

II. LITERATURE REVIEW

This chapter presents the theories used in the research. It covers a number of aspects; i.e. writing, aspects of writing, teaching writing at school, text, procedure text, picture, sequence of pictures, sequence of pictures in teaching procedure text, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Writing

Many people are afraid of writing because they see it difficult job to do. They never think about what writing can do in their life. Everybody must have ever written something, though it is just a list of shopping list, a letter, or may be sweet memories in his/her diary. In short, writing is a familiar thing around us.

Hoffman (1990:1) says that writing is a way of thinking. It means that while you get things down in writing, it helps you examine experiences, sort through information, and analyze ideas in order to understand and make better sense of the world. He also says that writing is an act of communication. Writing takes a greater importance when you begin to see it as a way to make yourself heard, to persuade people to see something the way, to argue for ideas you believe in, and to change things.

Meanwhile, Meyers in Retno (2006:31) states that writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action process of discovering and organizing your ideas, putting them on a paper, reshaping, and revising them.

Writing is a verbal communication. In writing, the writer tries to create dialogue to the readers. The dialogue happens in the writers minds. This is what we call as way of thinking. In order to make a good 'dialogue', the writer has to make a certain condition to a certain readers. The language use must be relevant to the readers so that they will get the meaning exactly like what the writer aims at.

Furthermore, Gould (1989:30) states that writing is an effort to create a dialogue with readers, and it involves exploring our relationship to our readers in much the same way that we explore our relationship to people we talk. Writing is not private; it is always a form of social dialogue, a way of talking to someone.

From the explanation above it can be inferred that writing is a specific ability, which helps writers to put their thoughts into words in a meaningful form and mentally interact with the message. This ability can be used to construct the writing text by using sequence of steps or actions.

2.2 Aspect of Writing

There are five classifications of the writing aspect based on Jacobs et al (1981:90).

1. Content

Content is the substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization means the logical organization of the content. It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary

Vocabulary refers to the selection of words that are suitable to the content. It begins with assumption that the writer want to express the ideas as clearly and directly as he can. As a rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language Use

Language use refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics

Mechanics is the use of graphic convention on the language such as capitalization, italics, abbreviation, numbers, hyphen, and spelling.

In addition, Haris (1974:68-89) also stated that there are five aspects of writing.

They are:

1. Content refers to the substance of writing, denoting the idea expressed that is written about in the passage.
2. Grammar refers to the employment of grammatical form and syntactic patterns. The principles of grammar that are of importance are those that concern words and those that concern word relationships.
3. Form refers to the organizational content or ideas, whether the passage has fulfilled the criteria of unity and coherence, or not.
4. Style means the choice of structures and lexical items to give a particular tone or flavour to the writing.
5. Mechanic refers to the conventional devices used to clarify the meaning. In composition, it is the general term for matters of spelling, capitalization, hyphenation, abbreviation, and the like.

In short, it is clear that basically aspects of writing skills require the content that refers to how the main idea is developed in accordance with a subject discussed, language use denotes the competency to write correct and appropriate sentence to bring out logical relationships in paragraph writing, mechanics means applying spelling, punctuation, capitalization, hyphenation, and abbreviation in the sentence(s), vocabulary indicates selecting suitable word(s) in the context, and organization represents logical organization of the content to achieve unity and coherence aspects. This research used five aspects from Jacobs.

2.3 Teaching Writing at School

Teaching is not easy job, it is a necessary one and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lessons can be difficult and students feel stressful at times but it is also worth remembering that the best teaching can also be extremely enjoyable. Based on the concept and function of English as stated in the 2006, Competence-Based Curriculum which has similar principle with Kurikulum Tingkat Satuan Pendidikan (KTSP) for Senior High School, the teaching learning of English has the purpose to develop four language skills; listening, speaking, reading and writing. The other English language components; vocabulary, structure and pronunciation (in speech) or spelling (in writing) are important to be taught to support the development of four language skills. It means that English teacher should teach the four aspects. It is not only reading or speaking but also listening and writing so that the students can master all these skills.

