

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented Previous Studies, The Nature Of Writing, Recount Text, Picture Media in Language Learning Teaching, Teaching Writing Recount Text Using Picture.

A. Previous Studies

Analyzing writing skills in the mastery of language have been carried out. However, the selection and application of the procedure as a learning strategy must be appropriate and is something that must be done by a teacher. In accordance with this study topic, *“The Effectiveness of Picture Series toward Writing Score of The Eighth Graders of Muslimat Nu Palangka Raya”* written to complement the studies that have been done before. Some studies used a literature review in this study, as follows:

The first literature review used is action research conducted by Muhammad Luqman Hakim with the title, *“The Use Picture Series to Improve Students’ Ability in Writing Recount Text”*. In his result, he found that the majority of the students has a positive attitude toward the use of picture series to learn recount text writing. Moreover, it was found from the observation data that the students participated actively in the learning process. Finally, the study also proved that the strategy improved the students’ writing with their average score increased from 58.57 prior to the teaching-learning process to 77.87 at the end of the treatment.¹²

¹²Muhammad Luqman Hakim, *“The Use Picture Series to Improve Students’ Ability In Writing Recount Text”*, Thesis, Surakarta: Sebelas Maret University, 2010, p.5, u.p.

The second literature review used is the research done by Puji Astuti with a thesis entitle, “Improving Students’ Ability in Writing Recount Text through Picture Series”. The result of this research revealed that the students could improve their writing ability of recount text through picture sequences. To improve students’ writing ability of recount text, the students analyze the schematic structures concerning orientation, events, and re-orientation of any kinds of stories based on the picture given then they have to tell the story using their own words into a good order of recount text. 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 the picture, and they could write recount text well.¹³

Next research become the third literature review in this research is the research done by Eni Yusnita with the tittle, “*Improving Students’ Recount Text Writing by Using Picture Series*”. By conducting the classroom action research, it was found out that using picture series improved the students’ recount text writing. The result of this research has shown that the students progress in improves writing in each cycle. First cycle was 61.5 (less than 65, not achieved). The second cycles, was 66.0 (Achieved) which was higher than the KKM

¹³Puji Astuti, “*Improving Students’ Ability in Writing Recount Text through Picture Series*”, Thesis, Jakarta: Syarif Hidayatullah State Islamic University, 2011, p. 54.

score. So, the use of picture series will help the students in improving recount text writing.¹⁴

The fourth literature review is conducted by Suli Hestri, the study about *“The Effectiveness of Using Picture Series to Improve Students’ Writing Ability in Recount Text at The Eight-Grade Students of SMP N 33 Purworejo in the Academic Year 2011/2012”*. The result of this study shows that teaching writing by using picture series as media can improve the students’ writing ability in recount text. Based on the result of post-test on two groups, the mean score of experimental group is 66.88. Meanwhile, the mean score of control group is 61.88. The result of the computation of t-value (t-test) is 2.35. The computation shows that t-value is higher than t-table that is $2.35 > 2.00$. So the hypothesis is accepted.¹⁵

Picture series are showed to get students’ attention and focus their thinking about events happened on picture series.

In addition, the differences between the previous studies with this study are related to the approach of the study that is used. The previous studies used Class Action Research (CAR) that contain quantitative research and qualitative research. Meanwhile, this study is experimental research. The purpose of the study is to measure the significant difference between the students taught by picture series and the students taught without picture series toward writing score.

¹⁴Eni Yustina, *“Improving Students’ Recount Text Wrtiting by Using Picture Series”*, Thesis, Pontianak: Tanjungpura University, 2012, p. 1, u.p.

¹⁵Suli Hestri, *“The Effectiveness of Using Picture Series to Improve Students’ Writing Ability in Recount Text at The Eight-Grade Students of SMP N 33 Purworejo in the Academic Year 2011/2012”*, Purworejo: Muhammadiyah University, 2013, p. 4-5.

