Using Series Pictures to Develop the Students’ Ideas in English Narrative Writing

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Abstract: English writing is one of the compulsory subjects at university level particularly in English class. It informs that good writing is bedrock for the students’ future success (A national Survey by the Pew Internet & American Life Project, and the National Commission on Writing). Regardless of these statements, the presenter has witnessed the fact that English writing is just viewed as an English teaching reference. Therefore, this paper presentation will primarily focus on to find out the students’ ideas development and their interest in English narrative writing through series pictures. To investigate these issues, writing test and questionnaire will be disseminated to collect the data of English narrative writing text. The traits of the presentation are to show that the use series pictures in students’ English narrative writing activities will get development and interest significantly.

Keywords: English narrative writing, development and interest, and series pictures usage

In the educational context, the function of English is as a tool of communication to access information globally, to build interpersonal relationships, to share information, and to appreciate the language esthetic in English culture (Depdiknas, 2003). English writing is one of the active skills that can assess students’ formal knowledge. Assessing this matter is not easy job and it relates what Cynthia Ozick et al., (1988) said as famous creative writers that for the first time to be a writer they had trouble to put the first word on paper. However, they did very often it to begin their imagination over to make simpler, trust, change, and then the last to spark our creativity.

Related this matter, Mary Stephens (1995) stated that the picture for writing is a supplementary material for developing students’ writing skills, a systematic building on writing skills (from sentence construction to paragraph composition), a wide variety of writing task makes a new vocabulary and makes writing fun, and a detailed content map of the writing skills. Donn Byrne (1990) stated that writing provides variety in classroom activities, serving as a break from oral work (and is therefore a quieter and more relaxed time for both students and teacher).

D. A Hill said that standard classroom is one of the possible ways to target language learning (Hill, 1990). D. A Hill said that the visuals have the advantages of being inexpensive, of being available in most situations; of being personal, that is, they are selected by the teacher, which leads to an automatic sympathy between teacher and materials, and consequently enthusiastic use; and of bringing images into the unnatural world of the language classroom (Hill, 1990).

Here, learning in or out of the classroom is a complex process and it needs visual aids, especially pictures, are a great help in stimulating the learning of a foreign language. Therefore, B. M. Bowen varies the steps of the lesson:

1. The learners’ encouragement.
2. Providing the teacher talk less and do more by the students.
3. Classroom enrichment.
5. Build up the creative imagination.
6. Easier and more natural in a communicative approach
7. English skills integrated constructively.
8. Inspiring and imaginative variation at all levels of proficiency (Bowen, 1991).

Wright A., and Hallem S. also considers that pictures have a major role to play in the development of students’ skills. There are two reasons:

1. The meanings we derive from words are affected by the context they are in: pictures can represent or contribute much to the creation of contexts in the classroom.
2. It is often helpful if the students can respond to a text non – verbally: pictures provide an opportunity for non – verbal response (Wright & Hallem, 2001).

J. M. Dobson confirms on that pictures for use in conversation sessions may come from books, magazines, newspapers, or they may be use the ones drawn by teacher or students (Dobson, 1992). It can also be some short narration about the pictures where students can test themselves about writing skill they have been learning. V. F.
Allen says that pictures which show human situations often interest students at the elementary level (Allen, 1983). Students always enjoy imagining something about location, happening before and after, and what next. Based on these explanations above that the research purposes are to find out the using series pictures develop the students’ idea and interest in English narrative writing.

**The Contributing Aspects Using Series Pictures**

The teachers are not enough to encourage the students to develop their ability in language learning, particularly in narrative writing skill, but they have to have the good sense to relate the students’ potential and the context in and out of the classroom. In this sense, the teachers must have a large range of resources as much as possible to stimuli and enrich the students’ development idea. Pictures are not only an aspect of the method, but through their forms, it will be represented the happened location, objects and people that they are an urgent part of the whole experience we must help our students to manage with. Specifically, pictures contribute to:

1. Interest and motivation.
2. A sense of the context of the language.
3. A specific reference point or stimulus.

**Different Types of Pictures**

B. M. Bowen writes about different types of pictures. She gives us definitions of four types and describes their sources, selection and display, classroom use:

1. **Wall picture and wall charts**
2. **Sequence pictures**
3. **Flash cards**
4. **Drawings on the board**

There are explanations about writing such as:

1. **Writing skill**
   - Writing is the best way to communicate each other. Using skills can give attraction and improvisation to convey the messages to the readers. In this connection, there are some ways to improve the writing skills such as:
     - Draw up an outline, listing each item you need to discuss in your writing.
     - Put items in order from most to least of the important things in writing.
     - Gather information to back up what you plan to say or to help illustrate your points.
     - If the writing becomes appropriate and understandable, it will get input from others who are involved in discussing.
     - Write a brief summary of your entire writing - this will be your first paragraph.
     - Expand on each item listed in step 1, to make up the body of writing.
     - In your last paragraph, tell the recipient if he or she needs to take any action.
     - Set your writing aside before proofreading it. This will allow you to look at it with a fresh eye.

2. **Writing process**
   - There are four steps of the writing process, namely pre-writing, writing, revising, and proofreading.
     - Pre-writing.
     - Writing
     - Revising or editing.
     - Proofreading

**The Essence of Teaching Writing by Using Series Pictures.**

This is related to the results of the study that is accompanied by the students and mutual giving or feedback in learning. In teaching writing, there are four things that need to be considered by educators. Those things are raised by Nunan (2003). The first, educators could understand the reasons that were raised by the students. Second, educators should provide opportunities for students to write. The third principle is to give a good bait to help and to give meaningful in learning for the students. Fourth principle is determining the value of clarification that will be applied as the results of any writing of the learners. Here, educators are obliged to provide information to the students about the elements of language use to assess the result of students’ writing. Teaching writing has a great connection with various models of learning that teachers use in teaching. There are several models of teaching writing that expressed by Nunan (2003) namely the groups of writing, speaking and writing on the box, writing center, writing conference, and using of words on the board.
Research Method

In this research, the researcher applied quasi experimental design method. The design involves two groups namely experimental group and control group. The experimental group used series pictures and control group without series pictures (Gay, 2006).

In collecting the data, the researcher applied two kinds of instruments, they are writing test and questionnaire.

In this research, the data were collected after giving instruments of collecting data to the respondents (students). The classification of system score that the researcher uses are 80 to 100 (4) is classified as “very good” or “A”; 70 to 79 (3) is classified as “good” or “B”; 50 to 69 (2) is classified as “average” or “C”; 30 to 49 (1) is classified as “poor” or “D”; 0 to 29 (0) is classified as “very poor” or “E”.

Finding and Discussion

This research focused on the students’ five components of writing, namely content, organization, vocabulary, language use, and mechanics. In this case, this research focused on narrative paragraph (Salija, 2004).

The researcher found that the result of pre-test and post-test score of the components writing in experimental group are:

![Pre-test & Post-test in Experimental Group](image)

In addition, the researcher found that the result of pre-test and post-test score of the components writing in the control group.

![Pre-test & Post-test in Control Group](image)

Result of questionnaire of the experimental group was higher than questionnaire of the control group.
Conclusion and Suggestion

Based on the finding and discussion, the researcher puts forward conclusion that the use of series pictures method develop the students’ idea in the narrative writing skill better than the use of the conventional method. It was proved by the result of analysis test that showed the post-test of the experimental group is greater than post-test of control group (Xpost-test = 71.27 > Xpre-test = 52.91). The use of series pictures as visual material is interesting and applicable to the students. It was proved that most of the students are interested or got (78.5) In addition, there are a number of implications and suggestions in light of the key findings of this research, visuals are very important in gaining language knowledge; thus, the teachers and learners can use this media in learning and teaching process. Then, pictures help to make the language useful in the classroom, more realistic and alive, it helps maintain the student’s attention and makes the class more interesting. Visuals can be used at any stage of a lesson; so, everybody can learn about it. Pictures are worth a thousand words and automatically it provides practice for students with various ability levels in areas such speaking, reading and writing. Pictures represent a very economical stimulus. Having provided the stimulus, students are frequently happy to take initiative, discuss, and write about the image among themselves. The last is pictures are an easy way of bringing the outside world into the classroom; therefore, it can enrich the teachers’ and learners’ text and context about life dynamic and dimension for formal and non-formal situation and condition.

References