Teaching is showing or helping someone learns how to do something by providing with knowledge, causing to know or to understand (Harner, 2004:7). Related to the teaching foreign language, Lado (1969:125) states that simply the goal of teaching a foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as their great ideas in achievement. Teaching writing is to teach the students how to express their ideas in written form. In order to be successful in writing, the material presented must be relevant to their needs, interest, capacities, and ages

until they are able to make a composition with view or even no errors (Finnochiaro,1964:129).

It is now clear that teaching writing should provide the learners with the skill of how to integrate all the purposes. They are imitation (give the model of writing which may give learners a sense how to write language), training (in the use and manipulation of linguistic and rhetorical form), reinforcement (ask about some materials that has already been learnt to help the students to solidify their initial learning of the vocabulary), fluency (to improve students' fluency without worrying about accuracy of language form), and communication with emphasis on improving the whole performance.

In line with the statement above, it is clear that in writing teacher should help the students to write or to express the ideas in the written form, in practising their writing; they have to follow the steps to make their writing more effective. The writing process can be summarized as follow:

1. Pre-writing

In pre-writing, the writer selects the general subjects, restricts the subjects, generates the ideas, and organizes the ideas.

2. Writing

In writing, the writer set on paper the ideas in her or his mind into words, sentences, paragraphs, and so on.

3. Re-writing

The writer evaluates her or his writing; they are correcting the content and the form, correcting the vocabularies, punctuations, grammar, correcting writing errors, words duplications and omission.

(Edelstein and Pival:1998).

2.4 Text Types (genre)

Genre is a word used in functional grammar and is often called text type. Text types may be fictional (made up) or factual (information reports). In terms of the context genre embedded and the text types it produces, the term *genre* can be explored from three aspects.

First, genre is a social process. It is a kind of social activity following some sequenced stages, in which language is used and composed into spoken or written texts. The form of the texts can be either formal or informal; either standard or non-standard, in terms of the contexts embedded. Second, genre-based possesses a certain purpose or goal. People use genre approach to achieve a goal or accomplish a purpose in social activities. For example, the genre used in a sales encounter is used to sell or buy something. Third, the schematic structure of genre is dynamic rather than statistic.

Genre is a social activity; it differs in accordance with the social contexts, including the context of situation and the context of culture. It is changing horizontally as well as transversely. By horizontal change, it means that it is changing in conformity with values, beliefs, ideologies and habits of peoples from

different cultural backgrounds. By transverse change, it means that it is changing with the progressing of the times. For example, the development of technology usually leads to new genres; such as the invention of telephone make the verbal texts available on telephone. However, it does not mean that genre cannot be taught and the teaching of genre is unnecessary. As Knapp and Watkins (1994: 20) explain that genres are 'relatively' stable in social interaction and it is proved and shown that text types including report, exposition, explanation and debate are essential for school students learn and compose texts. There are twelve genres according to Brown: 2004.

Table 1. Types of Texts (Genre)

No	Genre	Social Function	Generic Structure	Language Features
1	Recount	To retell events for the purpose of informing or entertaining	<ul style="list-style-type: none"> ◆ Orientation: provides the setting and introduces participants ◆ Events: tell what happened in what sequence ◆ Re-orientation: optional closure of events 	<ul style="list-style-type: none"> ◆ Focus on specific participants ◆ Use of material processes ◆ Circumstances of time and place ◆ Use of past tense ◆ Focus on temporal sequence
2	Report	To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment	<ul style="list-style-type: none"> ◆ General classification: tells what the phenomenon under discussion is ◆ Description: tells what the phenomenon under discussion is like in terms of (1) parts, (2) qualities, (3) habits or behaviours, if living; uses, if non-natural 	<ul style="list-style-type: none"> ◆ Focus on generic participants ◆ Use of relational processes to state what is and that which is ◆ Use of simple present tense (unless extinct) ◆ No temporal sequence

