CHAPTER II

STUDENTS' WRITING SKILL BY USING PICTURE AND PICTURE MODEL

A. The Nature of Writing

1. Definition of Writing

Writing is a medium of human communication that represents language through the inscription or recording of signs and symbols. According to Alice Oshima (2006:265) defined writing is a process of creating, organizing, writing and polishing. Meanwhile, Harmer (2001:79) writing is a form of communication to deliver through or to express feeling through written form. Moreover, Sokolik (2003) in Linse and Nunan (2005:98) writing is a combination about process and product. The process refers to the action in gathering ideas and working until it is presented in a habit that can be polished and comprehended by the readers.

Additionally, Nation (2009:113) stated "Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading". The preparation is include the possible words to come into productive use. Writing is as a preparation aspect of beginning activity of other skill such as listening, reading or speaking.

Based on definition above the researcher conclude that writing is a kind of communication way through a written form and also a process of creating, organizing, and express ideas or feeling in written form.

2. **Kinds of Writing**

According to Kane (2000:6-7) there are some kinds of writing such as exposition, description, narration, and persuasion. Writing depend on its purpose it may to inform, to persuade, to describe thing, and to entertain the readers.

a. Exposition

Exposition is a kind of writing that constructed logically that organizes around cause, effect, true or false, less or more, positive negative, general or particular, and assertion or denial.

b. Description

Description deals with perception. It's commonly visual perception. The patterns in description are above/below, before/behind, right/left, and etc.

c. Narration

Narration is a series of related events or a story. It is usually consist of times of events and place of event.

d. Persuasion

Persuasion is a kind of writing that ask audiences to believe about something. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof.

e. Another kind of writing is primarily entertaining includes fiction, personal essays, sketches. This writing is certainly important, but it is more remote from everyday needs than exposition or persuasion.

From some kinds of writing form and function above the researcher will conduct exposition writing, especially analytical exposition. Analytical exposition is a form of essay or argumentative text designed to persuade the reader or listener that something is the case.

3. **Analytical exposition**

   a. Definition of analytical exposition text

   Analytical exposition is a kind of text which uses to persuade the reader or listener that something is the case. An analytical exposition text evaluates a topic critically but focuses only on one side of an argument. Based on students' English book XI Curriculum 2013 (2017:47) the purpose of an exposition text is to persuade your audience or the reader to look at an issue with your perspective. The examples of exposition text are such as editorials, letters, newspaper articles, essays, speeches and legal defenses.

   b. Generic structure of analytical exposition

      1) Thesis

      Thesis is first part of analytical exposition text that introduces a topic and indicates the writer's position.

2) Arguments

Arguments are relates main arguments outlined in preview; develops and supports each point/argument. The argument and point of view have to be supported by facts and relevant information.

3) Conclusion

Conclusion is restatement of the thesis statement and summarizes of statement.

c. Language features of an analytical text

1). Use thesaurus to find an appropriate word.

2). Use present tense.

3). Use mental verbs.

4). Use saying verbs.

5). Use connecting words.

6). Use casual conjunctions.

7). Use words that express the author's attitude.

8). And use persuasive techniques.

d. Example of Analytical Exposition Text

The example of analytical exposition is as follow:

Title	**The Problem of Being Too Fat**
Thesis	Being too fat is commonly known as overweight or

	obesity. It is simply defined as too much body fat inside. Overweight potentially leads high risk of health problem.
Argument 1	Being too fat is recognized as a major factor for heart disease. Due to the overweight, the heart will work harder. It can lead to the heart attack.
Argument 2	Furthermore, obesity potentially rises blood cholesterol and blood pressure.
Argument 3	In addition, being too fat can change the amount of sugar in the blood. This will cause diabetes and other serious disease.
Argument 4	Beside all of that, being too fat is often avoided by many young women. They said that becoming too fat will bother their physical beauty appearance.
Conclusion	More serious studies are necessary to see the effect of obesity. However it is clear enough that overweight is not good enough for healthy life.

http://britishcourse.com/contoh-analytical-exposition-the-problem-of-

being-too-fat.php

4. Aspect of Writing Skill

According to Heaton (1988:135) teaching writing skills are complex and sometimes difficult. The grammatical, rhetorical devices, conceptual, and judgmental elements are required to mastery. Writing has some aspects that can help the learners or students in learning how to make a good writing. There are five general components of writing as follows:

a. Language use: the ability to write correct and appropriate sentences.

