

THE USE OF PICTURE SERIES IN TEACHING WRITING
PROCEDURE TEXT FOR THE STUDENTS OF THE FIRST YEAR
AT SMA NEGERI 4 SIDOARJO

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ABSTRACT

Writing is one of the four language skills that have to be taught to Senior High School students. This skill is considered difficult by the students that make the reluctant. The teacher has to find a teaching that makes the students interested in the subject to be taught. To do so, the teacher can use picture series to arouse the student' interest and guide them to express their ideas in writing.

In this study, the writer focuses on the use of picture series for the teaching writing to school students. He wants to know how picture series can be used in teaching writing. She also attempts explore the problem faced by the learning participants (i.e. teacher and students) in the teaching learning process. To do so, writer conducts the observation through the teaching learning process in the first class of the Senior High School students of SMA NEGERI 4 SIDOARJO. The data of study are obtained from direct observation through checklist, questionnaire and interview. Since this study is descriptive qualitative study, hence the data analyzed qualitatively.

The results show that picture series can help the teacher in teaching writing easier. The technique can also build the interest of the students to the topics. However, it also builds some yields some problems. The improper selection of the picture may invite irrelevant comments from the students and lead to the noisy class. On the other hand, the interesting picture may also make the students too exciting and focus more on the picture rather than the learning objectives.

The writer suggests the selection of picture series should be done carefully and the picture series should be easy to understand and familiar to students. Based on the experience during the study, it is advised that the learning process should not use picture series that are able to invite unexpected comments that can lead to noisy class.

Key Words: *picture series, writing*

A. Background of the Study

Talking about language, one will agree that is the most essential tool in communication. It is important that someone has to master the language, he can express his ideas with somebody else, no matter that the communication will be done either orally or in written manner. Probably for this reason, the objective of teaching language is giving certain level of material that cover the four skills, listening, speaking, reading, writing.

In order to communicate in written form namely in writing, the students need practice. They have the practice to express their ideas and feelings freely in written form. While expressing the idea using the native language is not very easy, then the expressing the idea using the native language is not very easy, then the expressing the idea in a foreign language is more difficult. This will be a tough task of the English teacher to build the English ability of English written to students. Writing is one of the skills that are consider difficult because the learners are demanded to express their ideas in written English appropriately. Dealing with this Dumais says that writing in English that mean to fill the gap that exist between the ability to express the something in written forms in English (1998:v).

Facing these difficulties the role of teaching method is very important to teach writing effectively. Learning situation should be made conducive so that learning objective can be achieved. Aiming to create this situation, sauvignon suggest to build more activities in which the students can use the language in real situation which is created by the teacher (1982:39).

The use picture in teaching writing is able to encourage the students to study Stanulewics (1990) stated that pictures do not only encourage student to write but also erase students boredom. Considering the important of conducive learning environment and the role of the use picture in building it, it is necessary to study further the use of picture in teaching writing for the young learner.

This study tries to describe how the use of picture series improve the teaching and learning process. It is aimed to give reverence in teaching writing in specially at senior high school. By describing the problem faced by the learner participant, it is expected that the English teacher can study from this work to improve their achievement.

In this study only focuses on use of picture series to teach writing exposition. In order, to know the implementation of the pictures and the students writing, after being taught by using picture series. In this case, there is only one component of exposition text that is analyzed, that is the process.

The following terms used on this study are: 1.) Teaching 2.) Writing 3.) Picture Series 4.) Technique.

B. Research Method

Based on the problem and the objectives of the study must use descriptive qualitative as the research design. Descriptive research is a research which aims to describe a situation or natural phenomenon and it is done without manipulation or giving special attention to the subject of the research because all of events or activities grow nature. Descriptive research was considered as the most appropriate to use in this study because the objective of the research was to describe the class

activity during the teaching learning of writing using picture and to analyze the student writing, then explain it clearly in sentences.

As it know that qualitative research is which has a purpose to describing and analyzing phenomenon, event, social, attitude, believe, perception, or someone opinion and individual or group. This directed to explanation or conclusion.

The subject of study was first grade of senior high school. This study was conducted to analyze the writing skill of the students of SMA PGRI 1 SI-DOARJO. In this school, the first grade students were divided in two classes, they were A and B class. The teacher said that all of those classes were heterogeneous. It means that they have different writing ability.

The instrument of the study are observation checklist, interview guidelines, quistionnaires, and jumbled picture series. These instruments are used when data collection is performed. Observation checklist is used to guide the research in observing the teaching and learning process. The checklist contains several main points identified as important events and information to be obtained. Using this checklist help the observer to record and pay attention the event and information.