3	Discussion	To present (at least) two points of view about an issue	<ul style="list-style-type: none"> ◆ Issue : statement and preview ◆ Arguments for and against or statement of differing points of view : point and elaborate ◆ Conclusion or recommendation 	<ul style="list-style-type: none"> ◆ Focus on generic human and generic non-human participants ◆ Use of : <ul style="list-style-type: none"> - material processes, e.g. has produced, have developed, to feed - relational processes, e.g., is, could have, cause, are - mental processes, e.g. feel ◆ Use of comparative: contrastive and consequential conjunctions ◆ Reasoning expressed as verbs and nouns (abstraction)
4	Explanation	To explain the processes involved in the formation or working of natural or sociocultural phenomena	<ul style="list-style-type: none"> ◆ A general statement to position the reader ◆ A sequenced explanation of why or how something occurs 	<ul style="list-style-type: none"> ◆ Focus on generic, non-human participants ◆ Use mainly of material and relational processes ◆ Use mainly of temporal and casual circumstances and conjunctions ◆ Some use of passive voice to get them right
5	Analytical Exposition	To persuade the reader or listener that something should the case	<ul style="list-style-type: none"> ◆ Thesis <ul style="list-style-type: none"> - Position : introduces topic and indicates writer's position - Preview: outlines the main arguments to be presented ◆ Arguments <ul style="list-style-type: none"> - Point: restates main arguments outlined in preview - Elaboration: develops and supports each point/argument ◆ Reiteration : restates writer's position 	<ul style="list-style-type: none"> ◆ Focus on generic human and non human participants ◆ Use of simple present tense ◆ Use of relational processes ◆ Use of internal conjunction to state argument ◆ Reasoning through causal conjunction or nominalization

6	Hortatory Exposition	To persuade the reader or listener that something should or should not be the case	<ul style="list-style-type: none"> ◆ Thesis: announcement of issue concern ◆ Arguments: reasons for concern, leading to recommendation ◆ Recommendation: statement of what ought or ought not to happen 	<ul style="list-style-type: none"> ◆ Focus on generic human and non human participants, except for speaker or writer referring to self ◆ Use of <ul style="list-style-type: none"> - Mental processes: to state what writer thinks or feels about issue, e.g. realize, feel, appreciate - Material processes: to state what happens, e.g., is polluting, drive, travel, spend, should be treated - Relational processes: to state what is or should be, e.g., doesn't seem to have been, is ◆ Use of simple present tense
7	News Item	To inform readers, listeners or viewers about events of the day which re considered newsworthy or important	<ul style="list-style-type: none"> ◆ Newsworthy event(s): recounts the event in summary form ◆ Background events: elaborate what happened, to whom, in what circumstances ◆ Sources: comments by participants in, witnesses to and authorities expert on the event 	<ul style="list-style-type: none"> ◆ Short, telegraphic information about story captured in headline ◆ Use of material processes to retell the event ◆ Use of projecting verbal processes in sources stage ◆ Focus on circumstances (e.g. mostly within qualifiers)
8	Anecdote	To share with others an account of an unusual or amusing incident	<ul style="list-style-type: none"> ◆ Abstract: signals the retelling of an unusual incident ◆ Orientation: sets the scene ◆ Crisis: provides details of the unusual incident ◆ Reaction: reaction to crises 	<ul style="list-style-type: none"> ◆ Use of exclamations, rhetorical questions and intensifiers (really, very, quite, etc) to point up the significance of the events ◆ Use of material processes to tell what happened

