

TEACHING WRITING NEWS ITEM TEXT AT THE FIRST YEAR STUDENT'S IN SENIOR HIGH SCHOOL BY USING THEMATIC PICTURE

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Abstract

The purpose of writing this paper aims at describing teaching writing news item text by using thematic picture. The teacher should try to use attractive media to attract the students' interest to write actively. One of the media that can be used by the teacher in teaching learning process, especially in writing process is thematic picture. Writing is a complex ability because the students has to express ideas grammatically arranged by combining multiple components of the language itself. The teacher should select thematic picture to make the students interest in teaching and learning process, because it is very important especially in English learning. By using thematic picture in writing process, the students can easily to express their ideas, thoughts, and feelings. There are many texts that students learn, one of them is news item text. In this way, the students are expected to be able to learn and practice writing the news item text based on the picture given by their teacher. This activity is better done in group. Before the class activity, teacher divides the students into several groups or asks them to choose their own group, they can be divided into 5 to 6 groups that consists of 3 to 4 persons every group. After that, the teacher asks the students to write paragraph based on the picture that the teacher had show in piece of paper. Picture activity above helps the students to write.

Keywords : *Teaching Writing, News Item Text, Thematic Picture*

A. Introduction

English, an international language, has developed rapidly. It is a subject that features regularly on study timetables all around the world. Every country does not want to be isolated in international communication, so it puts English in curriculum of their education at program. There are four language skills that should be mastered by language learner. They are listening, speaking, reading, and writing.

These skills are relating each others and cannot be separated.

Writing is one of four basic skills such as listening, speaking, reading and it is very important in teaching and learning process. Writing involves some language components such as spelling, grammar, vocabulary and punctuation. Writing is a skill which is used to communicate indirectly, without face to face interaction.

Writing is also a tool of communication to express thinking or feeling.

According to Sudarwati and Grace (2007:197), news item text is the text that is designed to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important. News item text is one kind of text that is useful for readers especially for students because it can give them about the important information that is useful in expanding their knowledge.

Picture is one of visual media. Pictures are used to support and help a teacher to interest the students because it is considered as a part of visual aids that have many function in the teaching process, especially thematic picture. Thematic picture is the picture that is used as illustration theme.

Based on the explanation above, the teacher should try to use attractive visual media to attract the students' interest to write actively. One of the visual media is using thematic picture. If you write about what you know, you have something worthwhile or interesting to write and the process of writing can be absorbed and enjoyable. There are many texts that students learn, one of the text is news item text. In this way, the students are expected to be able to learn and practice writing the news item text based on the picture given by their teacher. Because of that, the writer intended to use picture to

improve students' writing ability and to increase students' motivation.

B. Review of Related Literature

The Concept of Writing

Writing is one of the most important skills in learning language beside listening, speaking, and reading. According to Olson (1992:18), writing is drafting to in order gives ideas shaping and forming the past. It is also more difficult than others. Ghait (2002) states that writing is a complex process that allows writer to explore thoughts and ideas, and make them visible and concrete. Writing is the expression of language in the form of letters, symbols, or words.

Writing is a skill of writer to communicate information to a reader or group of readers. The primary purpose of writing is communication. To communicate means to share information, experiences, ideas, and thoughts. For the students, writing is useful as an aid to train their critical thinking understanding, and also to improve the communication skills.

Based on the explanation above, we can get the conclusion that writing is a written communication form that uses a certain language more formal than oral communication. Writing is the language skill of using signs, letters, word or symbol, pen or etc. That is the bridge that connects

between the power of brain and the skill of writing. It means that when we have the idea about something, we can show it in written form, in order to give the information to someone about something clearly.

The Types of Text

According to Ayu (2008), there are several kinds of text, such as recount, report, narrative, procedure, descriptive, explanation, analytical and hortatory exposition, discussion, review, spoof, argumentative and news item text. All of this skills studied from junior high school until senior high school. Which are explained below one after another.

