

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents discussion about; a) previous study, b) writing, c) the nature of teaching, d) recount, and e) picture Series.

#### A. Previous Study

There were some previous studies which are related to this study they are:

The first, I'inAinatusZahiroh (2010) found that there was a significant difference in writing recount text score between students taught by using diary and those who taught by using non-diary writing. It is showed the mean of experimental class is higher than control class.<sup>1</sup>

The second Diyah Maya Sari. (2008) found that using chain pictures was more effective than teaching writing using a conventional way.<sup>2</sup>

The third, Farid Helmi (2012) found that the students' skill in writing recount text improved after being taught by using personal letter. The implementation of personal letter as a learning aid to improve student's ability in writing recount text was very effective. It was supported by the significant result of students score in the pre-cycle (55.5), Cycle I (65.7) and Cycle II (72.21).<sup>3</sup>

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<sup>1</sup>I'inAinatusZahiroh, *The Use of Diary Writing in the Teaching of Writing Recount Text* (Semarang: Faculty of Tarbiyah Walisongo State Institute for Islamic Studies, 2010), unpublished thesis.

<sup>2</sup>Dyah Maya Sari, *The Effectiveness of Using Chain Pictures in Teaching Writing a Recount Text*, (Semarang: State University of Semarang, 2008), unpublished thesis.

<sup>3</sup>Farid Helmi. *Improving Students' Skill In Writing Recount Text by Using Personal Letters*. Semarang : Education Faculty State Institute for Islamic Studies Walisongo, 2012.

The fourth MeldaWati (2014) found that the implementation of diary writing in teaching writing was that gave positive responses when the diary writing was implemented.<sup>4</sup>

The similarity between their researches with this research is that the research focus is The Implementation of teaching writing recount text by using picture series. Then the differences between their researches with this research are the first researcher used dairy than the second researcher used Chain Picture and the third used Personal Letter. But writer used picture series as the teaching media. The other differences are they hold the research in different participant and setting. Writer will hold the research with *the tenth graders of MA Muslimat NU Palangka Raya years of 2015/2016*.

## **B. Writing**

### **1. Definition of Writing**

Writing is functional communication, making learners possible to create imagined worlds of their own design. Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a progressive activity.

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<sup>4</sup>Meldawati. *The Implementation of Diary Writing in Teaching Writing*. Palangka Raya: Education of the State Islamic College of Palangka Raya. 2014.

This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one steps actions; it is a process that hasseveral steps. Writing is a discovery process that involves discovering ideas, howto organize them and what that you want to put over to your order, so a lotof what a writer does as a writer doesn't actually appear on the page. It is a means of communication. Whenever the writers want to write, he has toknowing the audience or reader, it will help in reaching the goal ofcommunicating clearly and effectively.<sup>5</sup>.

## 2. Kinds of Writing

According to Thomas, the various effects a writer may wish to have on his or her readers—to inform, to persuade, to entertain—result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description, or narration.

**a. *Exposition explains.*** How things work an internal combustion engine.

Ideas a theory of economics. Facts of everyday life how many people get divorced. History why Custer attacked at the Little Big Horn.

Controversial issues laden with feelings abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes

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<sup>5</sup>Alice Ochima and Ann Hogue, *Writing Academic English, A Writing And Sentence Structure Handbook*, (Addison-Wesley Publishing Company), 2nd Ed, P. 2.

around cause/effect, true/false, less/more, positive/ negative, general/particular, and assertion/denial. Its movement is signaled by connectives like *therefore, however, and so, besides, but, not only, more important, in fact, for example*.<sup>6</sup>

**b. *Description***, deals with perceptions most commonly visual perceptions.

Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on. The subject of *narration* is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance. *Persuasion* seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of *argument*, offering evidence or logical proof.

**c. *Persuasion*** is *satire*, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of *eloquence*, appealing to ideals and noble sentiments. Writing that is primarily *entertaining* includes fiction, personal essays, and sketches. Such prose will receive less attention here. It is certainly important, but it is more remote from everyday needs than exposition or persuasion.<sup>7</sup>

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<sup>6</sup> Thomas, S. Kane. *The Oxford Essential Guide to Writing*, New York: Barkley Books, 2000. P. 6-7.

