

# Teaching Writing a Spoof Text through Picture Series for Junior High School.

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## Abstract

This paper aims at describing teaching writing a spoof text through picture series for junior high school. The teacher should try to use attractive media to attract the students' interest to write actively and effectively. One of the media that can be used by the teacher in teaching learning process, especially in writing process is picture series. Writing is a complex skill that needs writer's ability to use appropriate vocabulary, grammar, and to express idea to be written. To make a good writing, the students should have the basic knowledge in grammar or structure, vocabulary, idioms, organizing of ideas, spelling and punctuation. Teaching writing a spoof text through picture series can be done by three activities. They are pre-teaching activities, whilst-teaching activities, and post-teaching activities. There are several advantages of using pictures in teaching writing. First, a picture is one of the most effective substitutes for firsthand experience. Second, pictures are inexpensive and have abundant of variety and scope. Third, picture is unfamiliar medium of communication. Forth, picture can provide stimulus to students to use the language, etc.

**Key Words :** *Teaching Writing, Attractive Media, Spoof text, Picture series*

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## A. INTRODUCTION

English is an international language that has developed rapidly. It can be met in field and sector of all countries around the world, like; science, technology, education,

art and culture, etc. Some countries around the world use English as a tool for communication. In the other words, the countries do not want to isolate in international communication. They want to

connect to each other in one international language. Because English has been put in curriculum of the education program, it must be learned by the students.

One of the ways to master English as the international language well is by writing and practicing it. Writing is a complex skill that needs writer's ability to use appropriate vocabulary, grammar, and to express idea to be written. To make a good writing, the students should have the basic knowledge in grammar or structure, vocabulary, idioms, organizing of ideas, spelling and punctuation (Raimes in Sari 2006:1)

As we know that English has four skills (Listening, Speaking, Reading and Writing) that should be mastered in learning English. In Indonesia, English as foreign language has been taught at school from junior high school until senior high school.

According to the KTSP Curriculum 2006 and it develop to curriculum 2013 nowadays; there are two kinds of text that should be learnt by the students in writing skill. The first one is functional text and the second is monolog text. There are twelve genres that should be mastered by students in monolog text. They are analytical exposition, descriptive, discussion, explanation, hortatory exposition, narrative, news item, procedure, recount, report, review and spoof text. One of all kind of

those texts that should be mastered by the students is spoof text.

There are some problems faced by teachers and students in teaching and learning activities. The problems are such as using unsuitable methods and media by the teachers and lack of motivation from the students.

Based on the writer's experiences when teaching writing as an apprentice teacher, there are several problems faced by students in writing a spoof text. The first problem is how to get the ideas. Most of the students do not have idea when they are asked to write, so they do not know what they are going to write. Sometimes the students think that writing makes them bored because they spend much time to think and imagine about what they are going to write down. As we know that idea is a key and the one of important aspects to produce a good writing.

In teaching writing spoof text, the other teachers tend not to use attractive media in teaching especially in teaching writing spoof text. They just use textbooks or LKS (lembar kerja siswa) in teaching process. As we know that using the attractive media in teaching process is very helpful for students. Teachers should use various kinds of media that can make students interested and motivated in learning

writing especially in teaching writing a spoof text.

There are several ways to solve those problems. One of them is using attractive media attractive. It can be started from applying various methods in teaching and using various kinds of media in teaching. In teaching writing especially for spoof text, teachers must use suitable and attractive media that can improve students' motivation and interest to write. There are many kinds of media that can be applied by the teacher in teaching a spoof text to students. One of them is by using picture series.

According to Sarmelia (2003), picture is one media that is easy to find. It can be found in magazines, books, newspaper or we can create it by drawing it our self. Picture series is a set of pictures that relevant to each other because a set of picture series consist of 4 until 8 pictures that explain events in a story.

Based on the writer's experiences also, picture series is a kind of good media. It can be used in teaching writing. The students will be more interested in learning writing if the teacher teaches writing by using it.

