

PICTURE SERIES IN TEACHING WRITING RECOUNT TEXT TOWARDS THE STUDENTS WRITING ABILITY

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Abstract

Recount text is one of text types that should be comprehended because it is considered as a difficult text. Recount text has its own generic structure for instance orientation , events , and re-orientation . The subject matter will be more fun, effective, and efficient if the right techniques are used. In the learning process, picture series was chosen as one of the effective techniques to overcome students' writing difficulties. Pictures are one of the most effective tools and stimuli to improve students' skills. Many students are hesitant to write because they believe it is a difficult English skill. Students frequently lack ideas for what they should write about. Furthermore, they find it difficult to tell the next plot or event after writing the introduction paragraph. As a result, English teachers must devise and implement appealing methods for teaching writing recount text. In this case, the teacher can apply and teach students to write recount text using picture series. Its goal is to help students understand and improve their writing skills.

Key words: Recount Text, Picture, writing

INTRODUCTION

The learning process is an important thing to support a person's career after being an adult, the type of learning taught from childhood greatly influences a person's mindset to determine what direction his life will be. The role of schools and parents is very influential on these developments, schools and parents must know what forms of learning can help children to develop. The learning method itself has developed over time, various learning methods emerged from various regions and people. Which indicates that the civilization of science has advanced. Learning methods are becoming more and more effective because of the more advanced human mindset, but they still do not erase the old methods that have already been applied.

The learning method itself is a systematic and regular process carried out by teachers or educators in conveying material to their students. In addition, choosing the right method makes

students not feel bored or bored when participating in teaching and learning activities in the classroom. The world of education cannot be separated from the different learning models at each level of education. In a learning process, it is not just a process of giving lessons. But it also involves learning methods used by teachers to transfer knowledge to their students. Various kinds of learning methods are present in the world of education so that teaching and learning activities can run well. In addition, through this method students are more happy and excited to participate in learning activities in class. So that the material presented by the teacher can be understood easily by students. However, in order for the various benefits of learning methods to be achieved properly, a teacher must first understand the characteristics of his students. Thus the learning method used will be right on target and make it easier for teachers to achieve learning objectives. In addition, this method also makes students also trained in solving problems. Furthermore, the author stated that most teachers have not provided many opportunities for students to practice and develop their writing skills, and have not provided appropriate treatment for the students' writing problem. Writing is also more complicated because of attitudes about the value of written texts and premises built with "correctness" and the gravity of people's errors. In short, writing is the most difficult skill to master because students must produce language communication in which they must organize their ideas into a written form. Recount text is one of text types that should be comprehended because it is considered as a difficult text. Recount text has its own generic structure for instance orientation (introduction which tells background information of a story such as how many people involved), events (activity that done and occurred), and re-orientation (closing or conclusion of a story). The subject matter will be more fun, effective, and efficient if the right techniques are used. In the learning process, picture series was chosen as one of the effective techniques to overcome students' writing difficulties. Pictures are one of the most effective tools and stimuli to improve students' skills. Pictures not only can imagine reality images but also can be used as a fun item in the classroom. Pictures, furthermore, are as illustration of anything that being read or talked about, and so on.

Many students are hesitant to write because they believe it is a difficult English skill. They then assume it is a difficult skill because they must get and organize their ideas or knowledge into a written text; this is a time-consuming and lengthy process. Students frequently lack ideas for what they should write about. Furthermore, they find it difficult to tell the next plot or event after writing the introduction paragraph. As a result, English teachers must devise and implement appealing methods for teaching writing recount text. In this case, the teacher can

apply and teach students to write recount text using picture series. Its goal is to help students understand and improve their writing skills.

Regarding the difficulties, English teachers should pay attention to components and characteristics of teaching in order to make the teaching-learning process conducted well. Those components are objectives, strategies, environment and media (Smaldino et.al, 2009). All of them may become the problems for teachers in teaching writing. Among these, media become the main focus of attention in this article.

This article aims to review the role of picture series, as one of instructional media, in improving students' writing ability. To achieve this aim, it begins with the theory, regulation, research, and practice in teaching writing. Hereafter, it gives some examples of various media in teaching writing and highlights the role of using picture series in improving students' ability. Finally, this article suggests a procedure of how to teaching writing using picture series.

