

CHAPTER II

THEORETICAL FOUNDATION

A. Picture Series

1. Definition of Picture Series

Picture is a visual representation of a person, object, or scene, as a painting, drawing, photograph, etc.¹ picture can be good stimulus of speaking, but the picture must be based on the students' ability. The picture can contain an activity, have a certain idea and purpose, meaningful and show certain situational context.

Picture is one of media in teaching English, picture can be good stimulus of speaking, but the picture must be based on the student's ability. Picture may be very simple, designed to elicit a word or a phrase; somewhat more elaborate and "busy"; or composed of a series that tells a story or incident.²

Picture series are some pictures representing continuous events of a story with important information.³Picture can also be used for creative language use, whether they are in a book or on cue cards, flashcards, or wall pictures.⁴

Based on definition above, the research conclude Pictures series are arranged as media to help students express their ideas and feelings fluently. Picture series as a learning strategy that use the image as a media of learning.

¹ www.dictionary.com/browse/picture

² Brown, *Language Assessment Principle and Classroom practices*, 151.

³ FarisZhuri, "The Implementation of Picture Series in Teaching Narrative" *EjournalUnesa*, Vol.I, No.01, (2013), 2.

⁴ Jeremy Harmer, *The practice of English Language Teaching*, (3rd.ed) (Harlow: pearson education 2001), 136.

Sequence picture or picture series discussed by Wright as cartoon strips and instruction strips are potentially beneficial. The strips not only can be used to contextualize a process of a story description but also they can be used to stimulate and guide students in writing.⁵ Picture series aimed to guide a student in writing for instance when student need to write something and they are not confused about what they should write and what their ideas are; so they can write and follow based on what they see on picture series.

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The definition of picture series above give a clearly understanding that picture series is a series of picture or sequence of picture used to visualize students abstract ideas into their visual ideas gotten from its picture. Because of picture sequence, students can get ideas easily from that picture series. Students then follow and tell a story based on what they see on picture.

2. Procedure of Using Picture-Series in Teaching Writing

The use of the picture-series for language learning is very important in the classroom. And make the students interest.

⁵ Jeremy Harmer, *The practice of English Language Teaching*, (3rd.ed),201.

⁶Brown, *Language Assessment Principle and Classroom Practices*, 151.




The step of using picture in learning strategy as follow:⁷

1. The teacher must make a tittle the story
2. The teacher must be prepare picture according with learning objectives
3. The teacher stick the picture on the whiteboard or display through OHP.
4. The teacher make groups that each consist 2-3 people in groups.
5. The teacher give a guidance and given an opportunity to each groups for attention and analysis of picture-series.
6. Writing the result of discussions from analysis picture in a paper.
7. Given an opportunity for each groups to explain the result of discussions.
8. Based on the comments or result of students, teachers explain the material to the purpose to be achieved.
9. Closes of learning.

The advantage of this procedure, students are more critical in storytelling from a picture-series, students know the media of learning like a picture and the students are given the opportunity to express their opinion.

⁷D.Buehl, "Learnng by Example", 22Desember 2012,<http://wwwweac.org/News/NOV96/readroom.htm>.

How to make jelly

 A packet of 'Jelly Powder Mix' is being poured into a white bowl. The packet is red and green with a cartoon character on it. The powder is a reddish-brown color.	<p>First, pour contents of packet of jelly crystal into the pan</p>
 A yellow pitcher is pouring boiling water into a pan containing a red liquid. The water is being poured from the top left corner of the pitcher.	<p>Second, add boil water</p>
 A spoon is stirring a red liquid in a pan. The liquid is a vibrant red color and the spoon is being used to mix it.	<p>Next, stir well until crystals dissolve</p>

	<p>After that,add cold water</p>
	<p>Then, pour mixture into a glass</p>
	<p>Finally, put the jelly in the refrigerator</p>

3. Teaching Writing Procedure Text Through Picture-Series

In teaching writing ability especially for English language teaching to Senior High School students through Picture-Series, it can be one of the exciting activities for bringing students interested in learning English with confidence.

Teachers have always used pictures of graphics-whether drawn, taken from books, news paper and magazines, or photographs-to facilitate learning. Pictures can be in the form of flash cards (smallish card which we can hold up for students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pairs or group work) photographs, or illustration (typically in a textbook). Some teachers also use projected slides, image from an overhead projector, or projected computer images. Teacher also draws pictures on the board to help with explanation and language work.⁸ The choice and use of picture is very much a matter of personal taste, but we should bear in mind the qualities they need to possess if they are to engage students and be linguistically useful.⁹

Moreover, Bowen (1991) states that a sequence of pictures are a series of pictures on a single subject. They reveal their story or

⁸ Jeremy Harmer, *The Practice English of Language Teaching* (Harlow: Pearson Education, 2001), 134.

