Using Series pictures to develop the Students’ ideas in English narrative writing

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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 and 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, document analysis, in-depth observation 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.

Key words: English narrative writing, development and interest, and series pictures usage.

INTRODUCTION

The important of series pictures in an idea development of writing process

In educational context, the function of English is as a tool of communication to access information globally, to build interpersonal relationship, to share information, and to appreciate language esthetic in English culture (Depdiknas, 2003). English writing is one of the active skills that can assess students’ formal knowledge. To assess students’ formal knowledge, they have to read and understand about content. Writing becomes an essential thing that has to be done by the writers to give information, persuasion, description, and entertainment to the readers. Cynthia Ozick et al., (1988) as famous creative writers said that for the first time to be writer they had trouble to put the first word on paper. In other words, they said that ‘they suffer as always from the fear of putting down the first line’. However, they did very often it to begin their imagination over. They said that we may already have our own way to stimulate our imagination to make simply, trust, and change. Thus, the following pages each paper will provide us with helpful ways to spark our creativity.

In this case, creativity in writing can be developed if the students will study hard, full concentration, practice, and be patience. Mary Stephens (1995) stated that the picture for writing is a supplementary material for developing students’ writing skills, a systematic building in 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. Students can make different writing about pictures, and it helps to practice to use the writing skill what they already know and students feel need to learn more of them. It can also be some short narration about the picture where students can test themselves about writing skill they have been learning. 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).

One of the main features of the writing program is a writing activity which the learners should be given opportunities to communicate through writing, equally important, and simply to enjoy the writing. To build up students’ writing skill, the researcher uses the series pictures as good media or good visual material in writing which can be used both for productive and receptive skill in narration form. Teaching series pictures are the educators can build students’ interest in learning language through pictures. D. A Hill says that standard classroom is one of the possible ways for target language learning (Hill, 1990). Realization of this matter led the teachers to search for materials and methods which will aid to master the problems of this situation. D. A Hill said that 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 consequent enthusiastic use; and of bringing images into
the unnatural world of the language classroom (Hill, 1990). Learning is a complex process and it needs visual aids, especially pictures, are a great help in stimulating the learning of a foreign language. The students must use his ears as well as his eyes but it is the eye that is the primary conduct of learning. Good visual materials will help preserve the step of the lesson and students' motivation. As we learn most through visual encouragement, the more interesting and varied these encourage are, be faster and more effective our learning will be. B. M. Bowen says about Visual Aids in Language teaching: they vary the steps of the lesson:

- They encourage the learners to lift their eyes from their books, which makes it easier and more natural for one to speak to another.
- They allow the teacher to talk less by diminishing the importance of the verbal stimuli provided by the teacher’s voice, and allow the students to talk more.
- They enrich the classroom by bringing in topics from the outside world which are made real and immediate by the pictures.
- They spotlight issues, providing a new dimension of dramatic realism and clarifying facts.
- A student with a creative imagination will often find he learns a new language easily and enjoyably through the use of pictures while he finds it difficult to learn just from a textbook and dictionary.
- They make a communicative approach to language learning easier and more natural.
- They help to teach listening, speaking, reading, and writing and allow the teacher to integrate these skills constructively.
- They inspire imaginativeness in both the teacher and students.
- The provide variety at all levels of proficiency (Bowen, 1991).

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

- 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;
- It is often helpful if the students can respond to a text non – verbally: pictures provide an opportunity for non – verbal response (Wright and 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. Pictures with different situations are very worthwhile in the language classes, especially at basic level to write a narration.

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 good sense to relate the students’ potential and the context in and out of the classroom. In this sense, the teachers must have large range of resources as much as possible to stimuli and enrich the students’ development idea.

Pictures are not only an aspect of method but through their forms, it will be represented the happened location, objects and people that they are an urgent part of the whole experiences we must help our students to manage with. Specifically, pictures contribute to:

- Interest and motivation;
- A sense of the context of the language;
- A specific reference point or stimulus.

