

UTILIZING MODERN PICTURE SERIES TO TEACH WRITING TO SENIOR HIGH SCHOOL STUDENTS

Yeri Febrian¹, Diani Nurhajati², Yunik Susanti³

Universitas Nusantara PGRI Kediri^{1,2,3}

onlybrian1997@gmail.com¹, dianihamzah@unpkediri.ac.id², yuniksusanti@unpkediri.ac.id³

ABSTRACT

The fact based on the observation when the writer did teaching practice in one of senior high school at Kediri, is the students still have difficulties in writing. The difficulties are to develop ideas, to express the ideas into good sentences, and arrange the sentences into a text. The fact show that they do not know how to start writing as they have no idea about the topic that they have to develop. Another problem is that they have limited vocabulary to express the idea into sentence. Those problems are caused by improper learning process of writing. The teacher only assigned the students to write a text soon after they study reading. The teacher never gives the students experience the steps of creating text, such as outlining, drafting, and revising. Actually, the teacher can choose an interesting teaching media to help them developing ideas. One of the media is picture series which can help them to develop ideas to write narrative text. Therefore, this article discusses how to utilize picture series to teach writing for senior high school students. The objectives are to share ideas to English teacher candidates how to utilize modern picture as teaching media. The discussion covers teaching writing, teaching media, picture series, and the steps in teaching writing using picture series.

Keywords: Modern Picture Series, Teaching Media, Teaching Writing, Writing.

INTRODUCTION

English is one of the subjects contained in the junior high school curriculum in Indonesia. The purpose of English subjects is for students to communicate effectively and efficiently through both speaking and writing. One of the skills that must be mastered by senior high school students is writing skill. As a language skill, writing is an activity of delivering messages using written language as a means of delivery. Writing skills are related to the process of explaining an object by giving written language with letter symbols, word formation, phrase formation, sentence formation, and paragraph formation to create a written language that has a certain unity of meaning. Difficulties in writing are felt by students. The results of observations obtained by a researcher in one of Senior high school in Kediri indicate that the difficulties faced by a number of students lie in the use of good and correct written language. This can be seen from the choice of words and the use of inappropriate punctuation marks, ineffective sentences, and difficulty in developing ideas in making paragraphs. The problem faced by students when writing was that students were unable to communicate their thoughts in written form (Wahyuni & Inayati, 2020). This is evident when the researcher asks students to write about recount text or narrative text, they only write a few sentences, and they also make mistakes in using grammatical patterns. Writing is one of the most difficult subjects. the mastery of writing skill of at the eleventh grades senior high school as well as of the senior high school is commonly not good (Remedios,2022). Although they have learned English for three years, they still face same difficulties in writing, so when they continue their study to the higher level they cannot write well. It is clear to be able to write correctly, language learners must have a good mastery on grammar, content, organization, vocabulary, and mechanics.

When the researcher did internship in one of high school in Kediri. The researcher found problems when he taught English material specifically on teaching writing. The students got difficulties in writing although researcher had given explaining about how to write they still lack on idea so they did not writing anything. Some of them tried to write but they just stuck on continued their writing. The others did writing and had idea but they did not use grammatical structure so their writings were difficult to understand not only those problems but also they could not arrange the text which had to followed by generic structure. They wrote the text only used the words that they and still difficult to use medium or advanced vocabularies. In other hand teacher just used one method to teaching writing for them. It had made them did not expand their thinking on it. The teacher did not use other methods which match to the student who has those problems above.

Based on the previous research by (Putra, 2015), writing is a very complex subject because it requires a wide level of perception and involves a long thought process. Furthermore, writing involves not only structure but also diction (word choice), vocabulary, and the thinking organization. the Obstacles learners in writing in general are limited knowledge of the language; limited experiences in reading; poor vocabularies; wide cultural background differences; limited knowledge about transition words, the adverbs connecting of time, place and manner, and other important elements of writing; and composition of how to write (Putra, 2015). Based on the explanation above researcher found similarity that is the students got difficult in developing grammatical. The different form previous research is the researcher focus on helping students to develop ideas. As students, they need learn how to write fluently. It is necessary consider the process of writing involves in producing a good quality final piece of writing. Generally, in writing ability students must know the aspects of a good writing.