⁹ Harmer, *The Practice English of Language Teaching*, 135.

theme, like a strip cartoon. In a connected set of illustrations, for good selection and display, the teacher must:¹⁰

- a. Make the titles and captions large enough to read, or omit them all together and do the describing orally;
- b. Link pictures. There should be continuity of characterization, setting and subject from picture to picture, with figures of uniform size and recurring landmarks;
- c. If book or magazine illustrations are copied, they should be simplified and parts not essential to teaching aims should be left out;
- d. The pictures themselves should all be the same size and similarly mounted in order to make a set

In this activity, students are able to convey his ideas and all students obtain the same opportunities to speak at every meeting. Its activities are oral activities that relax, happy and fun. This Instructional media is expected to be useful for English teachers, so that they will enrich the teaching of speaking techniques. It is also for the students are expected to be able to improve English teaching writing ability, motivation and self-confident, and loving the English language in school and outside of school.

The research chooses the picture-series is one of the best alternatives to improve students teaching writing ability, a picture-series can get the students more interesting when they are studying and can get their attention. Picture-series will be not boring instrument, The use picture can make the students easily to

¹⁰ Betty Morgan Bowel, *Look Here! Visual Aids in Language Teaching* (London: Macmillan, 1982),120.

explanation in front of audience and make the students confidence to study in a classroom. With use picture-series can Improvement spirit the students in teaching writing ability.

B. Writing

1. Definition of writing

Sometimes people like to write something. They convey their ideas through writing learning to write does not come naturally in the same way as learning to speak. It involves many complex skills, knowledge and concepts. Before learning to write a writer must understand the definition of writing.

Robert Lado on the teacher's book defines: writing English as foreign language as the ability to use the language and its graphic representation productively in ordinary writing situations.¹¹

According to Zamel cited from Long and Richard "writing is a process through which meaning is created. The act of writing generates ideas and is way to explore one's feeling and thoughts"¹²

According to Philips said "writing is much more than the simple mechanics of getting the words down ; it also involves being creative, spelling, grammar, punctuation, choice of appropriate words, sentence linking, and text construction; and for older children, having ideas about content, and the ability to be self

¹¹ Robert Lado, *Language Testing the Construction and Use of Foreign Language test* (London group), 248.

¹² Lilies SetiasihDadi, *How to Write a Short Essay in English Academic Writing* (Bandung, Alfabeta,2015), 4.

critical and to edit their own work.¹³ Writing is a process that can't do only one more, but also more than one, two or three more. According to patennaude (2001) "writing is rewriting".¹⁴ It means, to have a good writing, a student need practice frequently.

The teacher must teach the strategy of exploring ide. Many student find the difficult on writing. According to Morrow:

An effective writing teacher organizes such activities as shared writing, journal writing, independent writing, reader response writing, collaborative writing, writing fiction and nonfiction, guided writing, performance of writing activities, content-area writing and writing workshop¹⁵

Therefore, the strategy of teaching "English Writing" that can do by many way that Morrow has said Writing is a process progress, writing to demand experience time change, exercise, ability particular, and direct teaching to be writer to demand idea that logic construct, plain express, and attractive arrangement.

From all definition above, can be taken a conclusion that writing is the hardest way of earning a living, because writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking, and reading. By writing someone can be potent thinker and active learner because when someone writes, they should follow the process of composition, construction and reconstruction.

¹³ Phillips, S. Young Learners *,Resource Book For Teachers* (London: Oxford University press), 57.

¹⁴Lilies, SetiasihDadi, *How to Write a Short Essay in English Academic Writing*.

¹⁵ Lilies, SetiasihDadi, *How to Write a Short Essay in English Academic Writing*,9.

2. Process of writing

Writing is produce in many different forms because it is used for awide variety purpose. The form of written work depends on their interest. Harmer explain the process of writing, as follow:

a. Planning

Planning is the first step in writing it is very important. Experience writers plan what they are going to write. Before starting to write, they try and decide what they are going to write. Before starting to write, they try and decide what they it is they are going to say in their papers. For some writers this may involving making detailed note. For another a few jotted words may be enough.

b. Drafting

The second step is drafting, in this step refer to state your point in a topic sentence, support your point, develop a single focus and organize sentence logically and add transitions. As the writing process into editing, a number of drafts may be produced on the way to the final version. We can write everything we want in accordance with topic.

c. Editing

Editing meant looking for and correcting mistakes in grammar, spelling and punctuation. Once writers have produced a draft they then, usually read though what they have written to see where it works and where it does not. Perhaps the other of information is not clear and they way of the information is ambiguous of confusing.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.¹⁶

3. The forms of writing

1. Descriptive

Communicative purpose of descriptive is providing information about the characteristic of a person, object or a specific place. Generic structure of description are identification (characteristics of person, an object or a particular place will be described). And description (described the characteristic of a person, object, or place, such as shape, size, color origin, relish and other special features).

