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TEACHING WRITING USING PICTURE SERIES TO SENIOR HIGH SCHOOL STUDENTS

ABSTRACT One of the skills that many be taught to high school students is writing. The objective of teaching this skill is that the students are able to produce certain texts which are in line with the competence standard. However, many students difficult to get inspiration to write. The students usually feel confused how to start writing and difficulty to develop their ideas.

The students need the new situation, new atmosphere and method to make them feel exciting, comfortable and enjoy to learn writing skill. Teacher should be a creative person teach writing. The teacher should find an interesting method to solve the problem of the student and make student enjoy in writing process.

To overcome that , the teacher for teaching writing should have media that make student easily to learn about written language. The writer in this paper is use picture series as media to teach writing. Picture series is an effective way to get and devstudent's ideas. By using picture series, the students will be easily to do brain storming and they will enjoy during teaching and learning process.

This paper is intended to discuss and share ideas about writing, teaching writing, recount text, and picture series media in teaching writing. Keywords : Picture Series, Teaching Writing, Writing I. Introduction Teaching English aims at enabling students to communicate using the target language. It means that students are able to use the language in four language skills, namely listening, reading, speaking and writing.

They not only have linguistic competence, but also communicative competence. One of the skills that many be taught to high school students is writing. The objective of

teaching this skill is that the students are able to produce certain texts which are in line with the competence standard. The examples of the text are both short functional texts and essay texts.

Therefore, the teachers should provide examples and activities which the students can practice to create the texts. Writing is one of skill that the student must be learned. According to The Content Standar 21 (2016: 162) : " Siswa mampu menyusun teks lisan dan tulis pendek, dengan menggunakan struktur teks secara urut dan runtut secara akurat, berterima, dr." . "

The Content Standar 22 (2016: 1) state : "Proses pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik. From the quotation, it can be concluded that the teachers should find suitable methods for the students in order to be able to write a text. Based on the writer's experience, many students face difficult to get inspiration to write. The students feel confused how to start writing.

They also have difficulty to develop their ideas. Moreover, maybe of them are lack of vocabulary, so they are not able to express their ideas in appropriate english words. Another problem is that their sentence structures are worse. In short, most students have problems in writing which influence their performance in writing.

The teachers have to find solutions of those problems. One of them is by using picture. Picture can make the student be able to imagine the topic and idea that will be written in a text. They can imagine the situation of the picture and develop their ideas by getting brainstorming of a picture.

To help the students to achieve the goal of writing skill by understanding its aspects in order to get better writing ability the teacher must give student good easy method in writing. The easy method means the technique or media that teacher can use. Artikel Skripsi Universitas Nusantara PGRI Kediri Herdana Ayu Dea R F | 16.1.01.08.0011 FKIP- Bahasa Inggris simki.unpkediri.ac.id || 4|| manage to teach writing and give the students easiest way to comprehend how to write well and correctly.

The technique or media that the teacher can use is using a picture series. The goals of this article is to explain the method of teaching writing in senior high school. It will make the students easily in writing. This paper is intended to discuss and share ideas about writing, teaching writing, and picture series or picture series as media in teaching

writing. II.

Theoretical Review Writing Writing is one of four skills of English. Writing is not just combining word for word to make a sentence or paper. Writing also requires a process so that what we write becomes the correct writing. With step and process, it will help us, especially as students in writing. Therefore, it is important for researcher to discuss about the definition of writing, the purposes of writing and the process in writing.

The first, the writer will discuss about the definition of writing. Writing is process to express your idea, feelings into written form. This idea is supported by Ontario (2005: 13), Writing is a complex feelings, and judgments based on his/her experience from what they have experienced, read, and seen. It means writing is process for students to express about their feeling and experience in the written text. The second, there are some puposes of writing.

The first is Ur (1996: of writing is expressing and conveying idea to readers. This idea is also supported by Grenville (2001:1), he said that the aim of writing is to inform ideas that become entertainment for readers. The third is the process in writing. Ontario (2005: 1.11) mention there are five steps in writing process. The first is planning.

In planning, students develop the idea based on knowladge and experience. The second is writing a draft, student write anything that they want to write about their experience or story. The third is revising, the focus of this step is to choose the quality of the message. Studens should choose the message that they want to write in paper.

The fourth is editing, in this stage student need editing their work in order to be accepted by readers. The fifth is publishing, student make their writing presentable to the intended readers. They check the visual layout of the text. As a ArtikelSkripsi Universitas Nusantara PGRI Kediri Herdana Ayu Dea R F | 16.1.01.08.0011 FKIP- Bahasa Inggris simki.unpkediri.ac.id || 5|| concluding, each stages of writing process is important that student learn.

By following the steps of writing process, students can write their ideas easily and correctly. From the explanation we can be concluded that knowing about definition, the purpose and the process in writing can help the student in writing language. The student can know about definition, the purpose of their writing and step of step of process in writing, it can make their writing correctly.

