribadian. Jika Fob lebih tinggi dari 0,05 ($p > 0,05$), itu berarti H_0 diterima jika Fob lebih rendah dari 0,05 ($p < 0,05$), itu berarti H_0 ditolak. Dari output, terlihat bahwa Fob = 5.508 dan Fcv = 0.021. Ini berarti bahwa ada efek interaksional antara teknik pengajaran dan tipe kepribadian yang mempengaruhi kompetensi berbicara siswa.

Tes perbedaan kompetensi siswa berdasarkan jenis kepribadian. Jika nilainya lebih rendah dari 0,05 ($p < 0,05$), H_0 ditolak atau skor rata-rata semua populasi serupa. Dari hasil tersebut, terlihat bahwa nilai Fob

adalah 22.034 dan Fcv adalah 0.000. Ini berarti bahwa skor rata-rata dari semua populasi berbeda secara signifikan. Artinya ada perbedaan yang signifikan antara tipe kepribadian ekstrovert yang diajarkan dengan role play dan konvensional.

Tes perbedaan kompetensi siswa berdasarkan jenis kepribadian. Jika nilainya lebih rendah dari 0,05 ($p < 0,05$), H_0 ditolak atau skor rata-rata semua populasi serupa. Dari hasil tersebut, terlihat bahwa nilai Fob adalah 22.034 dan Fcv adalah 0.000. Ini berarti bahwa skor rata-rata dari semua populasi berbeda secara signifikan. Artinya ada perbedaan yang signifikan antara tipe kepribadian introvert yang diajarkan dengan teknik role play dan teknik konvensional.

IV. SIMPULAN DAN SARAN

Penelitian ini dilakukan untuk mengetahui perbedaan yang signifikan antara siswa yang diajar dengan menggunakan teknik Role Play dan siswa yang diajar dengan menggunakan konvensional pada kompetensi berbicara dengan mempertimbangkan jenis personality type nya. Kesimpulannya dapat dirumuskan sebagai berikut. a) Ada pengaruh yang signifikan antara siswa yang diajar dengan menggunakan teknik Role Play dan siswa yang diajar dengan menggunakan teknik konvensional. Siswa yang diajar dengan teknik bermain peran menunjukkan prestasi yang lebih baik daripada siswa yang diajar dengan menggunakan teknik konvensional pada kompetensi berbicara. b) Ada pengaruh yang signifikan antara siswa ekstrovert dan siswa introvert. Siswa ekstrovert mengungguli siswa introvert. c) Ada pengaruh interaksi yang signifikan antara teknik bermain peran dan teknik konvensional terhadap tipe kepribadian. d) Ada pengaruh yang signifikan antara siswa ekstrovert yang diajar dengan menggunakan permainan peran dan teknik

konvensional. e) Ada pengaruh yang signifikan antara siswa introvert yang diajar dengan menggunakan permainan peran dan teknik konvensional.

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WRITING ABILITY OF PRIMARY STUDENTS BY USING PICTURE-CUED TASK

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ABSTRACT

Writing is one of the four skills that have to be improved in learning English. Picture cued-task is one of the method that can be used to stimulate students' ability in practicing their writing ability. By using this task, the students are encouraged to be more creative in delivering their ideas based on the pictures given. Therefore, this research was arranged to know the students' ability in delivering their ideas in English writing. This research was conducted for primary students that have learned about simple present tense. In this research, the students were requested to write daily routines based on picture cued-task given. From this research, it can be concluded that the primary students are able to write story by using picture-cued task. The students are good in developing the topic idea becoming a paragraph. Their paragraphs are completely organized by using strong sequence. The students' paragraphs are also in good words. In the field of sentence structure, some students are not able to use the correct tenses in describing daily routine. But the rest of them are perfect in applying this tense. In aspect of spelling, most of the students' words are in correct spelling. Capitalization and punctuation are the most often problems found in the paragraphs.

Key words: *Writing skill, picture-cued task*

ABSTRAK

Menulis adalah salah satu dari empat kemampuan berbahasa Inggris yang harus dikembangkan. Kemampuan ini bisa dikembangkan dengan memilih metode yang baik yang dapat merangsang ide siswa dalam menulis. Oleh sebab itu, siswa harus melatih kemampuan menulisnya dalam bahasa Inggris. Berkaitan dengan hal tersebut, penelitian ini dirancang untuk mengetahui kemampuan siswa dalam menyampaikan idenya ketika menulis dalam berbahasa Inggris. Penelitian ini dirancang untuk siswa tingkat sekolah dasar yang telah belajar simple present tense. Dalam penelitian ini, siswa diminta untuk menuliskan kegiatan sehari-hari sesuai dengan gambar yang diberikan. Dari penelitian ini disimpulkan bahwa siswa tingkat sekolah dasar ini mampu menulis cerita menggunakan latihan berupa picture-cued. Siswa sangat baik dalam mengembangkan ide menjadi sebuah paragraph. Paragraf siswa tersusun baik dengan menggunakan kosakata yang mudah dipahami dan pengejaan kata yang baik. Namun, mereka harus lebih berhati-hati dalam penyusunan kalimat sesuai tata bahasa serta harus lebih memperhatikan penggunaan huruf besar dan tanda baca.