1. Recount Text

Recount text is text written to retell for information or entertainment. A fictional narrative recount may consist of scene-setting, starting point, problem, account and conclusion. A nonfiction recount may begin with scene-setting introduction. Social function is to retell events for the purpose of informing or entertaining.

Generic structure of recount text:

- a. Orientation is provides the setting and introduce the participants
- b. Events is tell what happened, in what sequence
- c. Reorientation is optional closure of events.

Significant of language features are focus on specific participants, use past tense, use action verbs and use adjectives.

2. Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. Social function of report text is to presents information about something, as it is.

Generic structure of report text :

- a. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc. which will be discussed in general.
- b. Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials.

Significant of language feature are focus on specific participants, use relational processes to state what is and that which it is. Use simple present tense.

3. Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Social function of narrative text is to amuse/entertain the readers and to tell a story.

Generic structure of narrative text:

- a. Orientation: Introducing the participants and informing the time and the place.
- b. Complication: Describing the rising crises which the participants have to do with.
- c. Resolution: Showing the way of participant to solve the crises, better or worse.

Significant of language features are focus on specific participants, use material processes, behavioral process, and verbal processes. Use temporal conjunctions and temporal circumstances, use past tense.

4. Procedure Text

Procedure text is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series. Purpose to help readers how to do or make something completely.

Generic structure of procedure text:

- a. Goal/Aim: the final purpose of doing the instruction
- b. Materials / Equipment: ingredients, utensils, equipment to do the instructions
- c. Steps/Methods: a set of instruction to achieve the final purpose

Significant of language features are use simple present tense, often imperative, use mainly material processes.

5. Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic structure of descriptive text:

- a. Identification: identifying the phenomenon to be described.
- b. Description: describing the phenomenon in parts, qualities, or/and.

Significant of language features are using simple present tense, using action verb, using adverb and using special technical terms.

6. Explanation Text

Explanation is a text which tells process relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' about the forming of the phenomena. It is often found in science, geography and history text books. Social function of explanation text is to explain the process involved in the information and information or working of natural or socio-cultural phenomena.

Generic structure of explanation text:

- a. General statement
- b. Explanation
- c. Closing

Significant of language features are uses simple present tense, using action verbs and using passive voice.

7. Analytical Exposition

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. The purpose to reveal the readers that something is the important case.

Generic Structure of Analytical Exposition:

- a. Thesis: Introducing the topic and indicating the writer's position
- b. Arguments: Explaining the arguments to support the writer's position
- c. Reiteration: Restating the writer's position

Significant of language features are use modals, use action verbs, use thinking verbs, use verbs, use adjectives, use technical terms, use general and abstract noun.

8. Hortatory Exposition

A Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. The purpose is to persuade the readers that something should or should not be the case or be done.

Generic Structure of hortatory exposition:

- a. Thesis
- b. Arguments
- c. Recommendation

Significant language features are use modals, use action verbs, use thinking verbs, use verbs, use adjectives, use technical terms, use general and abstract noun.

9. Discussion Text

Discussion text is a text that has social function to present (at least) two points of view about an issue. Discussion text conveys different ideas or arguments about something. The ideas or arguments may support or against the issue. The purpose of discussion is to present information and opinions about issues in more one side of an issue.

Generic structures of discussions text:

- a. Issue
- b. Arguments for and against
- c. Conclusion

Significant language features are use simple present tense, use of relating verb/to be, using thinking verb, using general and abstract noun, using conjunction/transition, using modality.

10. Review

Review text is a text that has social function to summarize, analyze and respond to literary works. Some literary works that

can be reviewed are novel, book and movie. The purpose of review is to critique or evaluate an art work or event for a public audience.

Generic structure of review:

- a. Orientation
- b. Evaluation
- c. Interpretative recount
- d. Evaluative summation

Significant of language features are focus on specific participants, using adjectives, using long and complex clauses and using metaphor.

11. Spoof Text

Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. The purpose of spoof text is to tell an event with a humorous twist and entertain the readers.