B. The Nature of Writing

1. Definition of Writing

Just like speaking, writing is a way of communicating a message. It is a means of expressing our thoughts, ideas, and feelings in written form. By writing people may share their knowledge and experiences, or ideas and concepts to others. Dulay stated that writing is the only mode in which both linguistics manipulation tasks and communications tasks have been given.¹⁶ Fuziati also gives statement that writing as a process is orientated towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other.¹⁷

As stated above that writing is a way of expressing our thoughts in order to the reader can understand what we have in mind in the written form, it is in line with Sheridan Baker said in her book , *The Practical Stylist*:

In writing, you clarify your own thoughts, and strengthen and your conviction. Indeed, you probably grasp your thoughts for the first time. Writing is a way of thinking. Writing actually creates thought, and generates your ability to think: you discover thoughts you hardly knew you had, and come to know what you know. You learn as you write. In the end, after you have rewritten and rearrange for your best rhetorical effectiveness, your words will carry your readers with you to see as you see, to believe as you believe, to understand your subject as you know understand it.¹⁸

Another expert, Sherman Kent stated that, "Writing is expression, and that successful expression is dependent upon the continuity and clarity of the

¹⁶Heidi Dulay, et al, *Language Two*, New York: Oxford University Press, 1982, p.211.

¹⁷Endang Fauziati, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyah University Press,2002, p.151.

¹⁸Sheridan Baker, *The Prctical Stylist*, p. 2-3.

thought”.¹⁹ It means, when someone wants to write something, he/she must to know what he/she intend to write about based on their thought.

Another definition was given by James A.W. Heffernan and John E. Lincoln who defined, “Writing is a means of communication you must consciously learn. And part of what makes it hard to learn is that written words usually have to express your meaning in your absence, have to “speak” all by themselves”.²⁰

According to *Oxford Advanced Learner’s dictionary* that writing is the activity or occupation of writing e.g. books, stories or articles.²¹ Writing is the representation of language in a textual medium through the use of sign of symbols. Writing began as a consequence of the burgeoning needs of accounting.

Based on the statement above, it can be concluded that writing is expressing ideas, facts, feeling, experience, and thought in written form. Writing is an act or process to produce some information from arranging and combining the words or sentences in order to expressing the idea in right grammatical, so the message can be received by the reader from our mind in the form of words or writing.

In writing, the aspects include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These aspects are important to master in order to be able to produce good writing. The writing ability is the main activity of composition. The writing should be systematic and detail.

¹⁹Sherman Kent, *Writing History*, New York: Appleton Century Crofts, 1941, Second edition, p. 56.

²⁰James A.W. Heffernan and John E. Lincoln, *Writing A College Handbook*, New York: W. W. Norton and Company, Inc, 1986, Second Edition, p.3.

²¹Jonathan Crowther, *Oxford Learner’s Dictionary of Current English*, New York: Oxford University Press, 1995, p. 1385.

2. The Types of Writing

An article states that writing can be divided into four main categories; they are description, exposition, argumentation and narration. It will be explained in the following ways:²²

- a. Narrative is a writing form used to tell a story, to give meaning to an event or series of related events.
- b. Descriptive is a kind of writing form which is used to evoke the impression produced by some aspect of person, place, scene or the like.
- c. Expository is a writing form in which it includes most of people, read and write magazine or article and so forth.
- d. Argumentative is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.

3. The Writing Process

Writing is never a one-step action, it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise again until you are satisfied that your writing expresses exactly what you want to say.

According to Oshima, "There are four main stages in the writing process: prewriting, organizing, writing, and polishing."²³ The opinion contains similar ideas meaning that when students produce a piece of writing, they will go through

²²Rahmadi Nirwanto, *Paragraph and Essays*, Yogyakarta: Kanwa Publisher, 2013, p. 40-48.

²³Alice Oshima and Hogue, *Introduction to Academic Writing (Third Edition)*, New York: Longman, 2007, p. 15.

between the stages in which they make revision for the improvement of their writing until finishing final draft.