Teaching Writing Teaching writing is several activity to teach student about writing, about how to express their ideas or feeling in writing forms. Brown (2000) stated a

providing students to learn how to understand something and how to do something by giving learning experience, knowledge, and process of thinking. From the statement, to make someone or student know, understand and can do something well, is needed a good teacher.

Teacher not only give material, but also they should guide and facility to the student. Based the definition before. According to Harmer (2007: 261-262), there are **teaching and learning process of** writing. He explained as follows : 1. Motivator Motivation is needed for students. If they get motivation from their teacher, they will enjoy in writing learning process, thus the student feel comfortable and be able to achive result in writing.

2. Resouce Teacher should have many knowledge in teaching writing, thus he can share many information that the students need in learning process. 3. Feedback Feedback is important. Students need respond from the teacher, thus they can evaluate their work. In teaching writing, the teacher have a number of crucial tasks to perform when helping students become a good writers.

According to Harmer (2004: 41), t h e r e a r e f i v e r o l e o f t e a c h e r i n t e a c h i n g w r i t i n g , t h o s e s a r e d e m o n s t r a t i n g , m o t i v a t i n g a n d p r o v o k i n g , s u p p o r t i n g , r e s p o n d i n g , a n d e v a l u a t i n g . ArtikelSkripsi Universitas Nusantara PGRI Kediri Herdana Ayu Dea R F | 16.1.01.08.0011 FKIP- Bahasa Inggris simki.unpkediri.ac.id || 6|| 1.

Demonstrating In this step, teachers give example of a text type to the students. That explain about details, social fuctions, and grammatical feature. grammatical feature. **Students are given an** understanding related to the differences among text types. 2. Motivating and provoking The teachers provoke and motivate students in finding ideas with fun ways.

She or he stimulates student's f or example, she or he prepares some pictures to be displayed to students. They can find their ideas from the picture. 3. Supporting Teacher should be available for the students that need help in learning process. In writing process, students must have many questions to ask their grammar, punction, and anything about the writing features 4.

Responding In this step, comments or suggestions are given by teacher after students finish their works. 5. Evaluating In this step, student will give their work about her mistakes and the students revise that already checked by the teacher. From deon, role in teaching writing and the task, can help the teacher **to be a good** teacher and help their

student to know and achieve goal in writing.

Recount Text
Recount text is one of genre texts that must be learned by students in senior high school. According to Mark and Katty (1997 : 48), "Recount text is a text that happens in the past event which retold by students." **Recount text is text that retelling about the story or event that happens in the past time.**

for understanding more about recount text, we should know about the purpose or the goal of recount text. Every text that made always have a goal and a purpose. Also in recount text have purpose or goal. According to EF Education (2018), the goal of recount text is retelling information about past event that has the purpose is to entertain readers.

In order to understanding more, recount text has some kinds. There are some kinds in recount text. EF Education (2018) state, there are three kinds of recount text : 1. Personal Recount
Artikel Skripsi Universitas Nusantara PGRI Kediri Herdana Ayu Dea R F | 16.1.01.08.0011 FKIP- **Bahasa Inggris simki.unpkediri.ac.id || 7||** Personal recount text have function to retell about experience about the writer's personal. 2.

Factual Recount
Factual recount text have function to serve a report from story that really happened. 3. Imaginative
Imaginative is kind of recount text that have function to serve a imaginative story. From explanation above, we can help the student for easy to write. After knowing about definition, purpose and kinds of recount text, student get to know about text, specifically recount text.

Picture Series
Picture is one of many media that can use to teach student. Raimes (1983: 27), who said that pictures is drawings, photographs, posters, slides, cartoon, magazine, advertisement, diagrams, graphs, tables, charts and apps and be valuable resource for teaching writing. Also, picture variety of language activities. As we can see, many kinds of picture that we can know.

Thus, is important to know types of picture. There are many kind of picture that we have meet. According to Wright (1989: 193), there are twenty types of picture that can be use in learning process and in teaching and the one of them is picture series or sequence of picture. After we know about the types of picture. We next to the next step discussion.

In this article, the writer is used picture series or sequence of picture for media in teaching writing. Picture series is media to show picture category. According to Yunus (1981:49- 53), pictures is classified into three types, **they are composite picture, picture series and individual picture. In addition,** Hakim (2010:34) adds that pictures series is a

pictures, which display events or phenomena based on certain context.

Among the many media that can be used, the writer chooses picture as media that will be used because it has advantages. Picture as media that can help student in writing have many advantages. The advantages of using picture in process of The advantages are: 1. The picture is easy to prepare. 2. The picture is easy to organize in the class. 3. The picture should be interesting for the students. 4.