<sup>7</sup>*Ibid.*

### 3. Purposes of Writing

According to O'Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning, those are:

- a. Informative It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may be important to the readers.
- b. Expressive or Narrative It is represented by "expressive writing" or "narrative writing" that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.
- c. Persuasive It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It effort to influence others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.<sup>8</sup>

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<sup>8</sup>J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996) p. 137-138.

#### 4. Writing Process

There are three steps in writing process; they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

##### a. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.<sup>9</sup>

##### ➤ Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, research write down every single thing that passing through or come into our minds.<sup>10</sup>

##### ➤ Clustering

Clustering is another technique to bind ideas. Research visualizes our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around.<sup>11</sup>

There are the steps of clustering process:

- a) Write our topic in the center of a blank piece of paper and drawn a circle around it.

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<sup>9</sup>Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed. p. 41

<sup>10</sup>Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p.64.

<sup>11</sup>Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

- b) Write any ideas that come into our mind about the topic in circles around the main circle.
- c) Connect those ideas to the center word with a line.
- d) Think about each of our new ideas, and then connect them.
- e) Repeat this process until you run out of ideas.

#### b. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph.<sup>30</sup>as we write the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As research writer remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense.
- d) Use signal words to help the reader understand how the ideas in your paragraph are connected.<sup>12</sup>

#### c. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph

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<sup>12</sup>*Ibid.*, p. 43

is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic. It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

- a) Add new ideas to support the topic.
- b) Cross out sentences that do not support the topic.
- c) Change the order of the sentences.
- d) Using the following checklist to revise your paragraph:
  - 1) Make sure you have a topic sentence.
  - 2) Cross out sentences that do not relate to the main idea.
  - 3) Check to see if the sentences are in the right order.
  - 4) Add new ideas if they support the topic sentences.
  - 5) Make sure you have included signal words to help guide thereader.
  - 6) Check the punctuations, spelling and grammar.<sup>13</sup>

## 5. The Nature of Teaching

At the core of the difficulties facing teachers, as David Cohen has put it, is that “teaching is a practice of human improvement”. One problem that arises from being in such a practice is that these “practitioners depend on their clients to achieve any results”. As a surgeon can fix the ailment of a patient, who sleeps through the operation, and a lawyer can successfully defend a client

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<sup>13</sup>Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd, p. 5.

who remains mute during the trial, but success for a teacher depends heavily on the active cooperation of the student.<sup>14</sup>

Dewey had in mind when he said the student must be willing to learn what the teacher is teaching. Unless this intended learning takes place, the teacher is understood as having failed. It was this reciprocal notion of the teacher-student relationship, "There is the same exact equation between teaching and learning that there is between selling and buying". That is, you can't be a good salesperson unless someone is buying, and you can't be a good teacher unless someone is learning.<sup>15</sup>

## 6. The Meaning of Teaching

Teaching is a process of internal and external dialogue about things of importance conducted with passion and discipline. Teaching is an activity where one person tries to facilitate in another person an appreciation of the complexities involved within an area of study. Teaching involves getting people to think critically about such issues.

In addition, teaching is a performance art. Like actors on a stage, faculty play their assigned roles before an audience of students, and like any good performer. Teachers must prepare what they will say and do in advance to have a maximum effect on that audience. That impact, however, lasts for only a brief amount of time during the performance. What happened is soon forgotten or becomes a distant memory stripped of much of its content.<sup>16</sup>

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<sup>14</sup>David F. Labaree, 'On the Nature of Teaching and Teacher Education', *Journal of Teacher Education*, May/June 2000, Volume 51, Number 3, p. 228.

<sup>15</sup>*Ibid.*

<sup>16</sup>Anthony F. Grasha, *Teaching With Style*, USA: Alliance Publisher, 2002, p. 113.

