

TEACHING WRITING A SPOOF TEXT BY USING SERIES OF PICTURES TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

. Kemampuan siswa SMA dalam memahami spoof teks masih sangat kurang disebabkan karena penggunaan media yang tidak menarik oleh guru dalam pengajaran. Spoof teks adalah teks yang menceritakan cerita faktual, yang terjadi di masa lalu dengan berakhir tak terduga dan lucu. Salah satu media pengajaran yang dapat membantu siswa dalam memahami spoof teks adalah series of pictures. Pictures series merupakan satu set gambar yang terdiri dari 4 sampai 8 gambar yang menunjukkan kejadian pada sebuah cerita. Jadi pictures series ini bisa membantu dan membangkitkan minat siswa di dalam menulis spoof text.

Kata Kunci : teaching writing, spoof text, series of pictures, senior high school.

A. Introduction

According to the Curriculum 2004 which was developed into curriculum KTSP 2006, there are two kinds of text that should be learning of the students. The first is functional text and the second is monolog text. In monolog text, there are 12 genres that should be mastered by Senior High School students. They are procedure, recount, narrative, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review text. One of the texts that should be mastered by senior high school students is spoof text.

There are some problems that make students find it difficult to write a spoof text. The first problem is how to get the ideas. Most of Senior High School students do not have idea when they are asked to write, so they do not know what they are going to write. Writing makes them bored because they spend much time to imagine and think about what they are going to write. As we know, idea is one of the important aspects and key to produce a good writing in writing. Without

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ideas, students cannot write anything or a text. The second is how to organize the ideas. The other problem of students in writing a spoof text is they do not know how to arrange their ideas. They do not know how to start in writing and arrange each sentence and develop it to become a good text. As we know that organizing ideas is important too besides getting the ideas. The reason is because a good organizing in writing can make the readers easily to understand about the writing.

Using various kinds of Media in the classroom is very useful, but it also becomes a problem for teacher and students. The teachers tend not to use attractive media in teaching. They just use textbooks or LKS (lembar kerja siswa) in teaching. But, nowadays there is no text books which are give exercises for expressing student's ideas in written form. It makes students feel bored. Teachers should use various kinds of media that can make students are interested in learning especially in teaching writing. It is expected that they must choose a media that is suitable to use in the classroom.

There are some ways to solve those problems. 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 have to use suitable media that can improve students' interest to write. There are many kinds of media that can be used by the teacher in teaching a spoof text to senior high school students. One of them is by using picture series. Picture series is a set of pictures that have a connected to each other because a set of picture series consist of more than 5 pictures that explain events in a story. According to the previous explanation, using picture series in teaching a spoof text is considered as an alternative media to teach writing a spoof text to senior high school students.

Writing is an important skill of English language learning. Having writing skill is useful for human to make good and smooth communication. In general, it can be said as a way to express ideas, feeling and thought in written form. By writing, a writer can tell the message and information to readers. It is an activity that combines words to form meaningful messages that writer wants to express to the readers. In writing, a writer has to consider number of aspects such as vocabulary, spelling, grammar, mechanics and organization of ideas. Besides, the writer also must be able to construct the ideas or information into cohesive and coherent paragraphs in order to inform what is in the writer's head to the reader clearly.

According Barnet and Stubbs (1990), writing is the media of communication of making contact between the writer and the readers, so that the readers should understand the written product. Communication will be affective if the readers understand what the writers mean in writing. So, there will be a good link between writer and the readers.

According to Boardman and Frydenberg (2002), writing is a continuous process of thinking and organizing, rethinking and reorganizing. It means, in writing process, students should think about what they are going to write and how to organize it and it should be done continuously. In addition, Egawa (2003) states that writing is a social activity, it should be embedded in social context. In other

words, writing includes developing social networks that reflect on experience, communicating professionally which will build relationship with others, including friends, family, and individuals.

Writing is not easy subject for many people. According to Nunan (2003) writing is a both a process and product. The writer imagines, organize, drafts, edits, reads and rereads. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible for the readers. Writing also needs some other skills such as ability to choose appropriate words, ability to arrange words to be good sentences and paragraphs. Barnet and Stubb (2000) say that writing is a physical act that requires practices and students can learn it through practice. Therefore, despite writing is difficult for students, it will be easier if students practice it regularly in order to acquire the skill.

Writing skill is not merely the activity writing down some words or sentences into the written language, but also must be performed into well organized of writing. Experts state different aspects in writing. Tompkins (2000) uses other sequences of stages that are called the five- stage writing process. This stage is commonly used by the teacher. It consists of prewriting, drafting, revising, editing and publishing.

Teaching writing at Senior High School is mostly aimed to help the students to develop their writing. Teachers take important part of students' development to help them in understanding how to generate ideas and how to develop it into a good writing. The teachers are expected to be able to comprehend and share information, thoughts, and feeling and develop knowledge. The process of teaching learning of English focuses on the student's ability to communicate in daily lives. Teaching writing is a process of helping the students to convey information communicatively in written form. In process of teaching, the students are not only discussing model text and practicing language point, but also they are engaged in the composing experience itself. It means the students are learning to write through practicing.