Picture should be meaningful and authentic. Artikel Skripsi Universitas Nusantara PGRI Kediri Herdana Ayu Dea R F | 16.1.01.08.0011 FKIP- Bahasa Inggris simki.unpkediri.ac.id || 8|| 5. The activity in the class must relate with a sufficient amount of language in order to justify in conclusion in language lesson. After understanding about definition, types and advantages of picture, the student can get a knowledge, more easy to understand and learn about picture as a media in writing. III. Teaching Writing Recount Text by Using Picture Series Teaching writing using picture series can be used as a media by teacher.

Students can explain some opinions, occasions, and other things based on the picture of the topic. Picture series helps students to get ideas in writing. Besides, picture series can stimulate imagination and inspiration. The following are steps in teaching writing recount text using picture series : 1. The teacher make groups. Then, the teacher give pictures to some groups. 2. 1. 2. 3. Artikel Skripsi Universitas Nusantara PGRI Kediri Herdana Ayu Dea R F | 16.1.01.08.0011 FKIP- Bahasa Inggris simki.unpkediri.ac.id || 9|| 4. 3. The students identify the picture that has been received.

After that students answer the questions as given by the teacher, such as: • Where is the place located? • What did you do there? • How did you feel at that time? 4. In each group, teacher give a picture for students. Then, the students create a text that related to the picture. The student can discuss it with their friends or group in finishing the text. 5. After make a simple text. The teacher discusses the result of all group.

He makes correction about the students mistakes. 6. The final of this stage is give back the students works. All groups of student can see their assignments and compare with the others. Example of the students work : Holiday in Jogja Last holiday, I went to Jogja with my friends. We visited many places. First, we visited Taman Sari Water Castle.

The place has a wonderful view and beauty of its architecture. We enjoy the view and go around in that water castle. We also took pictures. Second, we visited to Malioboro Street. There are many people in the street. Moreover, there are many sellers who sold many kinds of souvenirs. We walked around and sometimes stopped at some streetsto

window shopping at merchandise store at a long the road. Then, we felt tired and hungry.

We stopped at Alun- AlunKidul, the south side of Yogyakarta Palace, to order a glass of ice tea and some Yogyakarta traditional foods, such as, Se-go Kucing, and gudeg. As soon as we finished our lunch, we decided to go home. After all, that was a fun trip for us. We really enjoyed it. We hope to visit Jogja again in the next holiday. IV. Discussion
Based on previous research, as an interesting media, picture series have some advantages.

Wright (1989: 3) states, advantages of using picture in process of learning are interesting and easy to prepare. It means this media, make the Artikel Skripsi Universitas Nusantara PGRI Kediri Herdana Ayu Dea R F | 16.1.01.08.0011 FKIP- Bahasa Inggris simki.unpkediri.ac.id || 10|| student interest because there are picture that stimulate them to develop their ideas.

This idea is supported by Lindstormberg (2004), that by using picture series students will be interested in teaching and learning writing process. They will enjoy and express their ideas easily. Picture series can increase the students enthusiasm in learning. This media is very useful by people who need to create rich ideas.

Thus, picture series gave students to think critically about experience of the events in the picture and write their ideas. Picture series also help the student in learning writing process. Lidyawati & Nirwanto (2016:43), which proved that the advantages of picture series is motivate students in writing.

Picture series could give students information about the object, and event. Picture series could help the students to arrange the story based on their experienced. Moreover, the writing ability of recount text can be improved. The students can also analyze the generic structures of recount text, those are: concerning orientation, events, and re-orientation.

Then, they must tell the story using their own words into a good chronological order of recount text. Furthermore, from the observation, during the teaching-learning process of writing recount text, the students were motivated in the teaching-learning process, they felt interested in understanding the story based on the picture, and they could write a recount text well. V.

Conclusion Nowadays, English to be the International Language which used tool of communication for people in the world. Study English is important for the student.

Teachers who taught English should be creative and to be a good teacher for teaching writing. The teacher should try to make the students interesting and useful teaching and learning techniques or media. One of teaching media that can use is picture series.

Picture series have many advantages and can help the students for more easy to write and get idea. The material that the writers use is recount text. Recount text was chosen because it makes the students more easier to get idea and information. Recount text is tell about the story that happened in the past. By the picture series, the student can remember about they did in the past.

Picture series can help the student to imagine and get inspiration to write in recount text. Artikel Skripsi Universitas Nusantara PGRI Kediri Herdana Ayu Dea R F | 16.1.01.08.0011 FKIP- Bahasa Inggris simki.unpkediri.ac.id || 11|| VI. References : Andrew Wright. 1989. Pictures for Language Learning. Cambridge: Cambridge University Press. Brown, Douglas. H. 2000. Teaching by Principles Fourth Edition. Wesley: Longman. Brown, Douglas. H. 2001. Teaching by Principles: an Interactive Approach to Language Pedagogy Second Edition. New York: Longman Inc. EF Education. <https://www.ef.co.id/englishfirst/englishstudy/pemahaman-recount-text-dalam-bahasa-inggris.aspx>. 2018. Hakim, Muhammad Lukman. 2010. The Use of Picture Series to improve Student's writing Texts.

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