			<ul style="list-style-type: none"> ◆ Coda” optional-reflection on or evaluation of the incident 	<ul style="list-style-type: none"> ◆ Use of temporal conjunctions
9	Narrative	To amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution	<ul style="list-style-type: none"> ◆ Orientation: sets the scene and introduces the participants ◆ Evaluation: a stepping back to evaluate the plight ◆ Complication: a crisis arises ◆ Resolution: the crisis is resolved, for better or for worse ◆ Re-orientation: optional 	<ul style="list-style-type: none"> ◆ Focus on specific and usually individualized participants ◆ Use of material processes (and in this text, behavioural and verbal processes) ◆ Use of relational processes and mental processes ◆ Use of temporal conjunctions and temporal circumstances ◆ Use of past tense
10	Procedure	To describe how something is accomplished through a sequence of actions or steps	<ul style="list-style-type: none"> ◆ Goal ◆ Materials (not required for all procedure texts) ◆ Steps 1-n (i.e., goal followed by a series of steps oriented to achieving the goal) 	<ul style="list-style-type: none"> ◆ Focus on generalized human agents ◆ Use of simple present tense, often imperative ◆ Use mainly of temporal conjunctions (for numbering to indicate sequence) ◆ Use mainly of material processes
11	Description	To describe a particular person, place or thing	<ul style="list-style-type: none"> ◆ Identification: identifies phenomenon to be described ◆ Description: describes parts, qualities, characteristics 	<ul style="list-style-type: none"> ◆ Focus on specific participants ◆ Use of attributive and identifying processes ◆ Frequent use of epithets and classifiers in nominal groups ◆ Use of simple present tense
12	Review	To critique an art work, event for a public audience, such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts, and	<ul style="list-style-type: none"> ◆ Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event ◆ Interpretive recount: 	<ul style="list-style-type: none"> ◆ Focus on particular participants ◆ Direct expression of options through use of attitudinal epithets in nominal groups; qualitative attributes and affective mental processes ◆ Use of

		ballets	<p>summarises the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional but if present often recursive</p> <ul style="list-style-type: none"> ◆ Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive ◆ Evaluative summation: provides a kind of pun cline which sums up the reviewer's opinion of the art event as a whole; is optional 	<p>elaborating and extending clause and group complexes to package the information</p> <ul style="list-style-type: none"> ◆ Use of metaphorical language (e.g., the wit was there, dexterously ping ponged to and fro..)
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In this research, procedure text was chosen in teaching writing.

2.5 Procedure Text

Systemic Functional Linguistics (SFL) genre theory provides systematic descriptions of schematic structures of a range of pedagogical genres used in primary and secondary schools including *recounts*, *reports*, *explanations*, *expositions*, *descriptions*, *procedures*, and *narratives* (Derewianka 1990). Recent attempts have seen a finer distinction and categorisation of genres (Coffin 2006; Martin and Rose 2008). The notion of genre typology is proposed to characterise genres with similar social goals but which are actualised with distinct strategies. For example, recording genres are distinguished between *recounts* that unfold through temporality and *accounts* that unfold through causal relations (Martin and Rose 2008).

There are two main categories of text, namely: literary and factual form. A text has a particular type, which is called genre. Genre is a social informed theory of language offering an authoritative pedagogy grounded in research of texts and contexts. Many genre teachers are also strongly committed to empowering student to participate effectively in writing situations. Genre-based teaching helps teacher and students to see that texts are purposeful and patterned to serve writer and community purpose. Each text type has different social function, different structure, and different linguistic feature.

The present study will be focused on writing a procedure text only. It is a kind of factual type that is designed to describe how something is accomplished through a sequence of acts or steps (Derewianka, 1946:27). Here is the example of procedure text:

THE HOLE GAME	
Materials needed	Two players, one marble per person, a hole in ground, a line (distance) to start from.
Steps	Firstly, you must dub (click marbles together). Second, you must check that the marbles are in good condition and are nearly worth the same value. Third, dig a hole in the ground and draw a line a fair distance away from the hole. The first player carefully throws his or her marble towards the hole. Then the second player tries to throw his or her marble closer to the hole than his or her opponent. Next, the player whose marble is closest to the hole tries to flick his / her marble into the hole. If successful, this player tries to flick his or her opponent's marble into the hole. The person flicking the last marble into the hole wins and gets to keep both marbles

2.6 Picture

According to Cowan (1982: 1) writing is an activity with some stages or steps. She said that writing essay is what you will be doing in this class in similar in

several ways to building a cabin the use of pictures in teaching writing is able to support the students to study (Raimes, 1983:11). Moreover, Crimmon (1983: 3) states that writing is the skill of arranging words to form sentences and paragraph in the larger units so that those ideas, facts, and impression may be communicated to others.

There are many kinds of picture that could be used in teaching and learning of writing in the classroom. These kinds of pictures would be described to the area of its appropriateness for teaching activity, namely individual picture, situational picture, and picture series. This research only focused on teaching and learning writing using sequence of pictures. Sequence of pictures could be used as a support to teach writing since they could motivate students in making composition and brought a difference situation and a new variation of teaching learning activity at the classroom.