In writing process there are six aspects that recognize mentioned by Brown (as cited in J. D. Brown, 1991), there are: (1) Content: Related to the ideas, the development of ideas through personal experience, illustration, facts and opinions. (2) Organization: Deals with effectiveness of introduction, logical sequence of ideas, conclusion, and the length of the writing. (3) Discourse: Consists of topic, sentences, paragraph unity transition and structure. (4) Syntax: Related to the sentence structure of word order. (5) Vocabulary: Refers to the word choice or diction in writing. (6) Mechanics: Contain spelling, punctuation, neatness, and appearance. In short, writing divided into five important elements namely (1) content, (2) organization, (3) vocabulary, (4) grammar, and (5) mechanics. Based on the background above, the problem of this research are: "Does the use of picture series affect significantly for teaching writing of senior high school student?". Because of that, the purpose of this research are: "To know whether picture series are significant affect for teaching writing of senior high school student?".

Teaching writing is one of complicated skill if they did not understand the base of writing and if they got lack of ideas and vocabularies. More over student did not have knowledge about tenses they got double big difficulty. From those problems. The researcher solution for helping the teacher . The researcher gave other media for teaching writing specifically using modern picture series. It can help teacher for teaching the student who had lack idea because on the modern picture series has a lot of characters, futuristic places, to encourage students starting their writing. It has other benefits those are helping teacher got attention before explaining. Give student who has visual to get it.

In writing process needs media that can help students to make a good writing. Picture series can be used as media. At the heart of this paper is the concept of modern picture series-a contemporary form of visual storytelling that has gained prominence in the digital age. Modern picture series consist of a sequence of images or visuals designed to convey a narrative, concept, or

message. These series leverage the power of visual storytelling, combining images, graphics, and sometimes text to create engaging and immersive narratives. Modern picture series differ significantly from traditional visual aids or static images used in educational settings. They are dynamic, multi-faceted, and often open to interpretation. Each image within a picture series contributes to a larger narrative, encouraging viewers to engage with the story on a deeper level. This characteristic makes modern picture series a valuable resource for educators seeking to stimulate students' imagination, encourage critical thinking, and enhance their writing skills. Feel free to modify and expand upon this draft to align it with your paper's specific focus and requirements. The introduction sets the stage for the rest of the paper by highlighting the importance of writing skills, introducing the concept of modern picture series, and providing a glimpse of the potential benefits of their utilization in teaching writing to senior high school students. Based on those explanation utilization in teaching writing using modern picture series in senior high school can be one of method for helping students who have lack in idea.

FINDING AND DISCUSSION

WRITING

Writing is the form of interaction to describe the thinking or feeling overwritten after speaking. Byrne (1988) expresses that writing is the quantity of someone to produce written messages from words, into sentences, into text, into a coherence where the readers can understand the meaning (Ramadhanty, Utomo, & Mayasari, 2021). Writing should be used to convey a text that can be interpreted by readers in a coherent manner. Writing skill is very crucial because writing can be called a communicative action because writing is a line to share ideas, opinions, arguments, information, and experiences with another person (Faya, 2020). Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. (Spratt, Pulverness, & Williams, 2005) state that writing and speaking belong to productive skills. Speaking and writing, particularly, involve producing language rather than receiving it. It means that writing and speaking will produce an output as an indicator that students have learnt both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types. Writing is seen as a cognitive activity. (Hayes & Flower, 2004) states the process of writing involves three main cognitive activities, they are involving text interpretation, reflection and text production. The three cognitive processes are applied not only in the drafting process but also in the revising process. (Bell and Burnaby, 1984) also state that writing is a complex cognitive process which requires the writer to perform control of a number of variables simultaneously both in the sentence level and beyond the sentence level. Content, format, sentence structure, vocabulary, punctuation, spelling, letter formation are variables that must be controlled by the writer in the sentence level. While beyond the sentence level, the writers must be able to organize and integrate the ideas into cohesive and coherent paragraphs. Being able to maximize the cognitive aspects in writing will lead the writer to deliver the clear message to the readers. In other words, their writing is successful. Writing is a form of thinking (J.D Angelo, 1989:5). It means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. By writing we can talk about people, remember the facts and ideas. Hyland (2004: 09) explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