2. Narrative

Communication purpose of narrative is to entertain listeners or readers on a story of the past that is related to a real, imaginary or complicated events leading to a crisis, which eventually find a solution.

Structures of narrative are: first is orientation (in the orientation section contains the introduction or the introduction of a character in the story as well as the time and place of occurrence). Second are complications (complications section contains a description of emergence of a crisis or a problem experienced by

¹⁶ Jeremy harmer, *how to teach writing*, (London:longman,2004)p.4-5

characters in the story that must be solved). And the last is resolution (resolution section describes how the characters of the story solve the existing problems in the complication).

In some references about the narrative, there are additional generic structures in narrative, namely the addition of coda after resolution. So the structure of narrative is orientation, complication, resolution and coda. Coda is the last part of the structure narrative which contains the changes in the figures and the lessons to be learned from the story.

3. Recount

Communicative purpose of recount is to report events, event or activity with the purpose of preaching or entertaining.

Generic structures of recount are: first is orientation (orientation or introduction is to give information about whom, where and when the event or events that occurred in the past). Second are events (events are recording events that occur, which is usually presented in chronological order, such as “in the first day, I ... and in the next day... and in the last day...”. At these events there is usually also a personal comment on the event or incident is reported). And the last is reorientation (on the reorientation, there is repetition of the introduction in orientation, repetition which summarize a series of events, even or activity is reported).

4. Procedure

Communicative purpose of procedure is giving instructions on how to do things through the actions or steps that sequence.

Generic structure of procedure are aim/goal, materials and steps, first, aim/goal (contains information about the purpose of the

manufacture or operator of something). Second, materials (compared of materials that are used in making something. But not all parts of procedure include materials, sometimes a procedure does not have a section of text materials). Third, steps (contains the steps or sequences that must be done so that the objectives outlined in part goal can be achieved. Steps or sequence that must be in order of first to last.

5. Report

Communicative purpose of the report is to convey information about something, as a result of systematic observation or analysis. It describes the symptoms can include natural, environmental, man-made objects, or social phenomena. Description of a report can be any general conclusion, for example, whales including mammals such as fish give birth.

Generic structures of report text are general classification and description. General classification (provides an introduction to the phenomena/objects that will be discussed to include a general statement that describes the subject of the report, information, and its classification). Descriptions (in the description section consist of a description of the phenomena or objects are discussed from part to part, habit or behavior of living things, or usefulness of objects in detail.¹⁷

¹⁷Natalie,"text type in English",<http://sh4ring-information.blogspot.com/2013/03/jenis-jenis-teks-dalam-bahasa-inggris.html>accessed (14feb 2016)

The example of Genre and Text type according to Paltridge:

GENRE	TEXT TYPE
Recipe	Procedure
Personal letter	Anecdote
Advertaisment	Descriptions
Police report	Descriptions
Student essay	Exposition
Formal letter	Exposition
Format letter	Problem-solution
News item	Recount
Health brochure	Procedure
Student assignment	Recount
Biology textbook	Report
Film review	Review

C. Procedure Text

1. The Definition of procedure Text

A procedure is a piece of text that give us instructions for doing something. “Procedures tell how to do something. This might

include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behavior”¹⁸.

2. The Generic Structure of procedure Text

1. Procedures must include all the information needed to achieve the end result. If part of the procedure is missing, then it will be very difficult to achieve the end product.
2. Each procedure should have a **title**, or **heading**, that states what the procedure is about.
3. Many procedures will have a short **introduction**. This paragraph usually outlines the goal of the procedure.
4. Most procedures will have a list of **equipment**, **materials** or **ingredients** that are needed in order to achieve the outcome. A baking recipe, for example, will have a list of ingredients and cooking materials that are needed.
5. The **steps** of the procedure break down the process so it is easy to understand. All the steps are given in chronological order (in the order they need to be done). Often, there is a short **evaluation** paragraph at the end of the procedure. This may give more information or ask questions about whether the procedure worked (such as for a science experiment).
6. **Visual elements** are important because they help the reader to better understand the procedure. Visual elements can include maps, drawings, photographs, or diagrams of the process and the end result.

¹⁸David W. Johnson, Roger T. Johnson, Mary Beth Stanne., *Cooperative Learning Methods: A Meta Analysis*(*Journal of University of Minnesota*, 2000,), 13.