Picture provides for most people critical contacts with the real world. According to Raimes (1983), pictures (drawings, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps) can be valuable resources for teaching writing. She further states that the teacher can find valuable resources in pictures. Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities. In addition, she states that picture can be the basis for not just one task but many, such as sequencing of sentences to the writing of original dialogues, letters, reports, or essays. Furthermore, she states, because everybody likes to look at

pictures, their use in the classroom provides a stimulating focus for students' attention.

Additionally, Finocchiaro (1981: 275) mentions that media can help the learning process simpler and make it perfect. The media will allow students to understand better the content of what being taught. Media can also help to shape the learning process as well as interest in the language program and thus provide motivational impulse.

Wright (1989) adds that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas. The roles of pictures in productive skills (speaking and writing) are (1) picture can draw students' motivation and attention and make them participate in learning; (2) pictures can create contextualized language learning activity; (3) pictures may raise interpretation objectively and subjectively; (4) pictures may refer to response of questions, or as controlled practices; and (5) pictures can stimulate and give information in dealing with conversation, storytelling and discussion.

Furthermore, Dale (1963:243) states that pictures have unique advantages of their own. They can bring us close to the very point of visual context with reality for teaching purposes or change the size of an object too small or too large to be visually understood in its actual dimensions. Action which happened in picture was clearly and the students could find many thing in picture which could improve student's vocabulary.

2.7 Sequence of Pictures

Study conducted by Hernawati (2007:2) shows that some students had trouble in their writing tasks due to the lack of grammar and vocabulary aspects, which the students need in order to be able to formulate their thoughts into English composition. It is then apparent that the students will find it difficult to start their writing because they are inadequate understanding of how to organize their ideas and interest into a written form particularly if they are to write free composition task, which takes longer time, handicaps them. This happens, as the pupils need to select their ideas, provide the main idea, give supporting details to the main idea, and finally make the paragraph to be unified and cohesive by linking the main idea and the supporting details using transition signals. Free composition is also considered as the highest level of writing skills.

For that reason, English teacher should provide materials that are appropriate with the curriculum and find suitable methods in teaching and learning process to make students understand our lessons. KTSP is the recent curriculum in Indonesia.

A curriculum has to prepare students to achieve the competence. It also prepares the student to communicate using language society. One of the new approaches methods introduced by the government is by using media by Keidler (1965:1) says that media can be useful to the language teachers.

In addition, Brown et al (1977:2-3) say that medium is the tools or physical things used by the teacher to facilitate the instruction. Supporting Brown's idea, Gerlach

and Ely (1980:216) say that a medium, broadly conceived, in any person, material, or event that establishes condition, which enable the learner to acquire knowledge, skills and attitude. In this sense, the teacher, the textbook, and the school environment are media. Every medium is a means to an end or to a goal. It means that the teacher have to consider the characteristic of media which will be given to the students. One of media used in guided writing is a sequence of pictures (Brown, 2004:227).

Pictures are considered as nonverbal materials that can be useful in teaching verbal skills (Stevick, 1986:150). A variety of picture-cued controlled tasks has been used in English classroom around the world (Brown, 2004:226). The main advantage in this technique according to Brown is in detaching the reading, writing connection, and offering instead a nonverbal means to stimulate written responses. A sequence of pictures is used to assist the students in composing a unified and coherent paragraph. Then, the using of pictures is considered effective, cheap, and efficient. Furthermore, pictures are mainly used to motivate the learners to write.

There were three types of picture :

1. Composite Picture

Composite images are pictures that are electronically built up using multiple layers to hopefully produce convincing looking fake pictures. This technique is a computer version of using scissors to cut out parts of one picture to paste into another. It is effectively an electronic version of collage making. Composites are

used to supplement a reconstruction wherever authentic visual material is not available.

At the basic level, cutting out a character and pasting them into the correct would of course only be necessary if appropriate authentic pictures do not exist for the scene or if we wish to supplement authentic pictures to add variety to the reconstruction. In the more advanced case, composites consist of very many layers, one for each of the independent sources being used. The background layer could be a set, an appropriate costume as one layer, the correct actor's head as another layer, etc.