TEACHING WRITING: THEORY AND REGULATION

Learning English requires four skills: listening, reading, speaking, and writing. These abilities must be taught when teaching English. Writing, on the other hand, is considered more complicated than other skills because it has attitudes relating to the value of written texts and premises built with "correctness," as well as the gravity of people's errors.

On the other hand, Hartog (1907), cited in Wilkinson, 1986:24, cited in Fithriyani, 2006) views writing, primarily as a means of developing thinking. He states that there are three aims of writing:

- a) To enable the writers to record their own observation and thoughts.
- b) To explore and elaborate these thought, and
- c) To develop their own powers of thinking and to convey the result of their thinking to readers as clearly and completely as possible.

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The picture series can be used in the classroom to teach writing recount text. To begin, the teacher provides a brief explanation of recount text, beginning with its definition, purpose, schematic structure, and ending with an example of recount text using power point slides. The teacher then assigns some exercises, such as determining past tenses from present tenses, rearranging the jumbled structure of recount text, and creating a past sentence using the given words. Furthermore, the teacher introduces picture series to the students, beginning with the definition, goal, and benefits of using picture series. The teacher assigns some picture series exercises, such as creating a recount text based on the given picture series for grouping and then writing a recount text using picture series for individual. The technique is simple for the teacher to teach in class. It will make writing easier and more enjoyable for students by using a picture series. As a result, teaching writing recount text using picture series is a suitable and interesting technique to incorporate into the instructional activity.

Additionally, writing can be viewed as a social activity. This view sees communicative competence as involving the mastery of different text types (Richard, 2006). Therefore, the teaching of writing should be able to create opportunities for students to understand and write various kinds of text for the sake of purposeful communication. It is known as genre-based approach. Agustien et al (2004) provides the steps of this approach. Those steps are building knowledge of the field (BKoF), modeling of the text (MoT), joint construction of the text (JCoT), and independent construction of the text (ICoT).

Writing plays an important role in English language teaching and learning. The importance role of writing in English language teaching and learning for Junior High School.

In addition, based on 2013 Curriculum, it is stated that the objective of teaching English for Junior High School is that the students should be able to identify social function, generic structure, and linguistic feature of the text. They are expected to communicate interpersonally, transactionally, and functionally about their selves and their environment in their daily life. They should able to produce short spoken and written texts, too (Kemdikbud, 2016). It means that writing still has important role in English teaching and learning in this curriculum.

RESEARCH AND PRACTICES IN TEACHING WRITING AND RECOUNT TEXT

Writing, according to their definition, is a skill that necessitates effort and mental preparedness in order to produce a written product. Because writing is a form of thought, writers can record and process their own thoughts into writing product. However, writing is a skill that can be learned, so it is expected that anyone can become a good writer.

Personal recount relate to personal story, it retells an event that the writer or the speaker has been personally involved in. It has specific audiences, including the writer and the other people that involved in the narrative. The narrator use first person singular to show the voice of the narrator and third person to refer to other people that involved in the narrative. Second person can exist in quoted speech for instance *the teacher asked us "What are you doing?"*

There is some research and practice in teaching writing related to the use of media, particularly picture series, both in Indonesia and abroad. The majority of them conduct action research and experimental studies on the use of picture series to improve students' writing abilities. This article focuses on the research and practice of using picture series to teach writing to Senior High School students in Indonesia.

In line with Sudaryo, Mudassir (2014) conducted experimental research on the use of picture series on students' ability in writing a recount text at the second grade of SMPN 1 Pasuruan. From the research result, the value of t-observed was 3.153 and t-table was 2.018. The result of the research proved that picture series is an effective media in recount text teaching writing.

Pictures, as a form of visual media, are extremely useful for teaching writing. The use of pictures as visual media in the teaching learning process is intended to make teaching learning more effective and sufficient in order to improve students' writing abilities. Wright (1992) states that pictures make a particularly powerful contribution to both the content and the process of language learning. He also suggests that picture can often be used to promote productive skill like writing. He adds that pictures can motivate the students, can be described in an objective way, can cue responses to questions, and can provide information. Pictures also contribute to the context in which the language is being used. Additionally, Raimes (1983) states that writing teachers can find valuable resource from pictures since they provide a shared

experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students.