In addition, The root of using series pictures (comic or graphic storytelling) according to Scot McCloud begins from Egypt Hieroglyph writing, Japanese Emaki, and Old-manuscript of the Middle of America. According to Will Eisner series pictures (comic or graphic storytelling) are as pictures order or pictures sequence. Scott McCloud defines in his Understanding Comic Book as a picture that conveys information or produces esthetic responds that see it. In other words, series picture (comic or graphic storytelling) is a picture story, picture narration, picture illustration, or picto-fiction. According to Roger Sabin the first comic is Francis Barlow’s work with the title is A True Narrative of the Horrid Hellish Popish Plot (1682) and The Punishments of Lemuel Gulliver by William Hogarth (1726). In 1884, comic by Ally Sloper’s work with the title Half Holiday publicized. It was called comic of the first strip magazine. It is a new breakthrough of comicness of the world that is as the first series picture with the same character in a story (1895) by R. F. Outcault. In addition, R. F. Outcault made comic with the title Hogan’s Alley as a symbol of resurgence of comicness of America. As a symbol of resurgence of comicness of America born some characters of comic like Superman in Action Comic (1938).

In addition, Japanese has comic also namely Manga. For the first time, Manga was made by Suzuki Kankei (1771) with the title Mankaku Zuihtsu. Next, by Santo Kyoden (1798) with the title Shiji no Yukikai. For this era, there are many Manga around the world such as Doraemon, Conan Detective, Kungfu Boy, and so on.

In Indonesia, we know well the comic of Si Buta Dari Gua Hantu by Ganes Th. This comic was born at 1967 by
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:

Wall picture and wall charts

Most wall pictures consist of combination of visual and verbal material. Their aim is to give information on topic. A wall picture, on other hand, is simply a large illustration of a scene or event, or a set of scenes or events (Bowen, 1991). The criteria for choosing or making good wall picture are relevance, recognition, size, and clarity. The best of storing wall pictures and wall charts is to display on the classroom wall. It is possible to add that A. Wright gives the definition of wall pictures, too. He says that wall pictures illustrate scenes, people or objects and are large enough to be seen by all the students (Wright, 1990). Wall pictures often show a complicated scene and contain many details, the whole class can see picture, it is ready to use and can be used more than one, it can be left on display or taken down. A feature which distinguishes a wall picture from a wall chart is the way it is used. Wall pictures are intended to be used with whole class. Wall charts are most part unsuitable for whole class teaching because they are usually complex, with printing too small to be seen by the learners from their seats. There are exceptions: homemade charts can be made too big enough for the whole class to see and some published material. (Bowen, 1991)

Sequence pictures

Sequence pictures are series of pictures on a single subject. They reveal their story or theme, like a strip cartoon, in a connected set of illustrations for good selection and display the teacher must:

- Make the titles and captions large enough to read, or omit them all together and do the describing orally.
- Link pictures. There should be continuity of characterization, setting and subject from picture to picture, with figures of uniform size and recurring landmarks.
- If book or magazine illustrations are copied, they should be simplified and parts not essential to teaching aims should be left out.
- The pictures themselves should all be the same size and similarly mounted in order to make a set (Bowen, 1991). The advantages of showing all the pictures together at the beginning are:
  - The learners gain an overall sense of the story or theme and can see not only its progression but its subtleties, its drama or humor.
  - As learners look through the sequence, each picture helps to clarify the meaning of the others.
  - The vocabulary needed to tell the whole story or describe the whole theme can be discussed, so there will be less hesitation when the learners do the telling or describing.
  - Class time is saved by putting up pictures in advance. (Bowen, 1991).

Flash cards

Flash cards are word flash cards and picture flash cards. Picture flash cards are teacher’s accompanying guide. The picture collections are built up and used by number of teachers’. Picture flashcards are most suitable for representation of a single concept, such as an object or an action. Teachers’ representation of a single concept, such as an object or an action. Teachers can use flashcards for presentation new item, for practice of previously taught language, for revision. Word flash cards are on which words have been printed can be held up rapidly, or ‘flashed’ by teacher before the class. The cards can be used to demonstrate exactly what the teacher wishes and can be flashed again to consolidate learning. Word flash cards and inexpensive for the teacher to prepare. The cards are easy to store and to carry to the classroom. They are easy for the teacher and the students to handle and use at the appropriate moment. Work cards can include visuals as well as text. Magazine pictures, drawings, maps and diagrams can be important parts of work cards at all levels, used for variety purposes (Bowen, 1991).

Drawings on the board

Drawings on the board catch the students’ attention, change the pace of lessons, and variety and cause enjoyment, amusement and encourage naturals of response. The teacher can organize different activities through drawing on the board – He/she can teach vocabulary, spelling, pronunciation, drills and so on (Bowen, 1991). Previously described types of visual aids can be used any stage of the lesson. At the same time teachers should think about carefully before starting to make a visual aid and consider the purpose, the specific learning points of the lesson, the characteristics of the young learners.