Whenever possible the likeness of the correct actor is used for these types of composites. As a typical example, for the mission to the unknown reconstruction, this process was necessary for every single shot featuring the main cast as no telecast or authentic pictures of them survive at all. The composites use whatever sources material is suitable in.

2. Picture Series / Sequence of Pictures

A picture series number of related composite pictures which are linked to form a series sequence (Yunus, 1981:50). Picture series usually used to help teach or present or writing subject because picture series tell the students activity from beginning until the end. It is like a story presented in chronological order. The source of material can come from a variety of different places depending on what is available what can be found and deemed appropriate for each episode. The source where the teacher obtained from text books, magazines, and newspaper.

3. Individual Picture

Individual picture is single picture of subject, person or activities (Yunus, N.A., 1987:50). Individual picture usually teach vocabulary in order to introduce the words.

In this research, the researcher chose picture series or sequence of pictures as a material because it is an interesting media for the students and the researcher thought that every body likes picture. By using pictures, the students would enjoy their writing.

2.8 Sequence of Pictures in Teaching Writing Procedure Text

Generally, teaching is not only transferring knowledge to the student, yet it is guiding the students in order that they are able to succeed. The process of teaching has three main components, the components are teacher competency, students who accept the knowledge, and the last is material or knowledge itself, which is taught. Meanwhile, Kohlshocker and Herber (2000) say that teaching involves the ability to entertain the class, keep the student alert, and show them as a good interesting aspect of what they are supposed to learn. From the statement above it shows that teaching is the unique way to create the good situation in teaching learning process; teacher will keep students paying attentions about what teacher is conveyed. Thus, students can easier obtain the material.

Teaching is also one of the effort of teacher in guiding the students in learning and facilitating everything which has related to the material. Teaching also can be defined as creating the condition for learning. Brown (2000:7) states that teaching

is guiding and facilitating learning, enabling the learner to learn getting the condition for learning.

The process of teaching English writing will be successful if there are supported by some factors such as qualified teacher, supplementary materials, teaching method and teaching aids. Each of those factors must have function in teaching learning process. The function of teaching aids is for helping teacher to deliver their idea or knowledge in order that it can be understood by students easily.

In learning procedure text, students have many difficulties such as understanding generic structure, using imperative verbs, and using temporal conjunction in the procedure text. Sometimes, the students create the procedure text without analysing the generic structure specifically. They also get difficulties in using imperative verbs and temporal conjunction in appropriate words so the result of learning procedure text is not optimal.

Because of the difficulties in writing procedure text, the teachers have to prepare the media that are appropriate to students in learning procedure text easily. According to Kreidler (1965:1) pictures are recognized way of a representing a real situation so they can be served as an example of the advantages in using visual aids. In the classroom, picture can help the students to associate with their real life experience. In this case, the sequence of pictures is chosen to teach the procedure text because it can make the students understand the grammatical structure, imperative verbs, and temporal conjunction of procedure texts easily.

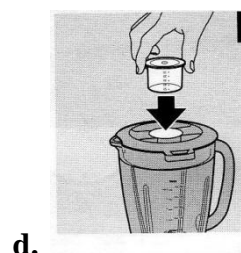
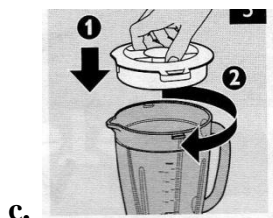
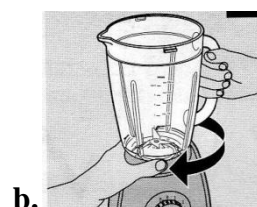
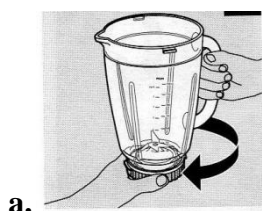
Furthermore, procedure text is the text, which is often faced by students in their daily life; they can use their existing knowledge or their experience to connect writing procedure text. Procedure text is the text that has purpose to give clues or steps, ways or method to make and operate something. Thus, pictures are used as visual aids in helping students in learning writing procedure text.