Kata Kunci: Kemampuan menulis, latihan picture-cued

I. INTRODUCTION

1.1. Background of the study

Writing is one of the four skills that have to be improved in learning English. This skill can be improved through appropriate method that can stimulate students ideas in writing. Picture cued-task is one of the method that can be used to stimulate students' ability in practicing their writing ability. By using this task, the students are encouraged to be more creative in delivering their ideas based on the pictures given. This skill should be improved from the beginner stage.

This study will be focused on students' writing skills in delivering their ideas. The students need to practice the language as well as to learn the theory.

In teaching writing skill, especially in English Foreign Language (EFL) is letting them to write in English as suggested by Hughes, 'the best way to test people's writing ability is to get them to write (Hughes, 1989:75). It is very interesting to know their ability to write in English because based on my teaching experience, students usually found difficulties when they have to learn English conventionally. Learn English conventionally means that teaching English in old-fashioned way, such as the students would sit in silence, the teacher would explain and then the students would study and memorize the material that have been explained by the teacher.

In this era, the method of teaching English has to stimulate students' creativity. Picture-cued task is one of the exercise which is expected to stimulate this creativity. Therefore, this research was arranged to know the students' ability in writing, especially telling daily routines. This research was conducted in a course place which consists of primary school students.

1.2 Theoretical Framework

1.2.1 Definition of writing

Writing is not just producing words and sentences. In writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose of the

writer will suit the intended readers. Bryne in Yulianti's thesis (1979) defined writing is transforming our thoughts into language. Writing is an indicator of students' achievement in learning language. Before the students are able to write, they should be able to listen, to speak, and to read at first. Writing skills is different from speaking and listening skills. Brown (2001: 334) states that in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking. Therefore, the learners can not master writing ability directly. Writing belongs to productive skills that produces a message to communicate. It is not the receptive skills. Spratt, Pulverness, and Williams (2005: 26) state that writing and speaking belong to productive skills because speaking and writing produce language rather than receive it.

1.2.2 Teaching Writing Using Pictures

Harmer (2004: 67) explains that some situations, grammar and vocabulary works can be particularly presented by pictures. Furthermore, when they look at a picture, each student will have their own imagination inside the picture. Starting from that, they will have something (an idea) to write. The second way that is going to use is story tasks. According to Harmer (2004: 67), there are various ways to use pictures as media to teach writing. Describing pictures, suspects and objects, writing a postcard, portraits, and story tasks are some ways to use pictures as media in the teaching and learning process of writing. However, the researcher is only going to use story task. Harmer (2004: 69) writes that there are several different story tasks students may undertake. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence, a headline or caption. However in this research, a series of pictures in sequence will be used. In this activity, they are faced with sequence of pictures. What

they have to do is to write a story based on their own imagination or idea of the pictures as a clue.

1.2.3 Picture-Cued Activities

Brown (2003: 226) states that picture-cued activities stimulate students' written responses. By giving the pictures, the students will be much easier to get ideas and to generate the ideas. Besides, it offers students an opportunity to improve their vocabulary. There are three kinds of picture-cued activities. They are a short sentence, a picture description, and a picture sequence description. They can mention everything in the pictures. If they find any difficulties to understand the meaning of the words, they can open their dictionary. It will improve students' vocabulary mastery. In short, it can be said that picture-cued activities are appropriate

for the students to improve their writing skills.

The first type of picture-cued activities is a short sentence, in which the students will write a brief sentence based on pictures of simple action. The second type is a picture description. The students are shown more complex picture. Then, they are asked to write the description of the picture. The last type of picture-cued activities is a picture sequence description. There will be a sequence of picture telling something. It can provide an appropriate stimulus to write with the guidance of the sequence pictures.

1.2.4 Scoring

In writing assessment, there are many ways of scoring. Each type of writing work has specific characteristics. In this research, the writing scoring rubric based on Anderson (2003:92) is decided to use.

Scores	4	3	2	1
Idea and development	Extensive development of topic, Strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence Structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

II. RESEARCH METHOD

Research method is procedure in conducting a research. Research method divided into three; data source, method and

technique of collecting data, and method and technique of analyzing data.

2.1 Data Source

This study used qualitative method in order to know the students' ability in writing. The data in this study were taken from the

primary students who are joining the private English class in BSD Course. They were requested to write a short paragraph about daily routines based on the picture given. The class consists of 10 students (11 - 12 years old); they are 7 boys and 3 girls.

2.2 Method and Technique of Collecting Data

In this research, the data means all information that was gathered from the subject. The data which was used in this research were short paragraphs about daily routines which were taken from the primary school students. The students should write a short paragraph based on a piece of paper consisted of some sequential pictures. The time allotment for accomplishing the assessment was 45 minutes.

2.3 Method and Technique of Analyzing Data

The technique which was used in analyzing the data is qualitative. There are many ways of scoring writing works. In this research, the scoring rubric proposed by Anderson (2003:92).