Generic Structure of spoof text:

- a. Orientation: who were involved, when and where was happened
- b. Event(s): tell what happened in a chronological order
- c. Twist: provide the funniest part of the story
- d. Significant of language features are using past tense, using action verbs, using adverb, chronologically arranged.

12. Argumentative

Argumentative is a form of discourse that functions to persuade the reader to

agree, to believe or to take a course of action. In order words argumentative is used to prove a statement or position.

13. News Item Text

News item text is text is designed to inform the readers, listeners, and viewers about the events of the day which are newsworthy or important.

Generic structure of news item text:

- a. Newsworthy event(s): tells the event in a summary form
- b. Background event(s):elaborate what happened; tell what caused the incident
- c. Sources: comments by participants, witnesses, authorities and experts involved in the event.

Significant of language features are short, telegraphic information about story, using action verb, using saying verbs, using adverb.

Based on types of the text above, it can be concluded that there are thirteen types of the text. They have their own social function, generic structure and language features.

The Concept of News Item Text

News item text is one of some genres of text that is learned in senior high school especially at the first year in the second term. Related to the senior high school curriculum, in teaching writing especially in teaching

news item, the students are required to be able to produce short and simple news item text in daily life context. According to Sudarwati and Grace (2007:197), news item text is the text that is designed to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important. This text uses adverbs, often in passive sentences. It also uses saying verbs such as said, added, claimed, etc.

The Generic Structure of News Item Text

1. Newsworthy Event

A news item text begins with a newsworthy event that shows the reader at first glance what the story of event is about and what its emphasis. But, the newsworthy event does not explain too many details in which the story is about. It is written in a short form, for about two or three sentences long. The newsworthy event should recount the events in summary form (Sudarwati and Grace, 2007:197).

Background Events

The middle part of news item is called background events. This main body of the news item consists of one or more paragraphs or background events. Each paragraph explains the details of the event stated in the newsworthy event. In the background event, the writer elaborates what happened and to whom the event happened

and in what situation the event happened (Sudarwati and Grace, 2007:197).

Source

The source as part of the news item text is the comments from the witnesses, authorities, person, and expert or scientist involved in the event (Sudarwati and Grace, 2007:197).

The Language Features of News Item Text.

1. Using action verbs.
2. Using saying verbs.
3. Using adverb.
4. Using passive (voice).

Example of News Item Text

Based on the explanation above, the writer brings up an example of news item as follows:

Man Jailed for striking RI maid

SINGAPORE : A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control, news reports said on Thursday.

Muhammad ShafiqWoon Abdullah admitted in a Singapore court he physically abused the woman on several occasions between June and October 2002, *The Strait Times* said.

The magistrate's court hears that Shafiq, 31, began striking Winarti, 22 about a month after she started working for him.

He hit her on the head with the TV's set's remote control because he was unhappy with her work. On one occasion, he punched her on the back after accusing her of daydreaming.

S.S Dhillon, Shafiq's lawyer said his client lost his 'better senses' when he saw his daughter's face covered as she lay in bed.

He said his client thought the maid had put the child in danger.

C. Procedure of Teaching Writing News Item Text by Using Thematic Picture.

According to Stephanie (2008), there are procedures of teaching writing news item text by using thematic picture, as follows :

1. The teacher chooses the topic for writing and brainstorming this topic for the students.
2. The teacher asks the students to develop several questions that related with the topic.
3. The teacher asks the students to choose the question.
4. The teacher introduces the thematic picture and explains how to use this picture to write story.
5. The teacher divides the students into group.

6. The teacher asks the students to write story based on picture with their group.
7. The teacher gives opportunities for the students.
8. The teacher brainstorms any preexisting knowledge about the topic.
9. The teacher asks the students to make story and give time for the students to organize some information related with their target questions or the topic above.
10. The teacher asks the students to write all information or all answer about the questions above in their paper and make summary about all information.
11. The teacher asks the students to discuss with other group.

