ONLINE PICTURE-GUIDED WORKSHEET TO IMPROVE THE FIRST CONDITIONAL SENTENCE WRITING: A CLASSROOM ACTION RESEARCH

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Abstract

This study aims to find out whether or not an online picture-guided worksheet can improve the ability of vocational high school (VHS) students in writing the first conditional sentences significantly. This study follows the use of a grammar system in writing sentences as one of the micro-skills in writing (Brown, 2007). The data show that VHS students have problems in terms of the grammatical rules, or lexical items, or in both of the aspects. The online picture-guided worksheet is chosen as a way to help VHS students in composing the sentences based on the first conditional rules during the pandemic era. Pictures can stimulate students' creativity in finding ideas about what to write. Online worksheet makes the works accessible in terms of time and place for the students. This study is conducted in two cycles to eleventh graders in one of the public vocational high schools in Semarang. The finding shows that the students have various ideas in writing the first conditional sentences based on the provided pictures. In addition, there is an improvement in students' writing ability for first conditional sentences. Hopefully, this study will give insight into the teaching of conditional sentences.

Keywords – online picture-guided worksheet, the first conditional, sentence writing

Introduction

Talking about English, it cannot be separated from the four skills of English which are listening, reading, speaking, and writing. All of these skills must be taught in the classroom, including in the virtual classroom. However, among the four skills, writing is the most difficult skill to master (Gaikwad and Karekatti, 2018: 1123). The challenges for students in mastering writing skills are lack of ideas/ideas, lack of mastery of vocabulary, grammar, and mechanics (such as punctuation and letter capitalization).

A pre-test conducted to 36 students of grade XI (eleventh) of a public VHS in Semarang for writing the first conditional sentence shows that their average score is only 43. This score is lower than the minimum passing grade determined by the government which is 60 (DitPSMK, 2018: 60).

The challenges in teaching writing can be overcome by teaching writing gradually. It can be started from teaching and learning sentence writing before coming up to paragraph writing. Writing sentences help the students to focus on grammar, vocabulary, and mechanics. The more experience students have in writing sentences, the sentences they will produce. If the students can write sentences well and properly, they will find writing a paragraph easier.

Mita & Rosa (2018) had a similar problem related to writing conditional sentences. They used Card Sort technique to solve the problems. Meanwhile, in the online learning situation during the COVID-19 pandemic, the technique could not be implemented because the students

cannot attend a class physically. However, there is one tool that can be used in online or face-to-face classes. The tool is worksheets.

Worksheets consist of tasks and exercises which are prepared by teachers within the teaching process (Spratt, et al, 2005: 108). The benefits of using worksheets are the atmosphere of the class can be challenging, fun, and relaxed (Soltanpour, Ganji, & Mohammadian, 2021). In this pandemic situation, worksheets need to be in online-based worksheets mode. Teachers can use many free-subscription platforms such as *Google Forms*, *Microsoft Forms*, *Quizizz*, *Kahoot*, and so forth.

As worksheets prepared by teachers, the preparation of worksheets needs to consider the learning styles of students. According to DePorter and Hernacki (2000) in Wahab and Maros (2020: 42), student learning styles can be grouped into 3 (three) which are: visual learning styles, audio learning styles, and kinesthetic learning styles. By taking account of the learning styles of students, the worksheets will bring meaningful experience in learning English. Furthermore, the majority of the students are categorized as visual learners.

Visual learners will learn better with the help of pictures. Some researchers (Asrifan, 2015; Styati, 2016; and Abdullah & Yunus, 2019) found that pictures increased the students' performance in writing. Specifically, pictures could trigger the students in using various vocabularies in writing (Apsari, 2017).

Considering the low score's on students' writing, the important role of worksheets in the classroom, the benefits of using pictures in a writing session, this research has a research question which is: Can the students' writing skill of the

first conditional sentences for class XI be improved with the help of online picture-guided worksheets?

In line with the research question mentioned previously, this research aims to improve the writing skill of the first conditional sentences for class XI students with the help of online picture-guided worksheets.

Meanwhile, the benefits of this research are (1) the students can improve their ability in sentence writing, especially in writing the first conditional sentences. In the other words, the students can have a better mastery of grammar, vocabulary, and mechanics; (2) the teacher can develop the proper worksheets for writing sentences by taking account of students' ability and learning styles.

Methodology
The research method applied is classroom action research. The classroom action research is applied to get changes and improvements in a small scope (Cohen et al, 2007: 297). In its implementation, this research was carried out in 2 (two) cycles, which are: Cycle 1 and Cycle 2. In each cycle, there are 4 activities conducted, which are: Plan, Act, Observe, and Reflect. Meanwhile, before the implementation of Cycle 1, the researcher conducted a pre-test to determine the students' initial ability to write the first conditional sentences.

The pre-test used was to ask students to write one or two the first conditional sentences based on the topic given by the researcher through *Google Classroom*. Students write sentences in the comment column. This pre-test was responded to by 36 students. After that, students' works were examined by using the rating scale from Brown (2004: 228) as follows.

2   Grammatically and Lexically Correct.
1   Either Grammar or vocabulary is incorrect, but not both.
0   Both grammar and vocabulary are incorrect.

In addition, the instruments used were an online image-guided worksheet in *Google Forms* and a close-ended questionnaire with four Likert scales. The data obtained from the online worksheet was processed simply to get the average score. The data obtained from the questionnaire were processed with simple statistics to reinforce the results of the study and also the treatment carried out in the study. In general, the data obtained in this study were processed quantitatively.