The deep description of writing process is discussed as follows:

- a. *The first step*** is called *prewriting*. Prewriting is a way to get ideas. In this step you choose a topic and collect ideas to explain the topic. There are several techniques you can use to get ideas. One of the technique is *listing*. Listing is prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into you mind. Another way to get ideas down on paper quickly is through brainstorming. Brainstorming is one way to capture thoughts.²⁴ Free writing is also one of the technique, In freewriting you write non-stop about a subject for a certain amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not.²⁵
- b. *The second step*** in the writing process is to organize the ideas into a simple outline. An outline is a formal plan for a paragraph. In an outline, you write down the main points and subpoints in the order in which you plan to write about them.
- c. *The next step*** is to write a rough draft, using your outlines as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling or punctuation.
- d. *The final step***, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps.

²⁴Karen Blanchard and Cristine Root, *Ready to Work*, New York: Pearson Education. Inc., 2003, p. 4.

²⁵Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, p.34.

First, attack the big issues of content and organization (**revising**). Then work on the smaller issues of grammar, punctuation, and mechanics (**editing**).

4. The Purpose of Writing

For the most students, writing in English needs great effort. This is because in writing the mastery of sentence structures and the ability to choose appropriate words for the expression of the thoughts are required.

When a person writes something, he or she has purposes for writing. The writer may have motivations of which he or she is unaware. The writer may also have mixed, and even contradictory, motivations for writing.

Required writing happens on the job and in school. Self-chosen writing happens in many circumstances. Both required and self-chosen writing can be of many kinds. In either case, reflection on different purposes for writing can help one produce the most effective piece of writing.

Roman Jakobson's model of the communication situation provides a good framework for classifying the varied purposes of writing.

Adapted to written communication, *Jakobson's* model has these parts:

- a. Writer
- b. Reader
- c. Context
- d. Message

e. Contact

f. Code²⁶

Writing can be seen as having six general types of purpose, each type of purpose focusing on one of the parts of the communication model.

- a. Writer: **Expressive** purposes. One may write simply to express one's feelings, attitudes, ideas, and so on. This type of writing does not take the reader into consideration; instead, it focuses on the writer's feelings, experience, and needs. Expressive writing may take the form of poetry, journals, letters, and, especially, free writing.
- b. Reader: **Convince** purposes. Convince writing seeks to affect the reader. Persuasive writing is convincing, so writing intended to entertain the reader. Writing intended to arouse the reader's feelings is convince. Convince writing may take about any form, so as long as its intention to persuade the reader or affect the reader emotionally.
- c. Context: **Informative** purposes. Informative writing refers to something external to the writing itself, with the purpose of informing the reader. For instance, this page is informative, as are the other components of this Map. In our times, informative writing is usually prose, although in earlier periods poetry was used for informative purposes.
- d. Message: **Poetic** purposes. Poetic (or literary or stylistic) purposes focus on the message itself on its language, on the way the elements of language are used, on structure and pattern both on the level of phrase and of the overall

²⁶ <http://web.mst.edu>. (Accessed on October 10, 2014).

composition. Poetic writing can be in prose as well as in verse. Fiction has poetic purposes.

- e. Contact: **Phatic** purposes. Phatic language (and nonverbal communication) establishes and maintains contacts between speakers or between writer and reader. In speaking, for instance, we may greet someone by saying, "Howya doin?" or "Hozit goin?" These questions are not requests for information. They are intended to establish and maintain friendly contact. Phatic purposes are not significant in most writing. The use of greetings and closings in letters is one example of phatic purpose in writing.
- f. Code: **Metalinguistic** purposes. Comments on a piece of writing are metalinguistic. If a student attaches a note to an essay to explain why the essay is late, the note is metalinguistic in relation to the essay. An author's preface to a book is another example of metalinguistic purpose in writing.

In conclusion discussion above, written language is used to get things done, to provide information and to entertain. In the case of information, written language is used to communicate with others who are removed in time and space.

5. Writing Assessment

Assessment plays an important role in the instructional program in the school. It provides information that can be used in a variety educational decisions. The main emphasis in classroom assessment, however, is on decision concerning student learning and development.

