

CHAPTER II

WRITING AND PICTORIAL MEDIA

A. The Nature of Writing

1. Definition of Writing

Writing is one of the language skills. It is generally defined as the activity of transferring ideas to written forms although they just study to write and to pronounce a single word. Meyers (2005 : 2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994: 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.

Harmer (2004 : 86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Boardman (2002: 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

From the definitions above the researcher can conclude that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen, or other written media.

2. Micro Skills of Writing

There are some micro skills of writing should be mastered by the students. According to Peha (2010: 40 – 41) “Writing culture serves the following function, they are for action, such as public signs, for social contact such as letter and postcard, and for information, such as newspaper and magazine, and for entertainment, such as film, poetry, and songs. “

There are some micro-skills for writing. According to Brown (2001:343), there are some micro-skills for writing that the students should master. For example, the students should be able to produce good writing with good grammar, appropriate word order pattern, express a particular meaning in different grammatical forms, etc. Also, the students are also required to be able to produce communicative written texts according to form and purpose of the text. It means that in writing English, there are some rules should be obeyed by the students. The rules can guide the students to write well.

3. Writing Skills

Writing is one skills of language should be mastered by the studnets. Oshima and Hogue (1998) stated “Approaches writing skills as one’s ability to produce sentences, develop them into paragraphs with correct grammar and mechanics.” These deal with organization, sentence structure, and mechanics. Organization refers to what a paragraph looks like, what indenting is, what margins are, what a title is and where to write it. A paragraph is a group of related sentences about a single topic. The topic of a paragraph is one, and only one, idea. The first word in a paragraph is moved to the right about one-half inch. This is called indenting the first word. Also, there is blank space down both the left and the right sides of the page. These blank spaces are called margins. Each paragraph should have a title. A title tells the topic of the paragraph in a few words. A title is short. It may be one word or an incomplete complete sentence.

B. The Nature of Descriptive Paragraph Writing

The primary purpose of descriptive writing is to describe a person, place or thing in such away that a pictorial is formed in the reader's mind. It does not tell the reader that the flower is beautiful, it shows them the flower is beautiful. The reader feels like he/she is a part of the writer's experience of the subject. According to Oshima and Hogue (1998: 48), descriptive paragraph includes details that appeals to the five senses: sight, taste, touch, smell and hearing. In a

descriptive paragraph, the writer must convey information that appeals to all the senses – touch, taste, sight, smell and sound – in order to give the best possible description to the reader. Some prompts that teachers may use when they want a descriptive piece of writing are describe a place, a person or event; tell about a place, a person or event; relate what happened at an event.

Characteristics of Good Descriptive Writing

1. Good descriptive writing includes many vivid sensory details that paint a pictorial and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive writing may also paint pictorial of the feelings the person, place or thing invokes in the writer.
2. Good descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint the pictorial in the reader's mind.
3. Good descriptive writing uses precise language. General adjectives, nouns, and passive verbs do not have a place in good descriptive writing. Use specific adjectives and nouns and strong action verbs to give life to the pictorial you are painting in the reader's mind.
4. Good descriptive writing is organized. Some ways to organize descriptive writing include: chronological (time), spatial (location), and order of importance. When describing a person, you might begin with a physical description, followed by how that person thinks, feels and acts.

Descriptive writing is used in all modes of writing (Expository, Narrative, and Persuasive) to create a vivid and lasting impression of the person, place or thing.

C. The Components' of Paragraph Writing

Writing does not just happen it involves our intense participation, engagement, even immersion in the process. Writing allows for retrospective thinking, writer commits ideas to paper and then may look back at their words and sentences structure to ensure their appropriateness. Furthermore,

writing allows for higher level of abstraction more complex ideas can be presented in written form because it can be read over and over again.

A paragraph is a basic organization in writing in which related sentences develop the main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant however the paragraph should be long enough to develop the main idea clearly. A paragraph usually has three major structural parts: topic sentences, supporting sentences, and concluding sentences. Oshima and Hogue (1998: 3) state all paragraphs have a topic sentence and supporting sentences, and some paragraphs also have a concluding sentence. Similarly, Oshima and Hogue (1998: 17) identifies three elements of paragraph: beginning, middle, and ending. In this context we may equate beginning with topic sentence; middle with supporting sentences; and ending with concluding sentence. So, the topic sentence states the main idea of the paragraph. It does not only name the topic of the paragraph, but it also limits the topic in one or two areas that can be discussed completely in the space of a single paragraph. Supporting sentences develop the topic sentences. That is they explain the topic sentences by giving reason, examples, facts, statistics, or quotation. At last, concluding sentence signal the end of the paragraph and leaves the reader with important points to remember.