TEACHING WRITING

In doing the teaching learning process, teachers need to choose the suitest approach to their teaching and learning. It is because approach refers to theories about the nature of language and language learning which are the source of the way things are done in the classroom and which provide the reasons for doing them (Harmer J. , 2007). Then, it also helps the teachers to reach their learning goals. As stated before, writing is both process and product. It means that in teaching writing, teachers need to focus on both product of the students' writing and also the process or their writing. Hence, the teachers need to apply the approaches that can cover both product and process of writing (Putra, 2015). \

Product-oriented approach

Many English teachers have applied Product oriented approach many years ago in the process of teaching writing. This process focuses on the correctness of final products of writing. Picas in (Badger, Richard, & White, 2000) states that the product-oriented approach to the teaching of writing focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar and language devices. According to (Brown, Language Assessment: Principles and Classroom Practices, 2004), there are three main requirements that the students must obey in composing their works. Every composition must 1) meet certain standards of English rhetorical style, 2) use accurate grammar, and 3) be organized based on the convention to make the audience find it easy to understand the text. This approach use some criteria in measuring the students' works. The criteria involve content, organization, grammar, vocabulary and writing mechanics such as spelling and punctuation. Concerning writing activities, (Badger, Richard, & White, 2000) state that four stages of learning writing are commonly done by the students in this approach. They are familiarization, controlled writing, guided writing and free writing. The familiarization is aimed at making the students aware of certain features of particular text. In controlled and guided writing stages, the students practice the skills until they are ready for the free production activity. In conclusion, the product-oriented approach concerns mostly on students' final product of writing. Therefore, the activities of writing are controlled by the teachers. They need to do particular efforts to avoid errors in the text composition, for example by focusing more on the grammar correctness.

1) Process-oriented approach

Process-oriented approach is different from the product-oriented approach that focuses on the students' final product. The process-oriented approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Since the students are given chances to experience the process of writing, try to organize and express their ideas clearly, they are seen as the language creators. To become the language creators, the students should be facilitated by intentionally designed activities. (Brown, Language Assessment: Principles and Classroom Practices, 2004) mentions a list of typical writing activities done in the process approach. a) focus on the process of writing that leads to the final written products. b) help student writers to understand their own composing process. c) help them to build repertoire of strategies for prewriting, drafting and rewriting. d) give students time to write and rewrite. e) let the students discover what they want to say as they write. f) 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, g) include individual conferences between teacher and student during the process of composition. As an addition, (Badger, Richard, & White, 2000) state that there are a number of stages that the students will experience in composing a piece of writing work namely prewriting, drafting, revising and editing. Experiencing the preceding stages of writing will make the students

write clearer

The important thing that must be considered by teachers in teaching writing in the junior high school level is that the success of teaching writing to teenager students seems more likely determined by the learning styles and the purposes. As the result, the teaching and learning writing must be designed also to help the students develop their writing strategies so that they will able to improve their writing skill. Brown (2000:346) mentions principles for designing writing techniques, they are: Incorporate practices of “good” writers, Balance the process and product, Account for cultural/literacy background, connect reading and writing, provide as much authentic writing as possible, Frame the techniques in terms of prewriting, drafting, and revising.

TEACHING MEDIA

Teachers need a method in doing their teaching and learning. According to (Harmer J. , 2007) a method is the practical realization of an approach. It tends to be concerned primarily with teacher and students’ roles and behaviors and secondarily with features such as linguistic and subject-matter objectives and sequencing and materials (Brown, 2001). In this following section, the researcher will discuss a method that fit in the teaching and learning process of writing.