Assessment is a general term that includes the full range of procedures used to gain information about student learning and the information of value

judgements concerning learning progress. In addition, assessment answers the question about how well the individual performs.²⁷

The interrelated nature of teaching, learning, and assessment can be seen in the following sequential steps in the instructional process. They are as follows:

- a. Identifying instructional goals.
- b. Preassessing the learner's need.
- c. Providing relevant instruction.
- d. Assessing the intended learning outcomes.
- e. Using the assessment result to improve learning and instruction.²⁸

Writing assessment is not easy task. When assessing students' writing ability, the objectives and criteria must be clear. The teacher gives a writing task after considering the objectives and the criteria to achieve the writing process.

To assess the Students' writing product, there are three methods of scoring for judging the students' writing. Those are holistic, primary trait, and analytic scoring. In the present study, the writer uses analytic scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is closer to the criteria use in the process writing. The scoring method applied in the study is developed by Behram.

²⁷<http://www.readingrockets.org> .(Accessed on October 15, 2014)

²⁸ *Ibid.*,

The analytic scoring method applied in this study covers four components (content, organization sentence structure, grammar, vocabulary and mechanic).²⁹

Table 2.1
The Scoring Rubric for The Measurement of Writing Test.

Aspect	Score	Performance Description	Weighting
Content (C) 30% Topic Details	4	The topic is complete and clear and the details are relating to the topic	3X
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not complete and clear and the details are not relating to the topic	
Organization (O) 20% Identification Description	4	Identification is complete and descriptions are arranged with proper connectives	2X
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse connectives	
	1	Identification is not complete and descriptions are arranged with misuse proper connectives	
Grammar (G) 20% Use present tense Agreement	4	Very accurate grammatical and agreement	2X
	3	Few grammatical and agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical and agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5X

²⁹M. Soenardi Djiwandono, *Tes Bahasa Pegangan Bagi Pengajar Bahasa*, Malang: PT. Indeks, 2008, p. 62.

	3	Repertory of words is enough, the chosen and use of word occasional not exactly, but not change the meaning	
	2	Limited range confusing words and word forms, the meaning is hazy and obscured.	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics 15% (M) Spelling Punctuation Capitalization	4	it uses correct spelling, punctuation, and capitalization	1.5X
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It does not master the rule of spelling and writing, full of error in spelling, punctuation, capitalization arrange of paragraph, difficult to read the writing, not enough information to evaluate.	

C. Recount Text

1. Definition of Recount Text

There are several definitions about recount text from several language experts. F.A Soeprapto and Mariana Darwis in their book *Linked to The World 1* said that, “Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened”.³⁰ Another definition according to Mark Anderson and Kathy Anderson in their book *Text Types in English 3*, “Recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a discription of what occurred and when it occurred”.³¹

³⁰F.A. Soeprapto and Mariana Darwis, *Linked to The World 1*, Jakarta: Yudhistira, 2006, p. 7.

³¹Mark Anderson and Kathy Anderson, *Text Types in english 3*, p. 24.

From all definitions above, it can be concluded that recount text is a text tells about something occurred in the past in order to give information into chronologically of what had happened. In order words, recount text is a text type which retells past events chronologically in order to give information or entertainment.

2. Kind of Recount Text

Recounts can be personal, factual or imaginative. Recount text is classified into five, they are:³²

- a. *Personal recount*, retelling an activity that the writer has been personally involved in and may be used to uild the relationship between the writer and the reader e.g. anecdot, diary journal, personal letter.
- b. *Factual recount*, reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.
- c. *Imaginative recount*, applying factual knowledge to an imaginary role on order to interpet and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium.
- d. *Procedural recount*, recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings.
- e. *Literary recount*, to retell a series of events for the pupose of entertaining.

³² Recount writing, pdf. www.ijea.org ((Acessed on October 17, 2014).

3. Linguistic Features of Recount Text

The linguistic features usually found in a recount text, they are:³³

- a. Focus on specific participants.
- b. Use of material processes.
- c. Circumstances of time and place.
- d. Use of Past Tense.
- e. Focus on temporal sequence.

4. The Example of Recount Text

Table 2.2
Example of Recount Text

Generic Structure	Text
Orientation	Last week, I spent my vacation in Jogjakarta, the city is famous in Indonesia.
A Series of Events	<p>I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple by private car family. I had prepared everything before we went to Jogja. While we were driving, we get to see some beautiful scenery mountains, forests, and waterfalls as well as cars pass by.</p> <p>My family and I arrived at the Borobudur Temple at 4:30 pm. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist different language to me, Dovi his name. He is very friendly. This is the first time I spoke English with foreign tourists. We returned at 22:30 at night.</p>
Re-	It was a very interesting holiday for me and my family was happy.