Beside that, the picture series can be used to provide meaningful practice at the stage of lesson for review or as a stimulus for discussion in classroom. Picture series as visual material in teaching gives many

contributions to learning process. If the teacher uses picture series it can make the teaching process more effective.

## **1. The Nature of Writing**

According to Raimes in Sari (2006:1), writing is a complex skill that needs writer's ability to use appropriate vocabulary, grammar, and to express idea to be written. To make a good writing, the students should have the basic knowledge in grammar or structure, vocabulary, idioms, organizing of ideas, spelling and punctuation.

Writing is one of language skills used to express ideas, tell a message, and a way of sharing information in the writing form (Olson, 2003). Moreover, he also adds that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner and comprehensible to readers. The concept that writing is a process is very useful for young writers.

## **2. The Teaching of Writing**

The teachers have to be able to apply the various method and media in teaching writing to the students. It purposes to reach the goal in teaching of writing especially in teaching writing a spoof text to the students. Besides that, according to Collins (2008), there are several strategies in teaching of writing :

- Identify a strategy worth teaching

Identifying strategies worth teaching means looking for strategies that will be genuinely helpful. In the case of struggling writers, strategies worth teaching are the ones which will help them overcome their writing difficulties. Additional insight can be gained by studying student papers to infer where writers are having difficulty and by observing writers at work.

- Introduce the strategy by modeling it.

Introducing strategies by modeling them generally means some form of composing out loud in front of students. Many of the teachers in their studies prefer to do this for groups or whole classes by writing at an overhead projector. They speak their thoughts while writing, calling particular attention to the strategy they are recommending for students. Sometimes they ask students to contribute to the writing the teacher is doing, to copy the writing for themselves, or to compose a similar piece of writing in connection with the writing the teacher is doing.

- Scaffold students' learning of the strategy.

Scaffolding the learning of a writing strategy means helping students to try the strategy with teacher assistance. This is best done in a writing workshop. The workshop setting is ideal for giving varying degrees of assistance according to individual needs. It is also ideal for conferring with individuals and for setting up partnerships and peer groups so that students can assist each other in the learning of strategies.

- Repeated practice and reinforcement

Helping students to work toward independent mastery of the strategy through repeated practice and reinforcement means giving them opportunities to use the strategy many times with decreasing amounts of assistance each time. The idea here is that it is better to teach a few key writing strategies well than it is to teach many of them insufficiently. Students value and master the things we have them do repeatedly.

### 3. The Writing Process

Oshima and Hogue (2007) state writing process has four steps; prewriting, organizing, writing, polishing: revising and editing.

- Prewriting

Prewriting is a way to get ideas. In this step we have to choose a topic and collect ideas to explain the topic. There are several techniques that we can use to get ideas. Listing, is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into our mind. Do not stop to wonder if an idea is good or not. Write down, keep on writing until the flow of ideas stop.

- Organizing

The next step in the writing process is to organize the ideas into a simple outline. Any ideas that we have in our brain needs to collect and identify them generally to organize them each other.

- Writing

The next step is to write a rough draft, using our outline as a guide. Write our rough draft as quickly as we can without stopping to think about grammar, spelling or punctuation. Just

get our ideas down in the paper. We will probably see many errors in our rough draft. This is perfectly usual and acceptable –after all, and we will fix it later.

- Polishing: Revising and Editing

In this step, we polish what we have written. This step is also called revising and editing. Polishing is most successful if we do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

### 4. Definition of Spoof Text

There are three part of generic structure of spoof text. They are orientation, event, and twist. Prima and Triyanti (2011) emphasize the organizations of spoof text are as follow:

- Orientation

It tells the reader who was involved, what happened, where this event took place, and when it happened. It is also the introduction of the story. By giving the orientation, reader will recognize, for the first time, who was involved in the story/participants, when/time, and where/place. It should introduce participants of events happen, show

place where the events happen and identify the event clearly.