Text-Based Instruction

As stated in the previous section that teaching writing must focus on both process and product. Text-based instruction which is also known as a genre-based approach can be applied in the teaching and learning process of writing because it does not only focus on the product but also the process of writing. It has stages that can help in the process of writing. (Richards, 2006) mention some stages in implementing text-based instruction. The first stage in text-based instruction is building the context. In this stage, students are introduced to the social context of an authentic model text being studied. They explore features of the general cultural context in which the text type is used and the social purposes the text types achieves. The next stage is modelling of the text. Students in this stage investigate the structural pattern and language features of the model in this stage. They also compare the model with other example of the same text type. The third stage is joint construction of the text. The students, in this stage, begin to contribute to the construction of the given text model. Meanwhile, the teacher reduces his/her contribution to the text so that the students are able to move closer constructing text independently. Next, there is independent construction of the text. In this stage, students work independently in constructing a text. The productive text are usually used as achievement assessment. The last stage of the text-based instruction is linking to related text. In this stage, students investigate what they have learned (Putra, 2015).

MODERN PICTURE SERIES

A modern picture series refers to a collection of visual artworks or photographs created in the context of contemporary art and photography, typically characterized by a thematic or narrative cohesion that runs through the individual images. These series often employ a deliberate sequencing and arrangement of images to convey a story, evoke emotions, or explore a concept. The medium can range from traditional photography to digital art, and the subject matter may vary widely, encompassing social issues, personal experiences, abstract concepts, or anything that the artist seeks to explore.

In a modern picture series, each image contributes to a broader narrative or theme, creating a cohesive and interconnected body of work. The intent is to engage viewers on multiple levels,

encouraging them to think critically, feel emotionally, or interpret the subject matter in a unique and thought-provoking way. Artists often use this format to break away from the isolated single-image presentation and instead offer a more comprehensive exploration of their vision or message. Modern picture series exemplify the evolution of visual storytelling, enabling artists to delve deeply into their chosen topics, fostering a more profound connection with their audience, and often pushing the boundaries of what can be expressed through visual art.

In this method, picture series (visual image) and spoken utterance (from teacher's explanation) complement each other and constitute jointly a semantic unit which can be used to write a text. By using picture series as media, the visual presentation from them is used to stimulate the social context in which language is used. Picture can transfer the students' imagination and ideas from abstract to concrete one (Hidayati, Sabat, & Satyawati, 2012).

THE STEPS OF TEACHING WRITING USING PICTURE SERIES

The writing process is about how the stages of writing applied by the researcher. In teaching writing, the teachers should focus in writing process because it helps the teacher understand what the stages should be used in writing process. (Harmer, 2004) stated that the writing process involves four stages there are: (1) Planning (Pre-Writing): The students are encouraged to write. (2) Drafting: Focuses more on fluency rather than accuracy. (3) Editing: Editing here means that revising because students need to review their text on the basis of the feedback given in the responding stage. (4) Final Draft: A series of strategies designing to correct and improve the text (Mutmainnah, Rufinus, & Supardi, 2018).

A picture can help teachers adds variety, clarity, and reality in the classroom situation. One of the media in teaching writing is by using picture series. According to Sofian & Salam (2015), Picture series are some pictures that form a series of a story. Wright argued in Wening (2016) that "picture series are pictures which show some actions or events in chronological order". Picture series is a visual media that contain a series of pictures, where one picture related to another to describe something (Clarit, Ashadi, Amalia, & Juhansar, 2022).

According to (Sugiyarni & Rini, 2023) as the concept of picture series as media in the teaching writing a narrative, the researcher made some steps in the teaching writing narrative text such as the following; first, the researcher was conducting picture series. It aimed at providing the students with fun activities through the implementation of pictures with the expectations that the picture series activities could improve their motivation and engagement in the learning-teaching process. Students asked to identify the series of pictures. After the students identifying the pictures, the researcher asked them to make a sentences and tell what they see in every picture. After students tell what they see in the picture, the researcher gave examples of the exact sentence related to the pictures. After the researcher gave each example, students are given the assignment to create narrative texts using a new picture series. And then, students create narrative texts using a new picture series.