³³ F.A. Soeprapto and Mariana Darwis, *Linked to The World 1*, p. 7.

orientation	
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(Adapted from *Bahasa Inggris untuk SMP/MTs text book*).³⁴

D. Picture Media in Language Teaching Learning

1. Definition of Picture

Heinich and Molenda define picture in their book that picture is photographic representations of people, place and thing.³⁵ Pictures enter the cognitive system through the eyes and processed as pictorial representations in the visual pictorial channel.

Picture is a visual media which is important and easy to find. It is important because it can give concrete visual illustration for the problem described. Picture can make people to receive ideas and information clearly, more than whatever described by words, even in written or spoken.

Also, picture is a visual media in the form of scratches or other forms which can bring about responses, perception, or human ideas toward an object or other things. There are many kinds of picture which can be used as teaching and learning media. Every picture kind has different excess and flaws each other. There are some kinds of picture which is able to use as teaching and learning

³⁴Zumaksin and Yulia Mufarichah, *Progress: A Contextual Approach to Learning English*, Bandung: Ganeca Exact, 2007, p. 7.

³⁵R. Heinich, Michael Molenda, James D. Russell and Sharon E. S., *Instructional Media and Technologies for Learning*, 7th Ed., New Jersey: Merrill Prentice Hall, 2002, p. 142.

media, such as: stick figure, sketch, illustration, photo, poster, flash card, folder, cartoon, and caricature.³⁶

Based on the explanation above picture can be conclude, picture is an image or likeness of object, person, or scene produce on flat surface especially by drawing. Picture also can help to teach as media on writing. Picture can use as media because pictures can be used by teachers and students whatever their emphasis of the syllabus they are following. Pictures could be an appropriate instructional media because pictures could be as function as an outlining device combining the design of table and grid table kontras or comparison. In addition, the full color pictures could be useful to motivate students' interest in teaching learning process of writing recount text material.

2. Types of picture

According to Jeremy Harmer, pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustrations, and projected slide.³⁷

a. Flashcard

It is a small card which we can hold up for students to see. Flashcard is particularly useful for “drilling” grammar items, for cueing different sentences, or practicing vocabulary.

b. Large wall picture

It is big enough for everyone to see detail. Sometime teachers use large wall pictures when pointing to detail of a picture to elicit response.

³⁶Endang Siswati, *Significant of Teaching Vocabulary Using Picture Chart Media and without using Picture Media at Al-Furqon Kindergarten of Palangka Raya*, Thesis, Palangka Raya: STAIN, 2008. P.19, u.p.

³⁷Jeremy Harmer, *The Practice English Language Teaching*, 1st Ed, London: Longman, 2001, p. 134-137.

c. Cue card

It is small card which students use in pairs or group work. Teachers put students in pair of groups and give them some cards so that when a student picks up the top cue card in a pile he or she will say a sentence that the card suggests.

d. Photograph or illustration

It is a photo or an image that depicts a situation or people in action. The teacher uses it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

e. Projected slide

In multimedia class, the teacher also uses it to teach. Sometimes the teacher uses it to show the images in the big form.

3. Function of Pictures

After discussed about the definition and types of picture above, it is known that there are many definitions and types of picture. Besides, it also important to know about their functions whether the functions of picture are important or not in teaching learning process. Here are some functions of picture given by experts as follows:³⁸

a. Picture are very useful for presenting new grammatical and vocabulary items.

They help to provide the situations and contexts which light up the meaning of words or utterances, and help the teachers to avoid resorting to translation or to lengthy explanation of meaning.

³⁸Francis J. Pirozzolo and Merlin C. Wittrock, ed., *Neuropsychological and Cognitive Processes in Reading*, New York: Academic Press, 1981, p. 212.

