

## CHAPTER II

### USING PICTURE SERIES TO TEACH WRITING SKILL

#### A. Picture Series

##### 1. The Role of Pictures Series to Teach Writing Skill

Wright (2004:13) defined that picture series are a series of pictures which show some actions or events in a chronological order. According to definition above the researcher conclude that picture series are the set of sequence pictures of single subject which show actions or events in chronological order.

In teaching writing skill using picture series as the media it will make the lesson more valuable and could make the students enjoy the writing activity. Using picture also can give specifically contribute in classroom, it proved by Wright (2004:2) mentioned that specifically picture contribute to: interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.

Furthermore, Heaton cited by Ruswinarsih (2015:3) argued that there are some positive effects of using aids in writing process through pictures is intended for learners of English at lower level. It meant using picture series in teaching writing will be help students lot, a side picture series engage students' learning motivation, picture series may help students to contribute their ideas into text too.

## 2. Procedure in Using Picture as Media

Before we going to classroom we need prepare how to use picture series. Wright cited by Wenning (2016:4) mentions those considerations using picture series in the class, namely:

- a. it should be easy to prepare;
- b. it should be easy to organize in the classroom;
- c. it should be interesting to the students and the teachers;
- d. it should be meaningful and authentic; and
- e. the activity must give rise to a sufficient amount of language in order to justify its conclusion in the language lesson.

According to Raimes (1983:29) mentioned that there are suggestion for general strategies for using any pictures might be useful.

- a. Whole-class discussion, which the leads to writing, can be generated by many types of pictures, such as posters, textbook pictures, magazines pictures onto stiff cardboard and displayed at the front of the room, simple pictures drawn on the blackboard, or duplicated drawings.
- b. To provide a student audience for writers, give half the class one picture, the other half another. A range of communicative tasks for small groups opens up now, with students conveying real information to others.
- c. With students working in pairs or small groups, give each student of the pair or give each group a different picture to work with. This frees

you from the necessity of obtaining class set of pictures. It also provides students with a real communicative task. When a few students have only copy of a picture, it is the necessary for them to be able to inform the rest of the class about it.

- d. Real communicative tasks can be developed by using in the classroom pictures that the students themselves provide. There is a double advantage here: the teacher is relieved of the task of finding a picture and the students have something that has personal meaning for them to answer question about and write about in the classroom. Students can be asked to provide their favorite advertisements, their own drawings, a reproduction of their favorite work of art, or a family photograph.
- e. Do not limit classroom work to what the students can actually see in the picture. Remember that the students can make inferences prediction, and supposition about the world beyond the frame of the picture. Ask the students to use their imagination to visualize what happened just before the moment in the picture and what will happen next, or to infer what caused in situation presented in the figures in the chart and what the result will be.

Based on those statements above, the researcher will modify the strategy, the researcher modify these strategy just to make simple the procedure of implementing the picture series in class or when the researcher run this research. but in creating te picture that will the

researcher use procedure from Wright that cited by Wening. The modify version as follow:

- a. The divide the students into groups, a group is consisting four to five students.
  - b. The teacher give the students stimulus about what will they learn and how is picture series is work.
  - c. The teacher spare the pictures one group hold one picture. Example group number one hold the first picture then it continou till the end of group will hold the last picture.
  - d. Teacher order the students to discuss what is happening on the picture that the group hold and make a paragraph based the picture.
  - e. Ask a volunteer to write all group discussion result on whiteboard or tipe it use computer.
  - f. After that the teacher and students will discuss the the text that has been wrote on whiteboard together.
  - g. Finally, the teacher give advision, resolution, or explanation how to make a text using picture series and give appreciate for the all group work.
3. Advantages and Disadvantages of Pictures Series
- a. The advantages of picture series

The use of pictures in teaching offers a number of advantages. Accoeding to Curtis and Bailey cited by Muhibuddin (2016:290), mentioned the advantages of picture series as follow:

- 1) Students can easily compose a story because there are pictures that will guide them step by step to create a full story.
- 2) Students will feel relaxed in composing the story as they feel that they are playing with the cards (pictures).
- 3) They are not being forced to build a story and their confidence gradually increases.
- 4) There is habit formation in this technique (building knowledge, modeling, construction and self-construction).

b. Disadvantages of picture series

In addition to the advantages that have been explained before, picture series also have some disadvantages. Resaerchers name Lidyawati and Nirwanto in their research entitle “The Effectiveness of Picture Series Toward the Students’ Writing Scores”, mentioned that there are four disadvantages of picture series as follow:

- 1) The size is very limited for big audience, to solve this problem, the teacher need to prepare appropriate of supporting medias such as projector and picture display, it need to maintain more careful by the teacher when serve a big audiences.
- 2) Because picture series only focus on sense of sight, is not totally true is depend on creativity of the teacher itself. The teacher may combine picture series with audio, it all is depend on to the matery tat will the teacher conduct in the class.