CONCLUSION

Utilizing modern picture series to teach writing to senior high school students can be a highly effective and engaging approach. Based on the information provided, here are some potential conclusions. It capture the attention of high school students, making the learning process more engaging and enjoyable. Visual stimuli are known to be effective in holding students' interest. Integrating visual elements into writing instruction helps students develop visual literacy skills,

which are increasingly important in today's media-rich world. Encouraging students to write narratives or descriptions based on images stimulates their creativity and imagination. They are prompted to think critically about the context, characters, and stories represented in the picture. It can encompass a wide range of themes, genres, and styles. This diversity encourages students to explore different forms of writing, fostering a more comprehensive understanding of writing techniques. Interpreting images requires critical thinking and analysis, which can translate into better writing skills. Students learn to deconstruct images and use their observations to construct coherent written pieces. Utilizing images in writing instruction provides a multimodal learning experience, accommodating various learning styles. It caters to visual learners while also supporting auditory and kinaesthetic learners who may discuss or act out scenes. It can be integrated into multiple subjects, helping students draw connections between their writing skills and other areas of study. This interdisciplinary approach promotes a holistic understanding of the subject matter. It can reflect contemporary culture, making writing more relevant to students' lives. This connection can enhance their motivation to write and explore topics that matter to them. In conclusion, incorporating modern picture series into writing instruction for senior high school students has the potential to be a dynamic and fruitful pedagogical approach. It engages students, fosters creativity, enhances critical thinking, and aligns with the demands of the digital age. However, the success of this approach also depends on the quality of image selection, the instructional methods used, and the flexibility of the curriculum to accommodate diverse learning needs.

REFERENCES

- Badger, Richard, & White, G. (2000). A Process Genre to Teaching Writing . “*ELT Journal Volume 54/2*.
- Brown, D. (2001). *Teaching by Principles; An Interactive Approach to Language Pedagogy*. 2nd Ed. New York: Addison Wesley Longman Inc.
- Brown, D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Clarit, N. A., Ashadi, Amalia, U., & Juhansar. (2022). Utilizing digital picture series to enhance students' performance in writing narrative text. *EduLite: Journal of English Education*.
- Fahrizal, A. I. (2015). Using Picture Series As An Effort To Improve The Writing Skill Of The Eighth Grade Students Of Smpn 6 Yogyakarta In The Academic Year Of 2014/2015. *Thesis*, 32-33.
- Faya, A. F. (2020). Students' Perception of the Implementation Picture Series in Writing Classroom. *ISLLAC : Journal of Intensive Studies on Language, Literature, Art, and Culture*.
- Harmer. (2004). *How to teach writing*. Harlow: Pearson Education Limited.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Cambridge: Pearson Longman.
- Hayes, J. R., & Flower, L. (2004). A Cognitive Process Theory of Writing. *College Composition and Communication*.
- Hidayati, Sabat, & Satyawati. (2012). The use of picture series as an alternative media for teaching writing of recount text. *JournalE*.
- Mutmainnah, Rufinus, A., & Supardi, I. (2018). The Use Of Picture Series For Teaching Writing Of Recount Text. *ELTIN Journal*, 4-6.

- Putra, I. A. (2015). The Effectiveness of Using Animated Films on Improving Students' Writing Skill of Narrative Text of The Eighth Grade of Mts Al-Hadi Girikusumo Mranggen. *ETERNAL (English Teaching Journal)*, 84-91.
- Ramadhanty, A. W., Utomo, D. W., & Mayasari, J. (2021). The Impact Of Picture Series On Writing Ability Among Indonesian Junior High School Efl Learners. *Journal of English for Academic and Specific Purposes*, 253-260.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT (Teaching Knowledge Test) Course*. Cambridge: Cambridge University Press.
- Sugiyarni, & Rini, S. (2023). Exploring Writing Assessment in EFL Classroom. *Journal of English Education and Teaching (JEET)*.