- b. Pictures can be used for revision from one lesson to another as well as for long-term revision of vocabulary and structures.
- c. Pictures can be used as the basis of written work, for instance, question writing.
- d. Pictures increase students' motivation and provide useful practice material as well as test material.
- e. Pictures can be used to give students an opportunity to practice the language in real contexts or in situations in which they can use it to communicate their ideas.

From the statement above, it can be concluded that picture is very useful for language learning in understanding their material. It gives them motivation to understand the situation, and can guide them to learn the material, in writing aspect for example.

4. The Principle of Selecting Picture as Teaching Media

Any activity done in the classroom must be efficient in achieving its purpose. Picture should certainly be subjected to some practical criteria for assessment of their value. There are some criteria of selecting picture as teaching media.³⁹

- a. Easy to prepare
- b. Easy to Organize
- c. Clearly to see
- d. Interesting

³⁹Andrew Wright, *Picture for Language Learning*, UK: Cambridge University Press, 2004, p. 1.

- e. Meaningful and Authentic
- f. Sufficient amount of language.

5. The Resources of Pictures

According to Noor Azlina Yunus in her book *Preparing and Using Aids for English Language Teaching*, she mentioned that, “Pictures are the most widely available of all teaching materials. There is a veritable goldmine of suitable pictures in newspaper, magazine, old textbooks, catalogues, brochures, calendars, etc.”⁴⁰ It implies that pictures are very easy to be found, because it can come from many sources.

According to Andrew Wright, The source of pictures can be found in:

“Newspaper, magazines, advertisements, holiday brochures, business brochures, catalogues, calendars, greeting cards, old books, comics and cartoon strips, family photographs, stamps, playing cards, wrapping paper, course book, the teacher’s and students’ own drawings, photocopying”.⁴¹

Those statements above tell that it is not difficult to find picture, because it is around human daily lives. But it is not easy to find a suitable picture for the teaching if a teacher does not pay attention of the criteria for selecting a good picture that have to be relevant with the subject itself.

6. Picture Series

a. Definition of Picture Series

As mentioned before, picture series are one of the solution to cope the problems in teaching writing. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. There are various

⁴⁰Noor Azlina Yunus, *Preparing and Using Aids for English Language Teaching*, Kuala Lumpur: Oxford University Press, 1981, p.49.

⁴¹Andrew Wright, *Pictures for Language Learning*, Cambridge: Cambridge University Press, 1989, p.182-187.

types of picture used in English teaching and learning and one of them is picture series. A series of pictures is a sequence pictures of a single subject that is aimed to tell a story and also a sequence of events.

Definition of picture series was stated by Betty Morgan Bowen, "Picture series is a series of pictures as single subject. Its function is to tell a story or a sequence of events".⁴² From the definition, picture series is a kind of picture which presents a chronological order. In this type, it is presented in a series of picture that tells a story in some events. It usually tells experience, legend or fable story, etc. From this picture series, learners will easier to understand the meaning of a word, sentence or event a paragraph after they saw the picture itself.

W.F. Mackey stated the story of picture series, "In 1887, Alge published a series of wall-pictures of trades, seasons, country and city life, these were also reproduced in the text".⁴³ This statement give a knowledge that in 1887, there were a series of wall-pictures published by Alge which also contains the text on it.

The definition of picture series above gives a clearly understanding that this picture series is usually used to tell a story by telling the series of evetns that happen in it. It is a series tells of one idea of story.

Another explanation from Wright said that, "Picture series are pictures, which show some actions or events in chronological order."⁴⁴ From the statement, it can be known that picture series can highlight certain language features an it can illustrate a story or a process.

⁴² Betty Morgan Bowen, *Look here! Visual Aids in language Teaching*, p. 28.

⁴³W.F. Mackey, *Language Teaching Analysis*, London: Indiana University Press, 1971, p. 245.

⁴⁴Andrew Wright, *Pictures for Language Learning* , p. 199.