The second instrument is interview to help the researcher in getting the perception of the teacher in handling the class. Again, several important items are contained in the instrument as the remainder for the research to interview the teacher. Though some points are to be explored, yet, besides the items written in guideline – there may be an open discussion with the teacher to fine in other feelings, findings and opinion about the teaching and learning process.

The last instrument in this quistionnaires to be given to the students. This is to explore the perception of students on English in general and specifically on the learning and teaching process. Combination of guided and unguided questions is used in the questionnaires. Open space is also provided to let the students giving their perceptions (opinion, suggestion, complaints, etc) beyond the given question.

Data of the research mainly are taken from three sources. Those are observation was obtained from the teaching learning activities. During the teaching learning activities, the writer recorded and note all of the activities happened in the class. Including the students response to the new material.

Moreover, the second data was obtained from teacher perception and opinion. The writer give some questions about the opinion or perception about the material one by one. Teacher give her opinion and perception (interview form). And the last data taken from the quistionnaires. This is data obtained from the students. The writer give some questions all of the students, it was made in form A, B, C or D answer.

To obtain the required data for the study, some techniques are used. Those are as follow:

1. Observation

Observation is performed during the learning process. To conduct direct observation, the writer sits in the class. Instead of being involved as an active participant, she prepares herself for an observer. The dynamics of learning processes and all other important are noted and recorded.

2. Interview

Interviewing learning participants is another action to collect the data. However, in this study only the lecturer is to be interviewed. The interview is carried out to explore the learning conditions (e.g. problems) perceived by teacher and also by the students.

3. Questionnaires

The last technique to get the data from the students is by giving questionnaires. All students involved in the class are asked to fill up the questionnaires. Whenever possible, the questionnaire is designed to use simple questions that enable the student to interpret and give right answers.

The questionnaires consist of three parts of questions to explore the interest of the students on English subject and also on writing skill. Those are question 1 to 3 the writer submits the last question to investigate – based on the students' opinion whether the students feel that additional materials are needed.

The later parts (i.e. question 4 to 10) are aimed to investigate the impressions of the students on the teaching learning technique. The appropriateness of the picture series (e.g. whether the picture is easy to understand, if the topics is interesting) to be used is one factor to be investigated. Besides that, they are also used to detect the problems faced by the students in participate the teaching learning process. Therefore, some questions are asking the difficulties of the students.

The writer would like to study the class environment from the students' points of view. To achieve the objective, she design the questions in the third part of the questionnaire (i.e. questions 11-16). Some factors, such as students' enthusiasm, students and teacher interaction are asked in the questions.

By using questions in the last part of the questionnaires, the writer attempts to obtain the students feeling on the usefulness of the technique to improving their writing skill. Two questions (questions 17 and 19) are directly asking the influence of the technique on their ability (i.e. if the technique can help them in writing activity or if they writing skill are improved after implementation of the technique). Whereas, two other questions are asking if the technique can improve their motivation and if this technique should be applied in teaching and learning writing.

The data will be analyzed descriptively. That means, all facts found in the teaching and learning process will be useful to develop the research report. Those are used to describe a comprehensive report on practicing the teaching method.

Direct observation result in information of the real condition of the teaching or learning process, since all of the teaching and learning dynamics can observed by third party (i.e. the research). Therefore, it must be attempted to collect the data as complete as possible. The data will be support by the result by the interview with the teacher. In this case, perceptions and opinions of the teacher may strengthen the discovery. However, there may be possibility that the perception of lectures is different the result of the observation. All of these possibilities will be analyzed descriptively and written in the research report.

Other important data are gained through the questionnaires filled up by the students. This will give impression on the teaching learning process from the point of view of the learning participants (i.e. students) this data will be analyzed

qualitatively to support the previous data. Again, all possibility of the data relation will be explored. Though questionnaire analysis may come out with a quantitative measure, yet it will be analyzed qualitatively rather than quantitatively (i.e. percentage analysis to describe). Having analyzed the data, the research will be continued by the following steps: 1. Describe the activities that the teacher and students do in the classroom during teaching and learning process. This mainly supported by the finding in the direct observation. All of indications (students' attitude, body language, etc.) shown in the class will be used to describe the situation. 2. Describe the problem arising in the teaching-learning process. 3. Write conclusions of the research result and recommendation of most important inquiry for further study.

C. Conclusions

Picture can help the students generating idea and building sentences in writing a paragraph.

Picture series that are properly selected can built the interest and attention of the students on the learning processes. They lead to an enthusiasm and lively learning atmosphere.

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