The Concept of Picture

Picture is one of the visual aids. Pictures are used to support and help a teacher to interest the students because it is considered as a part of visual aids that have many functions in the teaching process. A number of experts propose their opinions and ideas related to the picture. Collin (1979) picture is a visual representation of something, such a person of scene, produced a surface as photograph, painting, etc. Mifflin (2000) states that pictures are a visual representation or image painted, drawn, photograph or otherwise rendered on flat surface. So, picture is a visual representation of something such as person or scene and it can be painted,

photograph, drawn or map. They are also common in everyday life, picture can also be of key important in communicative and interactive classroom.

Types of Picture

According to Finochiaro (1989:39), there are three types of pictures:

- a. Pictures of individual persons and individual object
- b. Pictures of situation in which are doing something with objects or people can be seen
- c. A series of pictures on the chart.

According to Mackey in Susi (2001:15), there are three types of picture, they are:

A. Thematic picture.

Thematic picture is the picture that is used as illustration theme.

B. Mnemonic picture.

Mnemonic picture is the picture that is made to help the student to recall the meaning of certain words of sentence.

C. Semantic picture.

Semantic picture is the picture that has function only to teach.

The Advantages of Using Thematic Picture in Writing News Item Text

There are four advantages of using picture:

- a. The students will be relax and have higher motivation. It is caused by pictures that can stimulate students in studying.
- b. It provides motivation and lower stress.
- c. It encourages students to interact and communicate with their friends.
- d. Each of students in group of course wants to be the winner, so they will motivate themselves to write, to explore thought and idea.

The Example of Thematic Picture in Writing News Item Text

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C. The Procedures Of Teaching Writing News Item Text By Using Thematic Picture.

Preparation

There are many things that teacher has to do in teaching writing news item text by using thematic picture. They are as follows:

- a. Selecting the teaching material

It is very important for the teacher to select the material that will be used or taught

for the students. The selected material will help the teacher to achieve the teaching learning goal.

b. Learning the material

The teacher has to read and comprehends the material before using them in teaching writing. The teacher should understand about the material, more over the teacher knows how to teach the material to the students.

c. Preparing the teaching material

To make the teaching learning process easy, it is better for the teacher to use their teaching material such as picture, and the teacher should prepare or show the the thematic picture. Picture can make the students interesting in teaching learning process.

To make the classroom activity more interesting and successful, good preparations are really needed. The teacher has to consider every matter. Before coming to the class, ask the students to bring some masks and this device could help to overcome students' shyness and nervous.

Implementation

In teaching writing, the material is presented in systematic way. There are three teaching writing activities namely, pre-teaching activities, whilst-teaching activities, and post-teaching activities.

3.2.1 Pre-Teaching Activities

The purpose of pre-teaching activities is to help the students focus their mind on the topic by narrowing down the things that the students expect to write and active relevant prior knowledge that is already known. The processes in pre-teaching activity as follows:

a. Before the lesson start, the teacher asks the students to pray according to their belief.

b. The teacher checks students' attendance and prepare the students according to physical and psychological point of view to follow the lesson.

c. The teacher introduces the topic, the topic is earthquake where the teacher announces the topic to the students by writing it on the board.

d. Brainstorming.

e. The teachers shows a thematic picture of the text and ask them to guess what would happen in that picture.

f. The teacher asks the students to think and express ideas that might be related to the topic. In this step, the teacher asks her students some questions and the students' background knowledge, which is related to the topic.

3.2.2 Whilst-Teaching Activities

The whilst teaching activity helps the students find their ways through the writing

and build upon the expectation raised by pre-teaching activities. In this case, picture activity has to be designed to become interesting and fun in order that the students are motivated and get pleasure to write. The controlling of the teacher is needed in order the students do not get the difficulties in writing.