- 3) It can make the students uncreative because picture series consist some sequences so in writing the text, the students just follow the sequences of picture series without thinking creatively, to overcome the uncreative of the students is depend on the teacher itself, here the teacher should creative in choosing, constructing, and interpreting picture series in the class
- 4) Picture series are only used for beginners, using picture series is not only for the beginner, for another class teacher may create and use picture in different classes, of course all it need the creativity of the teacher.

## **B. Writing Skill**

### **1. The Nature of Writing**

Writing an essential skill in language learning and teaching, in every our daily life we always faces the writing. Harsyaf, Nurmaini, and Izmi (2009:4) stated that writing is an important language skill. It is a productive skill that shows how skillful the student is in writing and discovers the talented students in this field. In addition, writing is a way that a student can express his ideas or thoughts on the paper.

At the first paragraph above the researcher has been presented how importance the writing skill. most of reader often have a question about something that they read. In this case the researcher talks about writing, here the researcher present the definition of writing. According to Dalman (2011:4) defined that writing is the process delivering ideas, illusion,

feeling into symbol/sign/written form that has the meaning. In addition, Hyland (2003:28) the process where by a person selects, develops, arranges, and expresses ideas in units of discourse.

In another definition Harsyaf, Nurmaini, and Izmi (2009:4) mentioned that writing is an activity that supports students to analyze and synthesize their discrete knowledge about language items into a text that is acceptable in an English writing convention by using the appropriate paragraph structure. Hence to be able to write students must write.

In conclusion, writing is a process delivering, developing and arranging ideas, feeling, or illusion that someone thought into written form or text. And as an activity to supports us to analyze and synthesize our discrete knowledge about language items into a text that is acceptable in an English writing convention by using the appropriate paragraph structure.

## 2. The Process of Writing

The process of writing is about how the way to start and finish the writing. This process will show the students the procedure of conveying writing activity based on the students' sight. According to Harmer (2004:4), the writing process is the stages a writer goes through in order to produce something in its final written form. Harmer (2004:5) mentioned that four stages in teaching process they are: planning, drafting, editing, and final draft.

### a. Planning

Planning or preparing to write is the first stage that very important to start writing. In planning section the students need to compare many sub-processes before start to write they are: generating ideas, organizing ideas, and goals setting , and also the students need to think what is purpose of their writing, to think what kind of style of writing that to apply based on the audience as the object that will enjoy the writing itself, and to consider the content structure.

According to Harsyaf, *et al* (2009:8) stated that there are a number of sub-processes entailed in this stage, among them: generating ideas, organizing ideas, and goal setting. In doing so, we usually need to use a brainstorming technique. In addition, Harmer (2004:4) explained that the writer have to think about three main issues: purpose, audience, and content structure.

b. Drafting

This process is an activity to make a simple format of writing which it will help and make easy to write. In this process need make visible word that will give the contribution to generate ideas into good text. Harsyaf *et al* (2009:10) mentioned that It is the process or the stage in which writers render through into visible language , or we can call it as the physical act of writing. Here, the student transfers the information they have gathered and organized into a traditional format.



c. Revising (editing)

Revising is the process a reread a text that have been created in use to revise the information is not clear in text, or perhaps the written form is ambiguous or confusing. In this process also check the grammatical, punctuation, mechanic writing etc. to make sure whether these thing is creating in good or appropriate with the writing procedure approach. Harsyaf *et al* (2009:10) mentioned that Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas.

d. Final Version (final draft)

If the plan, draft, and revising is has been done then felt good appropriate to writing system, now the students or writer ready to make and send the written text to intended audience. But some time the plan, draft, and revising is not bring a good chance then the students to replace all of them, its like cycle or wheel. According to Harmer (2004:6) said that:

*“we need to represent these aspects of the writing process in different way, therefore; the process wheel below clearly shows the many directions tat writer can take, either travelling backwards and forwards around the rim or going up and down the wheel’s spokes. Only the final version version really is the final version has the process reached its culmination.”*

### 3. Aspect of Writing

To score students' handwriting one thing that have to know by the teacher is the aspects of writing. Aspects writing is the items that the researcher need to score in writing composition. According to Raimes (1983:6), they are nine items in writing that to investigate as follow: syntax, content, the writer process, audience, purpose, word choice, organization, mechanic, and the grammar. In short, Brown (2003:246) mentioned that they are five items or aspects in writing as follow: Content, organization, vocabulary, syntax, and mechanic.