Oshima and Hogue (1998: 2) define paragraph as a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant however, the paragraph should be long enough to develop the main idea clearly. Similarly Richards and Schmidt (2002: 382) define paragraph as a unit of organization of written language in many languages, which serves to indicate how the main ideas in a written text are grouped. In a strong paragraph all sentences should be about the same topic. When a writer wants to write about one new idea, the writer should begin a new paragraph. Moreover, Oshima and Hogue (1998: 25) emphasizes that each paragraph should tell the reader about just one idea. When a writer has

many ideas, some of them have to be omitted or the writer needs to write more paragraphs.

A description shows what someone or something looks like or what something feels like. It is a method of development that stresses the lively information of something; perhaps a place, an object, a person, or a mood. According to Kane (2000: 351) states “Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception”.

Descriptive text or paragraph is a paragraph which describes a particular person, place, or thing. (Pardiyono: 2006, 12). Here are the elements of descriptive text as follow:

- A. The purpose of the descriptive text are :
 - 1. To describe current activities or events
 - 2. To describe activities in the realia
- B. The generic structures of the descriptive text are :
 - 1. Identification; identification is identifies phenomenon to be described.
 - 2. Description; Description is describes parts, qualities, characteristics
- C. The language features of the descriptive text are:
 - 1. The use of simple present tense
 - 2. Action verbs

Pardiyono (2006: 28) adds that to begin a description text or paragraph, as the first step a writer should make identification and follows by description. Identification is used to introduce an object or something that would be described. Part of identification in descriptive text is the topic sentence in text writing generally. The next part is description that described the object in part of identification. The description is supporting sentence in text writing generally. Part of identification and description are the essential elements of descriptive text.

D. The Nature of Pictorial Media in Language Teaching

Teaching by using pictorial media is helpful. It can minimize student's bored in the classroom with method of lecturing or using textbook only. Pictorial means media that bringing a reality into a classroom as and aid to explain the lesson. Pictorial is useful because it:

1. helps to draw the student's attention; and
2. helps to make the language used in the class more real and alive.

Media is the main supporting tools in teaching learning. The teacher needs media to facilitate students to learn. So that it will be more effective and useful. Gerlach and Melnick (1980: 16) stated:

Pictorial media are two dimensions visual representation of person, places, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs and maps are widely used...A pictorial may not only be worth a thousand words it is may also be worth a thousand years or a thousand miles.

It means through pictures, learner can see people, place and things from areas for outside their own pictorial can also represent image from ancient times or portray the future. We can simply say that educational media is instrument, idea, tool or person which manipulate method and technique to convey information in order to communicate and interact more effectively among teacher an students in the process of teaching learning. Besides, media is not only functioning as a tool to assist teacher but also increase the effectiveness of teaching learning activity as well.

Wright (2004: 9) says that, "pictorial is one of the important media that can be used in the teaching learning process, especially in teaching English. The pictorial can represent human life such as people, animal, thing and activities." The aim of pictorial media is to help students and the teacher in teaching learning activity. In teaching, the teacher has to vary the media based on the material. In this research, the writer taught descriptive paragraph writing that's why the writer chooses pictorial media.

Pictorial media is important to motivate the students. Choosing them is integral part from the lesson plan process. This means media helps the students to aim the goal of lesson. Reiser and Dick (1996: 70) state media are often used to help present this instruction activity. Many teachers have found that the students interesting with visual image.” In the other words, the use of varying media can decrease boredom in the classroom, and it also appeals to the different students learning styles. In addition, (Wright (2004: 2) states specifically pictorial is “Contribute to interest and motivation, a sense of context of the language, and a specific reference or stimulus”. Pictorial as teaching media obtain variety of teaching atmosphere in the classroom. Burden and Byrd (1999:144) states: “A variety of media are available for instructional use including visual and audio visual materials.” The visual media in the classroom teaching activity refers to media format such as overhead projector, transparency, filmstrip, and even chalk and black board. It means that visual teaching aids includes all teaching sources that available on the classroom from where the students are facilitated in the teaching learning process, and it may include the use of picture. The visual media is teaching facilities that provide by students language experience by looking, examining, exploring and employing the object being represented.