The teacher asks the students to form discussion groups. Discussion group can make easy the teacher in teaching learning activity, because the students can be autonomous. The group consists of 3 or 4 people, in which each group there is a student who has a greater ability or clever, the goal that students can help each other and exchange ideas. The teacher asks every group of students make up a story or even based on picture. The teacher has to tell the group that the story has to be quite simple. Its purpose is to help the students understand the story's performance easily. Yet the teacher can give another way, that is the teacher suggest the situation that can be developed into a story by the groups. For example, the teacher gives the students of the same picture for every group.

Every group discusses their own story or based on picture given by the teachers. Every student has to involve in this activity, since this is participatory activity. While the groups discuss the material given, the teacher has to control this activity. One

possibility is to ask the students to mind a story that have already known in hot issues or a story they have read in English. However, perhaps a more interesting approach is to set up a situation, which will involve into a story through students' creative involvement. Below a picture text can be used as the example picture that can be used to teach.



The students need twenty minutes in discussing, making of story or event based on the picture. Then, the teacher invites the groups to present their performances. In addition, other groups can take their own notes while the performing group presents or tells their own group about the even on picture.

Picture above helps the students to write. Since it makes the students think that writing is not as hard as they think. In writing activity, the students of the other groups are asked to write down the story through picture in their groups. Not only groups take notes in their own paper, but also every students of each group has to take notes in their own paper. This aims at the students will not only be passive one, but can participate in this writing activity. When

they are writing, the teacher is important not to hurry the students, give them enough time to write. After they have finished their writing, then the teacher collects it.

3.3.3 Post-Teaching Activities

Review

Post teaching is intended to review the material they have got in whilst teaching. So, in this activity the teacher can test students by giving some questions, which measures the students' ability to tell the topic that they have learned. In post-teaching activities, the teacher gives opportunities for the students to ask question if they still cannot understand. After the students understand about that, the teacher reviews again about the lesson for the students and leads the students to conclude the lesson.

Exercise

After the teacher reviews about the lesson, the teacher should gives the students exercise or homework for the students. By to do homework, the students can study and review again about the lesson at home.

Evaluation

Evaluation is something important to do because by evaluating students' work, the teacher knows how far the students understood about the topic given. Before evaluating the students' work, the teacher may give exercise. Teacher concludes the lesson today by asking students feedback.

While the activity is going on, the teacher evaluates the students' explanation about the topic. And also, the teacher should give reward to the students for their effort. It is very important because it can motivate the students to learn English as a foreign language.

Based on the procedure above, the writer thinks that procedure can increase students' writing ability. Because the procedure is clear for the students and students have many opportunities to write.

D. Conclusions And Suggestions

Conclusions

There are four language skills that should be mastered by language learner. They are listening, speaking, reading, and writing. These skills are relating each others and cannot be separated. Writing is one of the most important skills in learning language beside listening, speaking, and reading. It is also more difficult than others. Writing is not a natural skill, because it cannot be acquired automatically and easily. Writing skill is different from other skills like speaking and listening.

In this case, the teacher can use media that can make the student's interest in learning process. There are many media that can be used, one of them is picture. Picture is one of the visual aids. Pictures are used to support and help a teacher to interest the

students because it is considered as a part of visual aids that have many functions in the teaching process. They are also common in everyday life, picture can also be of key importance in communicative and interactive classroom.

Then, to write news item text, the teacher asks the students to form discussion group. Each of students in group of course wants to be the winner, so they will motivate themselves to write, to explore thought and idea, ect. After that, the teacher should reviews again about the lesson before doing evaluation. By evaluation, the teacher knows how far the student understands about the topic.

Suggestions

In this paper, the writer gives some suggestions for the teacher to use thematic picture as a media for teaching writing news item text. There are as follows:

- a. The teacher should select thematic picture to make the students interest in teaching and learning process.
- b. The teacher should try to show the thematic picture for all students in teaching writing news item text.
- c. The teacher should determine which pictures are appropriate in relation to the students needs.
- d. The writer suggests English teacher to apply this media as an alternative

media in teaching writing. It is very useful because it can increase students' ability in writing. It can also motivate them to write confidently.

It is very important to improve the student's motivation to write news item text.

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