As a writer has to have ability in writing by using language patterns by written notice to express an idea and a message. The ability of writing means can understand what will be communicated, used in language patterns, organized in composing form, and also about
used in diction correctly. There are four types in writing
according to Gillie, Susan, and Mumford (2001), those
are description, narration, exposition and persuasion.
Description is writing with the depiction of objects that
uses the five senses namely; sight, hear, touch, smell,
and taste. The focus of this writing, it depends on the
senses that will be shown to the readers. Narration is a
storytelling that is used to describe a situation, preserving
history and also to entertain the readers. While exposition
writing is to explain a process or an idea. This writing is
required about a process or an explanation of definition
detail. Fourth type is persuasion which contains a
blandishment for someone to do something.

Writing skill

Writing is the best way to communicate each other. Using
skills can give attraction and improvisation to convey the
massages 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 backup 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 on it with a fresh eye.

In addition, there are some tips to develop the writing skill as follows:

- Avoid wordiness. Say out loudly what you are trying to write. Listen to how the words sound. For example; the sentence, "I found out that I should take a look at our past sales figures in order to come up with a plan to help us re-evaluate our sales technique" could be more simply stated as "I must take a look at our past sales figures to re-evaluate our sales technique."
- Write for your audience. Use simple language. You do not want the reader to need a dictionary to decipher what you are trying to say. You shall not try to impress your reader with your huge vocabulary. It will frustrate your reader instead. Most people are juggling several writings at the same time, and those are interested in receiving the necessary of information. As writers have responsible for making this happen. For instance in saying, "His gregarious nature credentials him as a superlative candidate for the job," say "His friendliness makes him a top candidate for the job."
- Stay away from jargon that the readers may not understand. If your work is very technical, try to make simple thing and make familiar words agree with situation and condition of the readers.
- A cliché in words that will make the reader go away or at least it does not make him or her remember what you are saying. Writing has to be memorable. However, it sounds clichés often, and it will sensitize to the readers. In addition, the words are not uniquely associated in writing. For instance, "Don't put off until tomorrow what you can do today" in a proverb and it is trying to motivate the readers. However, it can be simply saying, "Stop procrastinating. Get the job done now."
- Use the active voice. The active voice makes your sentence stronger and usually shorter.
- Do not be redundant. It is not necessary to say "2 p.m. in the afternoon" or "the expectant pregnant woman." Saying "2 p.m." or "2 in the afternoon" or "the expectant woman" or "the pregnant woman" all convey what we want to say and are less wordy.
- Pay attention with the grammar. A good dictionary should be nearby with a thesaurus. A thesaurus will allow us to keep our writing fresh by helping us find a variety of words to use.
- Proofreading is one of the most important things we can do to make accurate and understandable in writing.

Related on the tips above, there are some ways also to strengthen the writing skills as follows:

- Read and write frequently. Read as much as you can from a variety of sources, including plays, essays, fiction, poetries, news stories, business writing and magazine features.
- Practice writing in different formats and in as many real situations as possible. Writing emails is good practice, but realize that writing for school and business is usually more formal than an email to a friend.
- Share your writing with others and get feedback. Feedback helps you to anticipate how readers may interpret your writing and what types of questions they may have. This stage can help you anticipate what the readers want to know.
- Become familiar with current issues in society and develop your own opinions on the issues. Convince someone with your opinion and argument well. Taking speech and debate classes can help you think through issues and communicate them to others.
- Try some extracurricular of writing such as school newspapers, yearbooks, and creative writing clubs offer opportunities to express ideas in writing.
- earn to see writing as a processing, brainstorming planning, writing and then editing. Those apply on all
writing activities.
- Listen to the advice of English teacher and lecturer that had been given in teaching of writing.
- In writing try to be well-developed and well-organized, using precise, clear and concise language.
- Remember that everyone can improve writing skills. Confidence and skill will grow with the more writing you do. Practice and work lead to get achievement.

Writing process

There are four steps of the writing process namely pre-writing, writing, revising, and proofreading.