## 7. Teaching Writing

Brown states recognition of the compositional nature of writing has changed the face of writing classes. A half a century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should “look” like. Compositoins were supposed to:

- a. Meet certain standards of prescribed English rhetorical style.
- b. Reflect accurate grammar.
- c. Be organized in conformity with what the audience would consider to be conventional.<sup>17</sup>

A good deal of attention was placed on “model” compositions that student would emulate and on how well a student’s final product measured up againts a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and pronunciation. It begans to develop what is now termed the process approach to writing instruction. Process approaches do most of the following:

- a. Focus on the process of writing that leads to the final written product.
- b. Help student writers to understand their own composing process.
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- d. Give students time to write and rewrite.

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<sup>17</sup>H. Douglas brown, *Teaching*, p. 335-336.

- e. Place central importance on the process of revision.
- f. Let students discover what they want to say as they write.
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
- h. Encourage feedback from both the instructor and peers.
- i. Include individual conferences between teacher and student during the process of composition.<sup>18</sup>

According to Harmer the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing is a skill in its own right. We will look at each of these in turn.<sup>19</sup>

- a. Reinforcement, some students acquire languages in a purely oral or aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.
- b. Language development, it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

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<sup>18</sup>*Ibid.*

<sup>19</sup>Jeremy Harmer, *How to Teach English*, England: Longman, 2001, p. 79.

- c. Learning style, some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.
- d. Writing as a skill, by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letter, how to put written reports together, how to reply to advertisement.<sup>20</sup>

## **C. Recount**

### **1. Definition of Recount**

According to Hyland, recount is a kind of genre that has socialfunction to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in picture series, police report, insurance claims, and incident reports.

### **2. Generic Concepts of Recount**

There are three generic structure of recount. They are:<sup>21</sup>

- 1) Orientation: provides the setting and produces participants. It provides information about „who“, „where“, and „when“.

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<sup>20</sup> *Ibid.*

<sup>21</sup> Ken Hyland, *genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.29

- 2) Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.
- 3) Re-orientation: optional-closure of events. It is „rounds off“ the sequence of events.

### **3. Grammatical Features of Recount**

The common grammatical features of recount text are:

1. Use of nouns and pronouns to identify people, animals, things involved
2. Use of action verbs to refer to events
3. Use of past tense to locate events in relation to speaker's or writer's time
4. Use of conjunctions and time connectives to sequence of events
5. Use of adverb and adverbial phrase to indicate place and time
6. Use of adjective to describe nouns <sup>22</sup>

### **4. Types of Recount**

There are three types of recount:

1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
2. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

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<sup>22</sup>*Ibid.*, p. 135.

3. Imaginative recount: taking on an imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

Here the example of recount text:

### **Our Trip to the Blue Mountain**

**Orientation:** On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

**Event 1:** On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

**Event 2:** On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

**Reorientation:** In the afternoon we went home.

## **D. Picture Series**

### **1. Definition of Picture Series**

Picture is categorized as one of aids in language teaching. Visual aids are a situation where the learner can see what is named by the word to be learned.<sup>23</sup> Picture is drawings, photographs, posters, slides, cartoons, magazines advertisements, diagrams, graphs, tables, charts, and maps, can be valuable resource for teaching writing.<sup>24</sup> Ann Raime: She further states

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<sup>23</sup> Virginia French, Allen . 1983. *Techniques in Teaching Vocabulary*. New York: Oxford University Press. P. 33.

<sup>24</sup> Ann, Raimes. 1983. *Techniques in Teaching Writing*. New York: Oxford University. P. 27.

that the teacher can find valuable resource in the pictures. Pictures provide a shared experience for the students in the class, a common base that leads to a variety of language activities.

In addition, she states that picture can be the basis for not just one task but many, such as sequencing of sentences to the writing of original dialogues, letters, reports, or essays. Furthermore, she states, because everybody likes to look at picture, their use in the classroom provides a Picture has own particular characteristic that will be appropriate to the kinds of use.<sup>25</sup> Based on the use of picture, it is divided into twokinds: single picture and picture sequences. First, using single picture are good asprompts for static or momentary descriptions, descriptions of spatial relationship,evoking and describing a mood or feeling, and conjecturing. It might show eitherone main event or scene with a considerable amount of details, and perhaps anumber of events taking place, as are commonly the case in a wall picture. Inaddition, single picture is usually named by situational picture. Situationalpictures are those that show person is doing something with object and show therelationship of the object with the person. This type of the picture is appropriatefor particular writing activities, for examples, to describe the picture, or to find thedifferences of two pictures like they are asked to find out some objects in a picture, which do not exist in other picture.