- Event (s)

It involves the event(s) in which they happened. It is also tell what happened in chronological order and in what sequence. A personal comment or evaluate remarks, which are interlude throughout record events. Events should be written in complete sentence. Events should be confirmative and entertaining for readers (both). Events should be added with irrelevant details to the topic of the text.

- Twist

It provides unexpected funny ending. It is also provide the funniest part of story which unpredictable and funny ending to involve entertain the reader. Readers even did not predict before that it would be.

## **5. The Advantages of Using Picture Series**

Moreover, Klasek (1972) says that there are several advantages of using pictures as follows:

- The picture is inexpensive, familiar medium of communication. It means that picture can be met any printed

media, like; magazine, newspaper. If we want, we can draw it by our self. So, we do not need money to get the picture.

- Picture can be arranged in sequence and can be adapted to many subjects.
- Picture has a multiplicity of uses - by individual student, on bulletin boards and on flame board.
- Picture can assist in the prevention of, and correction of, misconceptions. Besides, picture can translate word symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attentions, and develop critical judgment.
- Pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students.

## **B. PROCEDURE OF TEACHING**

### **WRITING A SPOOF TEXT THROUGH PICTURE SERIES**

#### **1. Preparation**

Before starting to teach, the teacher should do some preparation so that teaching and learning process will run well and more effective. The teachers should connect material to syllabus and relevant curriculum. Furthermore, the teachers have to make interesting media before they get in to writing activity in the classroom. Besides, connecting material to syllabus and relevant curriculum, there are several points should be considered by the teacher. They are as follows:

##### **1. Selecting Material**

The teacher has to prepare the material that is going to be taught because material is fundamental component in teaching. The material should be appropriate with students' level, knowledge and condition and it should motivate student and suitable with curriculum. In this case, spoof text is used as material in teaching writing. The purpose of the text is to entertain the students and will be interlude when the students feel bored with other English material.

#### **2. Media Preparation**

The attractive media in teaching and learning process really helps the teachers. The media should be appropriate with material and interesting for students. In this case, picture series is media which is chosen in teaching writing spoof text. It can be interesting media for the students, and it can improve student's motivation. Teacher should select the picture series based on student's level or grade before applying it in the classroom. To find picture series as media in teaching writing is so simple, we can find it in internet, for example, the teacher can find the picture series at [www.google.com](http://www.google.com). There are a lot of picture series there. A picture series consist of 4 until 8 pictures.

#### **3. Lesson Plan**

Teachers need to make lesson plan before applying media and material that have been prepared before. It purposes to guide the students and be reference for the teacher in teaching and learning process. When creating the lesson plan, teachers should write subject, school, class and semester, the skills to be taught, topic and time. The lesson plan should also include standard competence and basic competence.

## 2. Application

After preparing of the material, teacher will go into teaching activities section. The teacher is going to apply or present the material in the classroom. In teaching writing the material is presented in systematically and procedural. Its purpose is to make it easier for the teacher to present the material and manage time effectively. Generally, there are three sections of teaching activities. They are pre-writing activities, whilst-writing activities and post-writing activities.

### 1) Pre-Teaching Activities

In this activity, the teacher follows a common activity similar to other teaching material. This is the first activity of the teaching and learning process that has to be done by the teacher. In this activity, the teacher should do several actions. They are as follows:

- a. **Teacher greets students to open the class.** Its purpose is to give the students a good impression and grow their religious behavior characteristic.
- b. **Teacher checks attendance list of the students.** It also has to be done by the teacher, because attending of the students is the important one of the learning process. It can also help the teacher to check student's readiness to study.

- c. **Teacher asks the students some questions.** It reviews the previous lesson to remind the students about the last lesson by asking questions and build knowledge of the students. The teacher should facilitate the students and also can make the students to generate their ideas. The teacher should ask the students some questions while showing picture series in front of class.
- d. After that, **the teacher gives the time for a few minutes to the students to think of the answers.** When the students are ready enough to answer, the teacher must record and write the answer down on the whiteboard. The teacher may not decide which answer is right or wrong. The teacher must let the students tell what they think and the teacher just writes down the points or answers on the board.