Pre-writing

Pre-writing is generating ideas and preparing to write. Whatever type of writings’ student is only an attempting. The pre-writing stage can be the most important thing if the students can gather their information, and begin to organize it into a cohesive unit. This process can include reading, taking notes, brainstorming, and categorizing information. Pre-writing is the most creative step and most students develop a preferable way to organize their thoughts.

Writing

Writing a first draft or a discovery draft is putting our thoughts down on paper. The actual writing stage is essentially just an extension of the pre-writing process. The students transfer the information what they have gathered and organized into a traditional format. This may take the shape of a simple paragraph, one-page essay, or multi-page report. Teaching about writing can be good as simple as evaluation literature, and explore what makes the piece of writing enjoyable or effective. It also involves to help a student to choose the topics for writing base on their personal interest. Modeling the writing process in front of the students also helps them to see what the teachers struggle for words and have to work at putting ideas together.

Revising or editing

Revising or post writing is questioning, re-thinking, editing our draft until it says what we want to say, preparing a final copy, proofreading it, and publishing it; so that, we can share it with others. In addition, revising or editing is usually the least favorite stage of the writing process, especially for beginners. Commenting on own writing can easily create tension and frustration. Revising can include adding, deleting, re-arranging and substituting words, sentences, and even entire paragraphs to make the writing more accurate as re-present on an ideas of writing.

Proofreading

This is a chance for the writers to scan their paper from grammar, punctuation, and spelling error. It can be tempting the teachers to perform this stage of the writing process for the students. It is important to know the proofreading skills can improve students’ writing skill.

The essence of teaching writing by using series pictures.

The essence of teaching means the teachers and the students explore how each other can communicate in learning. Teachers facilitate students in learning and so that, the students can get the optimal results and quality in learning. There are three principles of teaching the language that expressed by Nunan (in Drajati, 2005) stated that good teaching is where the teachers involve to the students in the learning processes. For instance; first, the educators make clear the purpose of learning to the students, assist students in achieving learning goals, and provide opportunities for the students to create a settlement with the tasks that the teachers have been given. Second, improving the teaching for the students. This means that the educators must always try anything new, save the results of learning and student learning, and observe how to teach. The third principle is to make learning more interesting that is based on the tasks to develop the teaching continuously.

This is related on 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 needs 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. This is to reduce the gap between the goals of educators and learners. This gap is often found in the class if the educators did not understand the reasons that were raised by the students. Second, educators should provide opportunities for students to write. In addition, the educators can provide a variation of teaching writing. For example, writing a letter, writing a conclusion, writing poetry or other types of words that makes students enjoy in writing activities. The third principle is to give a good bait to help and to give meaningful in learning for the students. Each writing that is produced by students must be given feedback and it does not need to be written by teachers themselves, but it can be through a recorded voice or in a tape recorder which the educators can provide keys of error of the students and the students can edit their own results in writings. 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 (2003:87) namely the groups of writing, speaking and writing in the box, writing center, writing conference, and using of words on the board.

(1) The groups of writing mean students have to gather to learn, in turn to write, and edit or check the writing to one another.
(2) Speaking and writing in the box aims to give advice between the students how to speak and write something and suggestion to the others student.
(3) Writing center is held by teachers in order to provide a place for students to write creatively.
(4) Writing conference is an action where students are given deliberacy in writing and also given the opportunity to share with friends and also given the opportunity to criticize any writings of friends with a fair and polite.

Teachers provide the keywords in writing sentences by using words on the board. In this connection, teaching writing with series pictures is also an alternative of learning that it is very educational and very interesting for the students. In addition, series pictures are educating the students, and will direct them toward the development of mental. This is related on the power of imagination and creativity in writing a story. Therefore, teaching series pictures will give a reflection of language and culture from the presented story and it enriches the content of writings and character of students’ development.

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).

Research Instrument to Collect the Data

In collecting the data, the researcher applied two kinds of instruments, they are writing test, document analysis, in-depth observation, and questionnaire. The writing test consisted of three kinds of picture units (what to say at the doctor, what to say at the hotel, what to say in the neighborhood). The test applied in two sections. The pretest (first test) was intended to find out the basic knowledge of the students and it was given before doing treatment. The posttest (second test) was given after there was a treatment to the students. The function of the writing test is to know how the students’ content, organization, vocabulary, language use, and mechanics level in narrative writing. And, the questionnaire was given to find out students’ interest in the use of series pictures as teaching material. The questionnaires used Likert Scale with the options those are strongly agree, agree undecided, disagree, and strongly disagree.