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<sup>25</sup>*Ibid.*,p. 53.

Second, using picture sequences as an idea and vocabulary-generating device, pictures are enormously fruitful. A sequence of pictures, the content must be related to the interest, sophistication and linguistic level of the students. Furthermore, Wright: suggests the use of picture series. According to him, picture series are pictures, which show some actions or events in chronological order. They tend to range from four to eight pictures. They usually tell some short stories, but they may also be used to depict a process how to make something. In addition, Wright: states that picture sequence can highlight certain language features and it can illustrate a story or a process. Since the medium used in a foreign language the process of writing a recount text for beginning students may cause a problem. This can be anticipated by providing them with picture series or sequences, so that they concentrate more on the orderly arrangement of the story, by paying attention to the series of pictures and the language they use. The next step when they are more competent in using picture series, the teacher may take away one or two of series and asks students to use their own imagination to fill in the missing links of the story.<sup>26</sup>

## **2. Function of Picture Series**

Wright: says that picture can play a key role in motivating students, conceptualizing the language they want to use, giving them a reference, and in helping the discipline the activity. Because of that,

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<sup>26</sup> Andrew, Wright. 1997. *Pictures for Language Learning*. Cambridge: Cambridge University Press. P. 72-74.

pictures have been suggested as teaching aids in the classroom.<sup>27</sup> While Betty Morgan Bowen: gives a summary of the benefits of using visual aids in the language classroom:

- 1) They vary the pace of lesson.
- 2) They encourage the learners to lift their eyes from their books which make it easier and more natural for one to speak to another.
- 3) They allow the teacher to talk less, by the diminishing the importance of the verbal stimuli provided by the teacher's voice and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.<sup>28</sup>
- 4) They enrich the classroom by bringing the topics from the outside world, which are made real and immediate by the pictures.
- 5) They spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might pass unnoticed or be quickly forgotten.
- 6) A student with a creative imagination will often find he learns a new language easily and enjoyable through the use of pictures while he finds it difficult to learn just from a textbook or dictionary.
- 7) They make a communicative approach to language learning easier and natural.
- 8) They help to teach listening, speaking, reading, and writing and allow the teacher to integrate these skills constructively.

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<sup>27</sup>*Ibid.*, p.10.

<sup>28</sup>H, Douglas. Brown. 1994. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall. P. 1.

- 9) They inspire imaginativeness in teacher and students comments, guesses, interpretations and argument newly practiced phrases into a lively give and take.
- 10) They provide variety at all levels of proficiency. A collection of visual in the various media enters for all ages of learners and all types of groups from beginners to the most advanced and most highly specialized.<sup>29</sup>

### **3. The Role of Pictures in Teaching Writing**

Pictures have been suggested as teaching aids in the classroom also used to help students understand various aspects of foreign language. There are some roles for pictures in writing, Wright:

- 1) Pictures can motivate student and make him/her want to pay attention and to take part.
- 2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom
- 3) Pictures can be described in an objective way or interpreted or responded to subjectively.
- 4) Pictures can cue responses to questions or cue substitutions through controlled practice.
- 5) Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling. Pictures may also be used to test the students' knowledge. But, before pictures are applied in the

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<sup>29</sup>*Ibid.*, p.1.

classroom the teacher must consider some criteria of how they are used in teaching and learning process.<sup>30</sup> There are five criteria as selected by Wright as follows:

- a. Easy to prepare. The pictures should be easy to prepare to be used by the teacher in teaching and learning process.
- b. Easy to organize. The teacher has to decide whether the efforts of organizing the pictures are complicated or not
- c. Interesting. The pictures as the material given should be interesting to the students and the teacher.
- d. Meaningful and authentic. The pictures should be meaningful and authentic when it is used for learning the new language.
- e. Sufficient amount of language. The activity gives rise to a sufficient amount of language in the language lesson. From the explanation above, it can be assumed that the role of pictures is really essential in teaching English. It can be said then, the role of using pictures is quite appropriate in teaching writing.<sup>31</sup>

#### **4. The Source of Picture**

There are many pictures which can be used as the material and it's easy to find out at least in some free or cheap picture materials. The choice of pictures really depends on the subject and the necessities. There are some sources of pictures as mentioned by Wright:

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<sup>30</sup>Andrew, Wright. 1997. *Pictures for Language Learning*. Cambridge: Cambridge University Press. P. 17.