### 2) Whilst Teaching Activities

In this activity, the teacher leads the students to the main activity in teaching writing a spoof text through picture series. Generally, the teacher introduces the material and



technique that is going to be used, also he/ she should takes several actions as follows :

- a. ***The teacher gives a model of picture series and explains the answers of the students on the whiteboard become a true spoof text.*** Teacher explains to the students how to combine the answer become complete paragraph of a spoof text. Before that, the teacher should explains and gives example word or sentences to describe the picture one by one. Then, write down the text clearly on the white board.
- b. ***The teacher tells the generic structure of the spoof text based on the text on the whiteboard.*** Tell to the students that first paragraph is called orientation, because it explains about the participant, time and place. Second paragraph is called events, because it explains about the relevant detail about the topic and should be written in chronological order. The last paragraph is called twist; it is the funniest part of story which unpredictable and funny ending. Also tells to the students that we are learning about a spoof text.

- c. After that, ***the teacher does joint construction of the text with the students.*** It is started by dividing the students into several groups. Teacher lists each group by using number 1, 2, 3, and so on. One group consists of five members. Teacher gives one picture series and asks student to create a spoof text in the group based on example that was modelled by the teacher before. The students should find the generic structures and language feature of the text and write down on piece of paper.
- d. Next, ***The teacher leads and controls the students while they are writing the text.*** Monitoring the students while they are writing the text by walking around the class and asking the students problem. Also, the teacher leads the students to discuss together about what they write in their group and helps students to solve the problems that appear. Then, the teacher collects the text of each peer.

### 3) Whilst Teaching Activities

This is the final activity of the procedure teaching writing a spoof text through picture series. In this activity, teacher needs to evaluate the students to know as far as student's ability in writing activity generally. Because of that, in this section teacher should take several actions as follows:

- a. *The teacher checks the students understanding about the lesson by asking some questions.*
- b. Then, *the teacher can check the students' comprehension by check the result of students' writing together.* Check students' writing and then the teacher respond to the final writing by giving a grade and writing comment each group of the students. The teacher can check spelling, grammar, organizing of ideas, and punctuation also generic structure of the text from the students' writing. Ask the students to rewrite the paragraph after the teacher checks their mistake.
- c. After that, *teacher asks students to write the text individually*, but it will be homework for the students because the limited of

the time in teaching and learning process. Teacher distributes one picture series to each student and asks student to create a spoof text by using picture series individually, find the generic structures and language features of the text and collect to teacher next meeting. Finally, the teacher summarizes the lesson and closes the class.

### C. CONCLUSIONS

Writing is one of the four language skills that need to be taught to the students in learning English. We can use it to express our ideas, feeling, opinions, etc. In teaching writing, media is very important. One of them is a picture. The picture is suitable media that can be used in teaching writing because it is a good media and interesting for the students. Pictures can help the students develop and improve their ability in writing it. It makes them easy to express their feeling in writing and help them think creatively.

The pictures guide them in learning writing. Using the pictures is one of techniques for improving the writing skills of the students learning English as a foreign language and pictures can be useful for language teaching, which can help the teacher introduce the students to unfamiliar cultural aspects to the students.

Teaching writing a spoof text can be done by three activities. They are pre-teaching activities, whilst-teaching activities, and post-teaching activities.

There are several advantages of using pictures in teaching writing. First, a picture is one of the most effective substitutes for firsthand experience. Second, pictures are inexpensive and have abundant of variety and scope. Third, picture is unfamiliar medium of communication. Forth, picture can provide stimulus to students to use the language, etc.

The procedures of teaching writing by using pictures consist of three main activities. They are pre writing, whilst writing, post writing.

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