Technique of Data Analysis

To analyze data the researcher used SPSS 15.0 program for Windows Evaluation Version. 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.

(1) is classified as “poor” or “D”; 0 to 29 (0) is classified as “very poor” or “E”.
(2) is classified as “average” or “C”; 30 to 49
(3) is classified as “good” or “B”; 50 to 69
(4) is classified as “very good” or “A”; 70 to 79

The Result of Assessing Writing Components.

This assessing was given to emphasize in particular feature on traits of essay in narrative writing. 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 components writing in experimental group. The score of components of writing showed that the students’ highest score of components of writing is Organization. The result showed that was in pre-test score of components of writing (103) and the result showed that was in post-test score of components of writing (162). Then, the score of components of writing showed that the students’ low score of components of writing is Mechanics and Language use. The result showed that was in pre-test score of components of writing (88) and the result showed that was in post-test score of components of writing (147).

In addition, the researcher found that the result of pre-test and post-test score of components writing in control group. The score of components of writing showed that the students’ highest score of components of writing is Organization. The result showed that was in pre-test score of components of writing (99) and the result showed that was in post-test score of components of writing (132). Then, the score of components of writing showed that the students’ low score of components of writing is Content. The result showed that was in pre-test score of components of writing (91) and the result...
Pre-test & Post-test in Experimental Group

Pre-test Ex (Organization) 147
Post-test Ex (Organization) 103
Pre-test Ex (Mechanics & Language use) 88
Pre-test Ex (Mechanics & Language use) 162

Figure 1: Pre-test and Post-test in Experimental Group (Highest and Low Score).

Pre-test & Post-test in Control Group

Pre-test Co (Organization) 110
Post-test Co (Organization) 99
Pre-test Co (Content) 91
Post-test Co (Content) 132

Figure 2: Pre-test and Post-test in Control Group (Highest and Low Score).

showed that was in post-test score of components of writing (110). Thus, the researcher also found the same score of the components of writing in pre-test of control group namely Mechanics (92) and Vocabulary (92). The post-test same score of components of writing in control group namely Content (110) and Mechanics (110).

Result of questionnaire of experimental group was higher than questionnaire of the control group. It showed that the questionnaire of experimental group was 78.5. It means that it is categorized Good score classification. Whereas, the questionnaire of control group was 50.4. It means that it is categorized Average score classification. It is relevant to Penny Ur (1996:281) statement that there are many ways to arouse students’ interest by considering clear goals, varied topics, visuals, challenging, entertainment, and personalization. By using questionnaire both of groups to measure the students’ interest, it showed that visual method or picture method could significantly build to the students’ achievement and students’ interest in writing activity.

DISCUSSION

From the finding and explanation above, the researcher can say that the use of series pictures method as visual media or picture media is applicable for teaching English narrative writing. It indicated that there is improvement the students’ writing skill in narrative writing particularly the five writing components and particularly their interesting to use series pictures in writing activity.

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 results of pre-test and post-test score of the components writing in experimental group are (figure 1, 2 and 3):

In addition, the researcher found that the result of pre-test and post-test score of the components writing in the control group. Result of questionnaire of the experimental group was higher than questionnaire of the control group.
CONCLUSION

Based on the finding and discussion, the researcher put forward conclusion that the use of series pictures method develop the students’ idea in the narrative writing skill of second semester of English Department students of Letter Faculty at UMI better than the use of conventional method. It was proved by the result of analysis test that showed the post-test of experimental group is greater than post-test of control group ($X_{post-test} = 71.27 > X_{pre-test} = 52.91$). The use of series pictures as visual material is interesting and applicable to the students. It was proved that most of students are interested or got (78.5) Good score classification in using series picture to write narrative. Therefore, it can stimulate and encourage the students to develop their ideas, mental, and imaginations to write narrative in English writing. The output of correlation test between students’ achievement and students’ interest showed that there was not significant different (same relativity). It means some of the students have good achievement without having any interest or some of students have good interest to get good achievement. In addition, when mastering a language, visuals are very important in gaining language knowledge. Pictures help to make the language useful in the classroom, more realistic and a live, it helps maintain the student’s attention and makes the class more interesting. Visuals can be used at any stage of a lesson. Pictures are worth a thousand words. 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. Pictures are an easy way of bringing the outside world into the classroom.

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