b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language. For example punctuation and spelling.

c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.

d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.

e. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

Additionally, Byrne in (Sari, 2014), stated that mentions that there are five components of writing. The components of writing are as follows:

a. Organization ideas

An organization idea is a component that the most important part of a piece of writing. Based on Starkey (2004:2) stated that the organization idea lets the writer to see the developing of their ideass fit

with the framework. According to Brown (2001: 357) there are some categories of organization on writing. They are effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.

b. Grammar

According to Williams (2003:171-172) grammar is about how some words fit together in patterns to communicate meaning. "Knowledge of grammar is important to teachers for several reasons; one of the more significant is that it helps them differentiate between the problems of usage and the problems of grammar that they find in student writing." So that, Grammar is important in writing it means that if the grammar is mussy so the writer be cannot transfer clear information to readers.

c. Vocabulary

Vocabularies are also important component in writing because without vocabulary a writer cannot create a text or written. Vocabularies here related to words that will be using to write a text. A writer has to choose the appropriate words before write a text. Therefore, by writing many vocabularies would help the readers to explore more deeply about what the writer is telling about.

According to Hiebert and Kamiel (2005:3) "vocabulary is the knowledge of the meaning of words". Therefore, knowing many

vocabularies will make easier to express ideas, feeling, and thoughts both in written form or oral.

d. Content

Content is one of categories of evaluation student writing especially in a process orientated classroom. Brown (2001: 356-357) stated that there are some categories of content on writing. They are as follows:

1). Thesis statement.

2). Related ideas.

3). Development of ideas through personal experience, illustration, fact and opinion.

4). Use of description, cause and comparison.

5). Consistent focus.

e. Mechanic

According to Brown (2001:357) there are some categories of mechanic on writing. They are spelling, punctuation, citation of references (if applicable), and neatness and appearance.

Based on some aspects of writing above, the researcher concluded that there are four aspects of writing which should mastered the students to write true writing text. From the aspects the researcher will improve students' writing skill, especially on vocabulary and organization ideas aspect.

5. **The Process of Writing**

     Based on Westwood (2008:70) writing has some various processes. Process of writing is typically implemented through various models such as writer workshop, shared writing, guided writing, and the conference approach.

     The actual process of writing is made explicit to the students; it can be starting with the planning and gathering of ideas, through the various stages of drafting and revising to the completed product. In teaching writing in the classroom the teacher is expected to use strategy, and in the writing strategies must involve the teacher in giving clear demonstration, explanation and modeling, followed by guided practice with feedback, leading eventually to students' independent use.

     According to Harmer (2004:4) there are four elements in writing process. These elements are as following:

a. Planning

     Before writing or type and decide thing to write, it is be better to make planning. From some writers this may involve making detailed notes. And in planning step writer should think about three issues. The first consider the purpose of writing, the second the writer should know the writing for, and the last is consider the content structure of the piece such as the best to sequence the facts, ideas, or arguments which decided to include.

b. Drafting

Drafting is a piece of writing form in the first version. So that the writers should make a draft such as assumptions and references for the next step in writing process.

c. Editing

In this step, the writer should observe and read the draft. It purposes to see the order of the information is not clear or confusing. It concludes words and grammatical accuracy.

d. Final version

In final version the writers have edited the draft, making the changes that consider being necessary.

B. The Nature of Picture and Picture Model

1. Definition of Picture and Picture

Picture and Picture is one of cooperative learning model. According to Istarani (214: 8-9) Picture and Picture is a model of learning using the image or picture media in a learning activity where the images are paired with each other or can be sequenced into a logical sequence. Picture and Picture learning model is a learning method that has a series of teaching material delivery by showing concrete images to the students so that students can understand clearly about the essential meaning of teaching materials that are presented to the students. This model uses the drawings concerned with the subject matter.

Moreover, Hamdayama (2014: 229) Picture and Picture is a learning model where teachers use tools or media images to explain teaching materials and facilitate students to active learning.

From several definitions above the researchers concluded that Picture and Picture is a model of teaching and learning that uses images and paired or sorted into a logical sequence. In the process of this learning activity the drawings become the main factor. In the learning activities of this Picture and Picture model the teacher uses the image to be displayed in the form of a card or in the form of a large size.