Based on these statement above, the researcher clarify it and make sure what aspects of writing that will the researcher take and investigate in this research. as what research clarify about how measure writing composition in technique and tool of data collection then take as the consideration of what aspects that the research take. Based on it the research take Brown statement. Raimes (1983:6) explain that each aspect should clear, fluence, and effective communication of ideas.

#### a. Organization

In commonly organization is consriting the parts of writing composition including the introduction, body, and conclusion of the composition itself. That supported by Brown (2003:244), the organization is introduction, body, and conclusion. A good organization is should be communicate each other, including the introdeuction, body, and the conclusion.

b. Content

According to Raimes (1983:6), content is the relevance, clarity, originality, and logic. It meant that the words that construct should be relevance, original, and logic when a writer develop his ideas in writing composition. But in short Brown (2003:244), content is the logical devevelopment of ideas. According to those definition the researcher summarize the content is about the writer or the words in some writing composition develop the ideas, it should be relevance, clarity, and logic.

c. Grammar

Grammar in writing composition is very important, it about how we use verbs, articles, determiner, pronouns, or tenses. According to Raimes (1983:6), grammar is the rules for verbs, agreements, articles, pronouns, etc. good grammar in some writing composition it will make that composition clear, fluence, and effective communication. Grammar is deference from mechanic in brief grammar is structure of written or spoken language. It refers to the parts of speech and how they combine together in form of sentences.

d. Mechanic

According to Raimes (1983:6), mechanic is talking about handwriting, spelling, punctuation, etc. Mechanic refers to the rules of written language, such as capitalization, punctuation, and

spelling. Mechanic writing learning the students have to know how to use capitalization, punctuation, and spelling to a good writing composition.

e. Vocabulary

Vocabulary is a list or collection of the words or phrases of a language, technical field, etc., usually arranged in alphabetical order and defined. And also vocabulary could be defined as the words of language. The researcher takes vocabulary in this research just to find the variety and usage of the vocabulary in writing composition.

4. Narrative Text

Narrative text is an imaginative text or story that has the purpose to entertain the reader or people. Anderson and Anderson (1997:6) stated that narrative text is a piece of text that tells us a story and, in doing so, entertains, or informs the reader or listener. In addition Harsyaf *et al* (2009:14), a story (or narrative) begins by introducing characters, places and circumstances.

In creating a narrative text the first thing that has to be understood is the structure of narrative text. According to Harsyaf *et al* (2009:14) mentioned that there are three structures of narrative text:

- a. Orientation: Introduces the characters, the time and the place of the story.
- b. Complication: Describes events and problems of the story.

- c. Resolution: Describes what happen in the end, here the problem or crisis is resolved.

### **C. Previous Relevant Studies**

Relevance study is the main point why the researcher interest to conduct this research and also as a reference for the researcher to create this research later. There are several research result that has relation with the using of picture series to teach writing skill. Sa'diyah (2016:175) entitle "Improving Students' Ability In Writing Descriptive Texts Through a Picture Series aided Learning Strategy" mentioned the result that this study revealed that the use of the picture series succeeded in promoting the students' positive attitude toward the learning process. It proves that the presence of the picture series as interesting realia increased the students' attention and seriousness in doing the writing task. The pictures also enhanced the students' participation and interaction during the learning activities. This study also proves the efficacy of using a picture series aided learning strategy to improve the students' ability in writing a descriptive text. Their average score increased from 56.86 to 77.87. On the basis of the results of the study, it is suggested that teachers use picture series to enrich ideas, promote students' attention, help them focus on the learning process, and enhance participation.

A researcher name Muhibbudin (2016:294) entitle "The Application of Picture Series to Improve Writing Skills" revealed that using the picture series technique achieved a better performance in writing compared to those

who were taught by using the traditional technique. This means that the students who were taught using the picture series technique got significantly better results than those who were taught by using the traditional technique for teaching writing. And also Mohibbudin said that This indicates that the students' performance in the mechanics of writing was much improved after the picture series treatment, while there was no substantial improvement in the control class.

In another researcher namely Nurhayati (2014) with thesis title "Using Picture Series to Inspire Reading Comprehension for the Second Semester Students of English Department of Iain Tulungagung", she found that The result of post-test indicated significant progress in reading ability especially arranging the ideas, the sequences of events. Based on the post-test of cycle one, the students's raeding ability improved, it could be seen that  $t_0$  (6,89766) is bigger than "tt" (1.73) (" $t_0$ " > "tt") in cycle 1 and  $t_0$  (10.8622) in cycle 2 is higher than tt (1.73). It also proved that the different strategies or conducting picture series brought improvement to the students' English reading comprehension.