Teachers should follow some considerations in using picture in order to make their classroom activity efficient in achieving its purpose. Wright (1992) mentions those considerations, namely:(1) it should be easy to prepare; (2) it should be easy to organize in the classroom; (3) it should be interesting to the students and the teachers;(4) it should be meaningful and authentic; and (5) the activity must give rise to a sufficient amount of language in order to justify its conclusion in the language lesson

THE ROLE OF RECOUNT TEXT BY USING PICTURE SERIES IN TEACHING WRITING

The aim of using picture series in order to students just retell a recount story from the picture series so they do not need to find out or get abstract ideas. The picture series can guide students in writing recount text. Yunus (1981:49-53) classifies pictures into three types such as composite picture, picture series and individual picture. He describes picture series as numbers of linked pictures which form series of sequences in order tell a sequence of events or a story. The use of picture series can help the students to write types of text that require sequences like procedure, recount, and narrative.

This is example of picture series that can be used in the classroom to teach writing. Those picture series are applicable to teach some genre which need chronological order, such as procedure, recount, and narrative text.



As an example, the writer will recount the story of the six-picture series above. Susi was still lying on her bed when she noticed the clock was ringing, and she awoke from her sleep. She had breakfast at 7:00 a.m. after taking a bath, and she went for a run to exercise. Then it began to rain, and she decided to return home. The phone was ringing when she opened the door, so she wanted to catch it. Unfortunately, because she was wet and the floor was slippery, she slipped and crushed her cat. While she was catching the phone, the phone stopped ringing. That had been a bad day for her. factor is that picture series can draw students' attention out to be involved in writing process. Hopefully, it will improve students' writing ability.

PROCEDURE OF TEACHING WRITING RECOUNT TEXT BY USING PICTURE SERIES

Many students are hesitant to write because they believe it is a difficult English skill. They then assume it is a difficult skill because they must get and organize their ideas or knowledge into a written text; this is a time-consuming and lengthy process. Students frequently lack ideas for what they should write about. Furthermore, they find it difficult to tell the next plot or event after writing the introduction paragraph. As a result, English teachers must devise and implement appealing methods for teaching writing recount text. In this case, the teacher can apply and teach students to write recount text using picture series. Its goal is to help students understand and improve their writing skills.

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In this stage, Building Knowledge of the Field (BKoF). the teacher tries to develop students' prior knowledge of the text by doing brainstorming. Here, teacher asks some questions based on the topic which related to the text. Furthermore, teacher gives series of picture and asks some questions based on it. Series of pictures in this stage can enhance students' motivation and interest in writing. Moreover, it also can stimulate students' students to find what they going to write.

The second step is modeling of the text (MoT). In this stage, teacher tries to develop students' understanding of the text from its feature and purpose. Here, teacher gives the text

based on the give series of pictures. Then, ask the students to read and explore a series of picture. Finally, teacher and students try to analyze the structural pattern and language features of the model text. They will also try to compare the model text with other examples of the text-type.

Joint construction of the text (JCoT) is the next step. In this third stage, teacher tries to develop students' writing skill to make procedure text. Students here start to have group discussion related to the text. Doing some activities such as matching the sentences to the suitable pictures, arranging the jumble sentences into a correct order and combining them into a good writing based on a series of pictures. Then, they have a discussion to find the right answer.

The last stage is independent construction of the text (ICoT). The fourth stage lead students to have independent activities. They will construct (write) a text that is being studied independently. Here, teacher tries to develop students' writing skill to produce the text.

CONCLUSION

Writing can be thought of as a product, a process, or a social activity. These perspectives may have an impact on how teachers teach writing. As a result, most students regard writing as one of the most difficult skills to master. Most of them struggle not only to generate and organize ideas, but also to meet the criteria for a good writing product, such as content, organization, vocabulary use, grammatical use, and mechanics. These difficulties necessitate that teachers address the issue of teaching writing. One solution is to use picture series as media to help students improve their writing skills.

Writing, according to their definition, is a skill that necessitates effort and mental preparedness in order to produce a written product. Because writing is a form of thought, writers can record and process their own thoughts into writing product. However, writing is a skill that can be learned, so it is expected that anyone can become a good writer.

This article has examined various aspects of writing instruction theory, regulation, research, and practice. It has been demonstrated that the use of picture series can improve students' writing abilities because they contain chronological order in sequence, which makes it easier for students to generate and organize their ideas in written form. However, it is indicated that much more can be done for future teaching writing research and practice in order to contribute to the overall development of teaching language.

Furthermore, in order to successfully teach writing, teachers must be creative in selecting and creating interesting media. The use of picture series appears to have the potential to improve students' writing abilities

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