2. The Procedure of Picture and Picture Model

Picture and Picture model has several steps that must be done in teaching and learning activities. Istarani (2014: 15-17) states that there are seven steps to be done in the use of Picture and Picture model. There are as follows:

a. In the first step the teacher conveys the basic competence of the subject to be achieved. Besides, the teacher also conveys the basic competency achievement indicators so that the students' score can reach the Minimum Completion Criteria of value (KKM).

b. In the second step, the teacher presents the material as an introduction. In this stage the teacher is expected to convey what is the basic competence of the subject in question.

c. In the third step, the teacher shows pictures of activities related to the material. In this activity the teacher teaches students to get actively involved in the learning process. The students are asked to observe every picture shown by the teacher or the other students. This activity can make it easier for students to understand the material being taught.

d. The teachers appoint or invite students alternately to install or sequence pictures so that the image becomes a logical sequence.

e. And then, the teacher asks the students the reason or rationale of the order of the pictures. On this fifth step there will be discussion in the learning activities. This is done so that peruses learn to teach more interesting and fun.

f. From the previous step the teacher began to embed the concept or material in accordance with the competence to be achieved.

g. In the last step is the conclusion or summary section. The teacher and the students take the conclusion as the reinforcement of the subject matter. The teacher helps the students in the process of making conclusions and summaries.

3. **The Requirement of Picture and Picture Model**

There are three conditions or requirements in the use of learning Picture and Picture model. Istarani (2014: 9) states that the main requirement in the use of image media in the model of learning Picture and Picture are as follows:

a. The pictures that will be used in the learning activities are the pictures based on facts or images that actually occur. Therefore, the pictures should not be in engineering. It is because can lead to lies in teaching and learning activities.

b. The sequences of images are sorted in a systematic manner according to the occurrence.

c. The estimated picture of the event if the incident continues or it may be a picture of the imagination of a person who predicted future events in the future.

4. **The Advantages and Disadvantages of Picture and Picture Model**

According to Istarani (2014: 18) learning by using the Picture and Picture model has advantages and disadvantages.

a. Advantages of Picture and Picture Model

Such as other models of learning Picture and Picture model has advantages that can be used as a reference in delivering learning materials to students in the classroom. Below are five advantages of Picture and Picture model:

1). Using Picture and Picture Model makes the taught material more focused because at the beginning of learning the teacher explains the achieved competencies and the material briefly first.

2). Through the pictures of the material used and shown by teachers in the teaching and learning activities students more quickly capture the teaching materials.

3). It can improve the reasoning power or thought of the students, because students are asked by the teacher to analyze the existing pictures.

4). It can increase students' sense of responsibility because the teacher asks why the students are ordering the pictures.

5). It can make learning activities more memorable. It happens because the student can directly observe the picture prepared by the teacher.

b. Disadvantages of Picture and Picture Model

Meanwhile, Istarani (2014: 19) also explains that there are some disadvantages in Picture and Picture model. The disadvantages are as follows:

1) It is difficult to find good or quality pictures.

2) It is difficult to find an image or picture that matches the power of reason or the competence of the students had.

3) Both teachers and students are less accustomed to using the pictures as the main media in discussing a learning material.

4) Unavailability of special funds to find or hold the desired pictures.

C. Previous Relevant Study

There are some previous relevant studies of Picture and Picture Model which have been done by some researchers. The first was conducted by Siswo Sukarno (2014), in the research entitled Picture and picture model to improve interest and achievement of students in English language on writing recount text. The results of the research showed that implementation Picture and Picture model can improve the students' interest and achievement in writing recount text.

Meanwhile, the second research was conducted by Siti Muslikha (2013), the research with similar model and skill which focused on Picture and Picture model and the students' achievement. The result of the research also showed that Picture and Picture was effective to improve the students' achievement in learning process.

Furthermore, the third research was conducted by Hasmawar (2014), with the research entitled The Use of Learning Model of Picture and Picture in Increasing Students' Ability in writing Descriptive text. The results of the research showed that the average students' learning results has increased. The previous relevant researches above will be taken as the indicator to conduct this research. The expectation was Picture and Picture Model can help the students to improve their English writing skill.