III. DISCUSSION

In analyzing the data, it is classified into writing scoring rubric based on Anderson (2003:92). The analysis can be seen as follow:

3.1 Idea and Development

Based on the students' paragraph, it can be seen that they could generate the ideas and developed those ideas. Brown (2003: 226) states that picture-cued activities stimulate students' written responses. By giving the pictures, the students will be much easier to get ideas and to generate the ideas. From the pictures, the students will observe the pictures then they decided what activities occur in the picture. Next, they write the sentence to create a short paragraph. Based on the data above, it can be said that the students were able to identify the picture

and develop the idea into a sentence. The sentences were complete, the students wrote the subject, the verb and also the adverb of time. Based on writing scoring rubric based on Anderson (2003:92), all students got score 3 (three) in aspect of idea and developing. It means that they are good in developing the topic idea becoming a paragraph. The topic of the pictures is about daily routine. The students were able to develop this topic and they also gave strong support the main idea in detail. They described the man's activities in detail.

3.1.2 Organization

Most of the students' paragraph was completely organized by using strong sequences, such as then, after that, next, last. It means that, they got score 4 (four) in aspect of organization of a text. But, there were two students that only used some sequencing words in their paragraph. Those students only got score 2 (two) because their paragraphs were sparsely organized and lack of sequence.

3.1.2 Vocabulary

In the aspect of vocabulary, the students can be said use good words choice to create their sentences. Brown (2003: 226) states that picture-cued activities stimulate students' written responses. By giving the pictures, the students will be much easier to get ideas and to generate the ideas. Besides, it offers students an opportunity to improve their vocabulary. The students got more new words within picture-cued activities. When they had a picture and they did not know some words to describe the picture, they tried to find them by using their dictionary. Therefore picture cued activities enriched the students' vocabulary. Based on the data, most of the students were able to chose good and simple words to describe the situation in the pictures. Therefore, they got score 3 (three) in aspect of vocabulary.

3.1.3 Sentence Structure

In the field of sentence structure, there were four students could not be able to use the correct tenses in describing daily routine. From the data, it can be seen that, the students did not add 's/es' in the verbs. It can be seen from the picture number 1, some students wrote: *the man get up at seven o'clock*. It means that there is something missing in the sentences. In this case, the use of simple present tense must be adding 's/es' ending into the verb if the subject is third person singular. But, the rest of them could apply the simple present tense in describing daily routine. They used the correct form of verbs in the sentences. For the example in the first picture, they wrote *the man gets up at seven o'clock*. It indicates that the students are able to create the correct sentence structure.

3.1.4 Spelling

The spelling was getting better together with the improvement of the vocabulary mastery as well. By using picture-cued activities, the students got more new words when they had a picture and they did not know some words to describe the picture, they tried to find them by using the dictionary. At the moment they also learned the spelling of the words. From the data, it can be seen that most of the students wrote the words in correct spelling. There were only two students made mistake in spelling the word. Those words can be found in the following sentences:

- *The man usually gets up at seven a.m. Than he takes a bath at 07.05 a.m.*

In the composition, the students wanted to show that there is a sequence between the first and the second sentence by using the sequencing word 'then', but the spelling is incorrect.

- *The man usullay gets up at seven o'clock.*

In this sentence, the students should write usually instead of usullay to indicate what

typically or normally happens. It means that the students spelt the word incorrectly.

3.1.5 Capitalization and punctuation

The aspect of capitalization and punctuation were the most often problems found in the paragraph. The students were not aware of using capitalization and punctuation. They didn't realize that capitalization and punctuation are very significant in writing. Most of them made many errors in this aspect. Most of them only got score 1 for this aspect. It can be seen as follow: *In the morning He gets up at seven o'clock. After that He takes a bath at five past seven*. It can be seen that 'he' shouldn't be capitalized, because the position of 'he' is in the middle of sentence. Besides, the punctuations are also missing in the composition. The composition should be: *In the morning, he gets up at seven o'clock. After that, he takes a bath at five past seven*. We should put comma for an action that happens after another action.

VI. CONCLUSION

After all of the previous discussion presented before, it can be concluded that the primary students were able to write story based on the picture given. All students got score 3 (three) in aspect of idea and developing. It means that they are good in developing the topic idea becoming a paragraph. The topic of the pictures is about daily routine. The students were able to develop this topic and they also gave strong supports to the main idea in detail. They described the man's activities in detail.

Most of the students' paragraphs were in completely organized by using strong sequences. The students put sequencing words to connect the activities in the story. The students' paragraphs were also in good words. Most of the students are able to chose good and simple words to

describe the situation in the pictures. It means that they have opportunity to improve their vocabulary by using picture-cued task. In the field of sentence structure, there were students who could not be able to use the correct tenses in describing daily routine, because they did not add 's/es' in the verbs. But the rest of them were perfect in applying this tense. In

aspect of spelling, most of the students' words were in correct spelling. Capitalization and punctuation were the most often problems found in the paragraph. The students were not aware of using capitalization and punctuation. They didn't realize that capital n and punctuation are very significant in writing.

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