3. The Language Future of procedure

In the Procedure Text, we use

- SIMPLE PRESENT TENSE. And:
- Use of imperatives (e.g.: cut, don't mix)
- Use of action verbs (e.g.: turn, put, mix)
- Use of connectives (e.g. : first, then, finally, ...)
- Use of adverbial phrases (e.g. : for five minutes, 2 centimeters from the top)¹⁹

4. Assessing writing

Assessing writing needed in given score for student writing. It help teacher to know student ability and also as gift for their effort.

This is specific criteria of assessing writing according to weigle:²⁰

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledge substantive through development of thesis, relevan to assign topic.
	26-22	Good to advantage: some knowledge the subject, adequate range, limited development to thesis, mostly relevant to topic, but luck detail.

¹⁹ Mark Anderson & Kathy A, *Text Type in English* (Macmilan), 50.

²⁰ Sara cusingweigle, *Assessing Writing*, (United Kingdom: Cambridge University Press, 2002), 35.

	21-17	Fair to poor limited knowledge of subject, little substance, inadequate development topic.
	16-13	Very poor, does not show the knowledge of subject, non-substantive, no pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas, clearly, stated/supported, succinct, well organization, logical sequencing, cohesive.
	17-14	Loosely, organize but main idea stand out, limited support, logical but incomplete sequencing.
	13-10	Disconnected, lack logical sequencing and development.
	9-5	Very poor, does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to average; adequate range, occasional error of word, or idiom form, choice, usage but meaning not obscured.

	13-10 9-7	Fair to poor : limited range frequent errors of word idiom form, usage meaning confused or obscured. Very poor; essentially translation, little knowledge of English vocabulary, idiom word form, or not enough to evaluate.
Language use	25-22 21-18 17-11 10-5	Excellent to very good; effective, complex, construction, few errors of agreement, tense, number, word order/function, article pronoun, preposition. Good to average; effective bit simple construction, minor agreement, tense, number, word order/function, article, pronounce, preposition but meaning seldom obscured. Fair to poor; major problems in simple/complex construction, frequent errors negation, agreement, tense, number, word order/function, article, pronouns, deletions, meaning confused or obscured. Very poor ; virtually no mastery of sentence construction rules, dominate by errors, does not communicate, or not enough to evaluate.
Mechanic	5	Excellent to very good; demonstrate mastery of conventions few errors of spelling, punctuation, capitalization, pharagraphing.

	4	Good to average; occasional of spelling punctuation, capitalization, paragraphing but meaning non-obscured.
	3	Fair-to poor; frequent error of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or not obscured.
	2	Very poor; no mastery of conventions, dominated by error of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

The Scoring System of Writing

Arthur Hughes, in *Testing for Language Teachers*, recommended analytic methods of scoring writing test through the following scale:

1. Grammar
2. Vocabulary
3. Mechanics
4. Language
5. Content .²¹

The analytic methods of scoring by Hughes is supported by Sara Cushing Weigle, In *Assessing writing*, who suggested analytic scoring created by Jacobs *et al.* rating scale includes five aspects of writing: content, organization, vocabulary,

²¹Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 1941), 40.

language use, and mechanics. Sara summarized the different weight scores of the five aspects as follows:

The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasize (5 points). This scale has been adopted by numerous college-level writing programs, and is accompanied by training materials and sample compositions so that users can fairly quickly learn to apply the scale.”²²

Based on the description of scoring scale of the two authors above, it is relevant to use the analytic scoring to measure students’ writing ability. The rating scale will be useful to help writing assessor or teacher after giving writing tasks to students.

C. The Previous Study

In conducting this research, based some of previous studies or researchers that focus on the using picture series. The following studies are the previous research as follows:

The first previous research was done by Zainatudar (2013) entitled: “Improving Students Speaking Skill By Using Picture Series” (An Action Research at the Tenth Grade Students of SMAN6 Surakarta) In her research, she describe how to Improve students writing through Picture Series, and she was taken the

²² Sara Cushing Weigle, *Assessing Writing* (New York: Cambridge University Press, 2002), 115.

method on Classroom Action Research in teaching of speaking improvement through picture series. This is proved by the significant increase of the test, result is 61,8 (C/Fair) until Cycle III the result is 80,6 (B/Good). Based on the result of this research, there is improvement in students' speaking skill through picture series as teaching media, the students' interest in speaking improves, they are also actively involved in the teaching learning process. Based on the result of the research, she could be concluded that the use picture series improves speaking.²³

Based on the previous research and expert's theory the researcher believes that through Picture series can improve students writing ability, we can look the improving students' in writing ability. From the result of research most all students is commonly good and interested. The researcher hopes this research would be useful especially for researcher and general for readers is interested in this field of research.

²³Zainatudar, "Improving Students Speaking Skill through picture series" *English Education Journal*, Vol VI, No 4, (Oktober 2015). 450-451.