<sup>31</sup>*Ibid.*, p. 3.

### 1) Newspaper

Pictures in newspapers are not reproduced very well. However, old newspapers are available everywhere and in some countries are the main sources of free pictures material. The pictures in newspaper are usually small and too indistinct for use with the whole class, but they are usually topical and linked with the text, which can lead to particular activities.<sup>32</sup>

### 2) Magazine

These are the major source of useful picture material of a high quality, though they are rarely free. Full page pictures are big enough for class use, while others are more appropriate for individual work.

### 3) Advertisements and publicity

These include direct mail leaflets and advertisements in magazines and newspapers. Sizes vary, there are two features which make advertisement pictures special: the pictures are meant to persuade us to buy the product and advertisement pictures are nearly always accompanied which provide authentic material for reading.

### 4) Catalogues” Catalogues are an amazingly rich source of picture material. There are also specialist catalogues, for example, of toys, cars or gifts, and charity catalogues might be a source of pictures.

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<sup>32</sup>*Ibid.*, p. 182.

5) Calendars: Calendars are usually illustrated and, furthermore, the pictures are usually big enough for class use. Sometimes it may be an advantage to keep the calendar dates.

6) Greeting cards

Most greeting cards are illustrated. It is often worth keeping the text and the picture together.<sup>33</sup>

7) Postcards

Every possible subject is illustrated on postcards. Postcards are associated with writing and thus postcards not just pictures. Two great advantages of postcards are that they are made of card and all postcards are about the same size.

8) Reproductions of arts

Paintings, drawings, and art photographs are reproduced on postcards, greeting cards, calendars, in books and as separate reproduction available in shops and galleries.

9) Posters

Posters are designed to be big enough to be seen a distance and they are thus ideal for class use. Posters can be advertisements or just intended for decoration. A huge poster may show one object or it may illustrate a lot of information.

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<sup>33</sup>*Ibid.*, p. 183-185.

10) Wall charts” Wall charts are produced by some institution to explain what is done in or by the institutions. These wall charts are very often free or relative inexpensive.<sup>34</sup>

#### 11) Instructions

Instructions for carrying out a process such as cooking or putting on a lifejacket are often illustrated. They can be used in sequencing activities.

#### 12) Old books

Old children’s books are particularly good source of illustrations which can often charm older students. Old school books are often too decrepit or dated to keep but they may contain unique illustration.

13) Comics and cartoon strips these are heavily illustrated. They are sequences of pictures which are closely related to a narrative text.

#### 14) Stamps

Most stamps have picture on them. The most obvious way of using stamps is to talk about them as stamps: where they come from, why the design are chosen, how much they are worth, etc.

#### 15) Playing cards

Many playing cards have illustration. The cards can be used for their original purpose and the students asked to play the game in

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<sup>34</sup>*Ibid.*, p. 185-186.

the target language. However, the cards can also be used for the pictures that are on them.

#### 16) Wrapping paper

Wrapping paper is often decorated with pictures. The repetitions of the design means that pairs of pictures are available.

#### 17) Course book

There are usually illustrations in the course book. These illustrations can often be used in ways which the author does not suggest.

#### 18) The teacher's and the students' own drawing

Pictures can be drawn on the board, the overhead projector, large paper, flashcards, group playing cards, handout sheets, or college sheets.

#### 19) Photocopying

Pictures can be photocopied but, if they are in copyright, only by permission. Based on the opinion above, it can be said that the choice of pictures depends on subject, necessities, and the goals of teaching and learning process. Consequently, in this study in conducting the technique of using pictures the writer uses pictures from many sources as the teaching aids to make the students easier in understanding the writing lesson.<sup>35</sup>

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<sup>35</sup>*Ibid*, p. 18.