Cartoon strips can be used as picture sequence if it presents the series of events, as Andrew Wright explained about picture sequences in his book as follow:

Cartoon strips and instruction strips of pictures are potentially useful. Experience will show the teacher which strips are the most useful. The strips can be kept as they are and used to contextualize a story or description of a process. First of all the teacher can ask questions to help the students grasp the meaning of the strip. Intermediate and advanced students can discuss the technique of the cartoonist in his/her representation of the people and setting the relationship between the drawing and the words.⁴⁵

The statement above strengthen previous explanation that picture series usually use to tell some short of story, it illustrates the process of a story.

All of the explanation above implies that a picture series is a kind of pictures that has a series of an object or a situation is explained by some pictures. This picture usually tells about story or an event about something that happened. The series must be in chronologically order.

b. The Advantages of Picture Series

As an interesting media, picture series have some advantages, such as:⁴⁶

First, picture series can motivate students in writing. Second, picture series inform the students about the object, and event relation. The third is it can train the students to arrange the story. And the last one, it can be facilities for the students to expand the story.

Picture series that will be presented in teaching process can be made by a teacher or himself or take a book, magazine, internet or other sources. The picture

⁴⁵*ibid.*, p. 199.

⁴⁶*ibid.*, p. 34.

series that will be used have to be adjusted with students knowledge level and with the material will be thought.

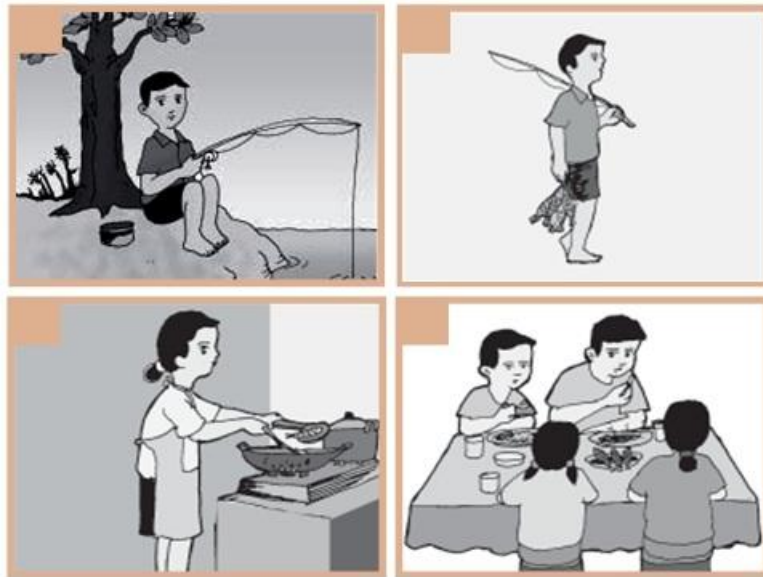
Based on the explanation above, the writer can conclude the position of picture series in solving the problems of writing:

1. Lack of Vocabulary: Picture series can promote many vocabularies for the students. We know that the the action on the picture and other details of the pictures, of course can add the new vocabularies for them.
2. Grammatical mistake: From the picture series the teacher can mention some action verb and ask the students to make the sentence based on the words in past form.
3. Idea organization: Some students often think that it is hard to get an idea to build their sentence. And here picture series contain of many actions that can be applied as idea or to provoke the students in imagining something, so the students don't be stuck in the middle of writing, because they know what is the first, after, and then, and finally.

c. Example of Picture Series

Picture 2.1





d. The Disadvantages of Picture Series

In addition to the advantages that have explained before, picture series is also have some disadvantages. The first, the size is very limited for big audience. Second, because picture series only focus on sense of sight. Third, 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. Fourth, picture series are only used for beginners.

E. Teaching Writing Recount Text Using Picture

To implement picture media in teaching of writing at the senior high school there were pedagogical activities to be done. They are Pre-Writing, Whilst Writing and Post-Writing.

In Pre-writing activity, the class activity is focused on stimulating the students' background knowlagde by showing pictures, having students brainstorming on topic and explaining the objective of the task.

In whilst writing activity, the class activity is focused on guiding and assigning the students to identify the picture, to obtain the writing of task. They will find out their idea and pour it in their writing. Then they develop the idea to be a good writing.

In Post-Writing activity, the class activity is focused on having students revising their writing. In this sense, the teacher guide and assign students to correct their writing.