E. The Function of Using Picture in Learning

The use of picture in teaching learning process can be very effective to help students in understanding material. Besides, it also builds students’ interesting and motivation in learning. Therefore, the researcher provides explain some functions of using picture in learning:18

1. Attention function; engaging and leading students’ attention to concentrate with the content of material related to picture that is shown or espousing a text of subject,
2. Affective function; picture or visual sign can encourage students’ emotion and attitude, for instance information related to social problem,
3. Cognitive function; visual media can be seen from artifacts or research reveal that visual picture make the achievement of purpose easier to be understood and remains

information or message that is in the picture, 4. Compensatory function; the learning media can be seen from the result of research that visual or picture can give a context to comprehend a text and help students in lacking of reading. Based on the research, by giving a stimulant such as picture to the students it can make better the result of learning.

F. The Advantages and Disadvantages Teaching Writing by Using Pictorial Media

In teaching writing by using pictorial media there are some advantages and disadvantages in applying the pictorial media for the students. According to Wright (2004: 17), the roles of pictorial in speaking and writing are as follows:

1. Pictorial can motivate the students and make him or her want to pay attention and want to take part.
2. Pictorial contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train).
3. Pictorial can be described as an objective way ('this is a train.') or interpreted ('it's probably a local train.') or responded to subjectively ('I like traveling by train.')
4. Pictorial can cue responses to questions or cue substitutions through controlled practice.
5. Pictorial can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

Meanwhile Wright (2004: 28) states that pictorial of all types are easy to produce, the supply is inexhaustible, they may be used in many different ways and they make a strong appeal to everyone. Pictorial can also substitute objects that cannot be presented in the classroom. They have the obvious advantage of being easier to carry around.

Besides the advantages, there are also some disadvantages of applying pictorial media in teaching writing. Wright (2004: 20) stated that using

pictorial pictorial in teaching writing needs the teacher ability to enhance the pictorial with the material presented in teaching learning process. If the teacher can not do that, the use of pictorial media in teaching would be not effective.

G. Teaching Procedures of Teaching Descriptive Writing by Pictorial Media

Based on Heaton (1988:146) the procedures of teaching descriptive writing by using pictorial media are as follows:

1. Giving prologue and illustration about the pictorial story.
2. Introducing the pictorial story.
3. Giving some tips to improve and to strengthen the writing skill of the students and gives advice about the organization of paragraph and language use in writing.
4. Explaining about the topics to the student whether they understood about the topic or not and explained more about the steps to write descriptive
5. Showing the pictorial story.
6. The students write a descriptive text and gave space for improvisation based on the topic of pictorial story.

H. Relevant Previous Study

Several researches have been done to explore the usefulness of pictorial media to improve students' writing ability. A research conducted by Singh, et al (2017, p. 88) found that the use of picture series enabled students to enjoy the process of writing and abandon the thought of writing was difficult. It provided different perspective on writing to the learners. For example, writing could be fun when teacher planned picture-based classroom activities during pre-writing stage to increase their enthusiasm and motivation. It would attract students to complete the writing task. Students with high motivation would be motivated to learn and hence it could improve their learning achievement and attain meaningful learning.

This finding also lends support the study conducted by Triacca (2017, p. 1) who discovered that using images in teaching practices is a need, an opportunity and a challenge for the modern teacher: a need, since the language of the image is universal and everyone can recognize it well.

In addition, Handayani (2017, 28) reported that from the research findings, it can be concluded that the students' attitudes toward the use of picture in teaching writing was very positive. Students can improve better and be able to generate ideas from the visual aids that they see. Another research by Deviga and Diliyana, Y. F. (2020, 79) concluded that the use of pictures in teaching writing can be very helpful and make the students to have less burden in writing their composition.

Based on the above previous relevant studies, it can be concluded that the use of pictures are really helpful for the students to learn writing in a better way.