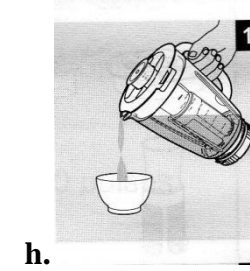
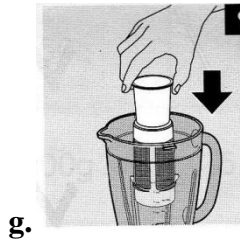
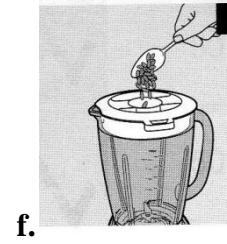
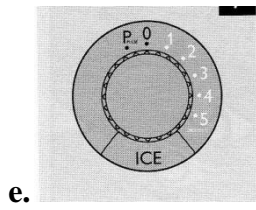
Teaching writing through sequence of pictures is an activity that stimulates students' imagination and self-expression. Through sequence pictures which show situation, students will have different interpretation among of them based on Byrne's opinion (1979:46).

Here are the samples of sequence of pictures:

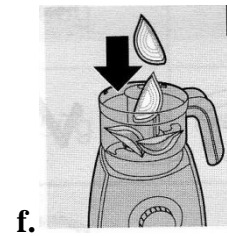
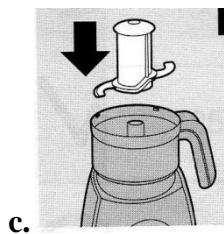
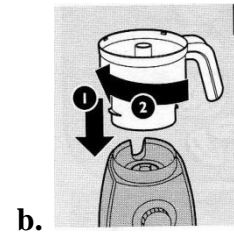
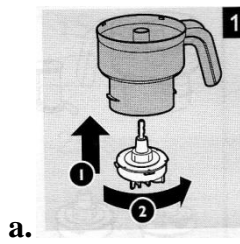
Figure 1. Sample of Sequence of Pictures

How to Operate a Blender





How to Make a Glass of Fresh Orange Juice





g.

How to Wash Clothes Manually



a.



b.



c.



d.



e.



f.



g.



h.

2.9 Advantages Using Sequence of Pictures

There are some advantages and disadvantages of teaching writing through sequence of pictures.

Advantages:

- Pictures can be helpful for students to develop their ideas in writing procedure text. Pictures will help students to arrange some tips or clues correctly.
- According to Kreidler (1965:1), he states that because pictures are recognized way of a representing a real situation so they can be served as

an example of the advantages in using visual aids. In the classroom, picture can help the students to associate with their real life experience. In this case, the sequence of pictures is chosen to teach the procedure text because it can make the students understand the grammatical structure, imperative verb, and temporal conjunction of procedure texts easily.

- Pictures are relatively cheap and easy to use since they can be prepared quickly.

It is obvious that sequence of pictures has benefit for teacher to teach procedure text. (Byrne:1980) says that thing which can be seen while the language is being spoken a visual aid. Pictures will helpful students a lot in understanding the situation and memorizing vocabularies. Actually, when teacher used the pictures as their media in teaching they have activated two from five senses and it betters in explanation because the pictures can explain clearly the teacher's explanation.

2.10 Theoretical Assumption

Writing is essential for the students in learning English to enhance language acquisition in the process of communicating ideas and critical thinking as writing needs focused thought and intellectual capacities. It means that writing activity is activities of communicating ideas effectively by producing the correct words and sentence. Therefore, it needs the process to get it. The students must practice writing frequently to develop their ideas and sentence.

There are five aspects of writing which need to be considered in writing by students. They are vocabulary, content, grammar, organization, and mechanic. For that reason, sequence of picture is suitable media to help students writing in English particularly in composing procedure text.

The research assumes that sequence of pictures is able to help students to develop the ideas in composing procedure text since that media help students to organize their thought systematically.

2.11 Hypothesis

According to the theoretical assumption above, the hypothesis can be formulated as teaching writing through sequence of pictures can improve students' writing skill in procedure text in terms of content, vocabulary, organization, grammar, and mechanics.