Finding and Discussion

The worksheet used is a combination of Google Classroom and Google Forms. Google Classroom is used to deliver learning sequences and links to Google Forms containing picture-guided worksheets. The worksheet contains 10 numbers in which each number is guided by a picture with a specific topic. There were two sets of picture-guided worksheets used in this research and both of them were using the same topic for each number. The topics used are as follows.

Table 1. Topic in The Worksheet

No.	Item No.	Topic
1.	1	Finance
2.	2	Occupation
3.	3	Tourism
4.	4	Technology
5.	5	Lodging
6.	6	Success
7.	7	Vacation
8.	8	Places to eat
9.	9	Vehicle
10.	10	Food

After conducting teaching and distributing worksheets in two cycles with thirty-six students of class XI VHS, the data shows Table 2. Scoring progress.

Table 2. Scoring Progress

Pre-test	C1	C2
43	51 (+8)	70 (+19)

In the pre-test, the average score obtained was 43. The average score of 43 is still below the national minimum passing grade listed in the Guide to Assessment of Learning Outcomes and Character Development in Vocational High Schools (2018:59) which is a minimum of 60 for English subjects.

To increase the students writing skills in writing the first conditional, treatment was carried out in cycle 1. Students were given a stimulus with material explanations about type 1 conditional sentences through video recordings and online picture-guided worksheets containing 10 numbers. In this cycle, the average score is increased by 8 points from the average score for the initial test to 51. The increase of the average score in cycle 1 was still below the minimum passing grade. It means that the treatment did not give a significant impact on the improvement of students' writing skills. Therefore, an evaluation and a reflection were conducted on the activities of cycle 1 to design strategies in cycle 2.

In cycle 2, an online picture-guided worksheet was distributed. It was containing 10 different picture numbers from those in cycle 1 but had a similar topic. Meanwhile, in this cycle, feedback on common mistakes was provided for the students. The feedback came from the mistakes that students often made in the previous cycle. In cycle 2, the increase in the average score is 70. It is 19 points higher than the average score in cycle 1. It means that the treatment in cycle 2 shows a significant result. Most

of the students improve their skill in writing the first conditional sentences.

In addition to the results of obtaining data on the increase in the average score of students in writing the first conditional sentences mentioned earlier, the researchers also obtained supporting data from the four-Likert scale questionnaire filled out by students. This questionnaire contains student responses regarding the online picture-guided worksheet used in the research process. The results obtained from the questionnaire are as follows.

1. 11% of students strongly agreed and 81% of students agreed if students can write the first conditional sentence well after using picture-guided worksheets. While 8% of students did not agree with this statement.
2. 64% of students strongly agreed and 36% of students agreed if students get general feedback for errors in writing the first conditional sentence from the teacher.
3. 89% of students strongly agreed and 11% of students agreed that general feedback helps students improve the first conditional sentences that students write.
4. 61% of students strongly agreed and 39% of students agreed that pictures help students to get ideas/ideas in writing the first conditional sentence.
5. 72% of students strongly agreed and 28% of students agreed that pictures help students to think creatively.
6. 56% of students strongly agreed and 36% of students agreed if the images displayed are clear and easy to understand. While 8% of students did not agree with this statement.
7. 67% of students strongly agreed and 33% of students agreed that the Online Student Worksheet for writing the first conditional sentence helps students in learning.
8. 50% of students strongly agreed and 44% of students agreed that the Online Student Worksheet for writing the first conditional sentence is easily accessible with the internet connection that students have. While 6% of students did not agree with this statement.
9. 78% of students strongly agreed and 19% of students agreed that the Online Student Worksheet for writing the first conditional sentence reduces the opportunity for plagiarism. While 3% of students strongly disagreed with this statement.

As mentioned previously, the use of a picture-guided worksheet brings significant results on the increase of students' scores in writing the first conditional. This finding is in line with some other researches. Pictures help the students to improve their writing skills (Abdullah & Yunus, 2019; Styati, 2016; Asrifan, 2015)

Students gave a positive perception of the use of pictures in writing activities because they believe that pictures can help them to generate ideas (Abdullah & Yunus, 2019). The use of pictures also assists the students to enrich their vocabulary and increase their interest in writing activities (Styati, 2016). Moreover, the students who are taught by using pictures have better writing performance compared to the students who are taught conventionally (Asrifan, 2015).

Come along with the use of pictures in the worksheet, the existence of teacher's feedback also brings significant impact to the students' writing performance. Teacher feedback leads the students in improving their writing skills considerably and is very important in

terms of elements of writing (Arslan, 2014). Feedback in the form of written corrective feedback leads the students to improve their accuracy in writing (Fan & Ma, 2018)

Conclusions

Based on the results and discussion of this study, the researcher can conclude that the use of online picture-guided worksheets can help 36 students of class XI (eleven) to improve their writing skills in type 1 conditional sentences. This is indicated by an increase in the average score of students in Cycle 1 and Cycle 2. In addition, students also stated, through a questionnaire, that this online picture-guided worksheet helped them in learning the type 1 conditional sentence material.

With a significant increase in the value of students' writing skills, this research can answer the problem formulation of whether the students' writing skills of type 1 conditional sentences for class XI can be improved with the help of networked picture-guided worksheets.

This research contributed as a model in the classroom practice in terms of the use of worksheets in the online mode. The use of pictures in the online-based worksheets can be a solution for teachers in increasing students' ability in writing the first conditional. In addition, further research needs to be done to investigate the implication of using online picture-based worksheets in writing a paragraph or a text.

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