Teacher must be qualified in making their students learn and understand the text type and might be encountered in the students' real life. They should be able to teach different text of writing by using different method and different media. For example in teaching writing, teacher can develop many teaching strategies, such as using outlines, reading text, storytelling, using real experience, and others. Byrne and Arndt in Johari (2008) suggest that the use of authentic material as media in writing class. It provides an opportunity for students to apply their thinking skills in writing, to discover ideas and to focus on vocabulary they may need in writing. Visual media, such as picture series or picture sets, also use the students' interest, help them focus, and encourage in learning process more over those materials expose them to real-world language. It means using visual medias such as picture series or picture sets really help in writing, because it makes students easier to write and useful for them later.

Based on KTSP, Senior High School students are taught several texts in learning and teaching process. They are procedure, recount, narrative, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review text. Therefore, in order to succeed in teaching writing, teachers really should master methods and be able to choose appropriate media in teaching writing. Spoof text is one of genre of texts. According to Gerot and Wignell (1994) spoof text is a text to retell an event with a humorous twist. It means spoof text is a text which tell factual story with unpredictable ending. We often find understanding about the funny story in our society life but we find it in anecdote text. However, the unpredictable thing in spoof text is called twist. Twists, in term of text type, belong to spoof. In anecdote we cannot find twist. The social functions of spoof text are to entertain and shave the story. Slade (1999) has identified the generic structure of different story, which are: 1) anecdote consist of orientation, crisis, reaction and coda and 2) spoof consist of orientation-crisis-twist. The lexicon grammatical of spoof text are focus on specific participant, use action verb, circumstance of time and place and told in chronological order.

Spoof text is text which tell factual story with funny story. The social function of spoof text is to tell an event with humorous twist and entertain the reader. According to Budi (2004) the purpose of spoof text is to tell an event with a humorous twist and entertain the reader in spoof text. So if there is no twist in the end of the text, it will not be a spoof text.

There are three part of generic structure of spoof text. They are orientation, event, and twist. Gerot and Wignell (1994) and Sudarawati and Eudia (2007) emphasize the generic structure of spoof text are:

- Orientation
It is the introduction of the story. By giving the orientation, reader will recognize, for the first time, who were 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
Tell what happened in chronological order and in what sequence. A personal comment or evaluate remarks, which are interspersed 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
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.

Pictures are the most commonly used media in a classroom instruction. Picture gives a lot contribution because it is interesting for the students and they have something to look at while teaching and learning process is happening. Shores (1996) defines picture as an images or likeness of an objects person, place, thing, or idea on flat surface by means of drawing, painting, or photography.

Actually, there are two kinds of pictures; they are single picture (situational picture) and picture series (picture sequence). According to Byrne (1997) single pictures might show either one main event or scene with a considerable amount of details, and perhaps a number of events taking place. Usually, this type is using for writing describing picture or finding similarities and difference. Byrne (1997), is pictures range from four to eight pictures and usually tell a sort of story or can be use to depict a process, for example to explain about story. It is kind of pictures which show some actions or events in chronological order.

Picture series is a series of picture that explains about the events in the story (Maurer: 2006). In writing, picture series is an important media and very useful. As Whelan (2010) says picture series can help students in generating and expanding the idea in writing. Teacher can apply series of picture to development student's creativity. When students lack of creativity in writing, teacher can help them by using picture. Furthermore, picture series also can be used to create students creativity in learning, especially in writing.

As Anyasari (2010) writes that students were not reluctant to start writing because they could easily generate ideas to write when they get a picture series about the material that they are going to write. It means that applying picture series to students in writing activity, students can generate their idea in writing a text. The picture series assist them because the picture series can guide the students in writing activity.

Furthermore, Stone (2004) states that by giving some prediction in the form of picture in writing can help students to write more and better. It means that picture series can make students get better achievement in writing and we cannot underestimate the effectiveness of using pictures in the classroom. As Wagaman (2008) writes that prediction in the form pictures has a big role in learning process, especially in writing. This means that there is a special role of picture in helping students to write a text.

B. Discussion

Before starting to teach, the teacher should do some preparation so that teaching and learning process will run well.

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 situation and it should motivate student and suitable with curriculum. In this case, spoof text is used as material in teaching writing. Based on curriculum in Indonesia, this text is one of the texts that should be taught in senior high school and it is usually taught in the second grade. This text has purpose to entertain the students. Because of this text for senior high school students, the language that is used should be suitable with them; usually it is simple language.

2. Media Preparation

Using media in teaching and learning process really helps teachers. The media should be appropriate with material and interesting for students. Here, picture series is media which is chosen in teaching writing spoof text. It can interest students' attention and motivation. The picture series is selected based on student's level. It means the picture series should be selected based on student's level or student's grade. It should use simple language that can be understood by students. 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.4shared.com. There are a lot of picture series there. A picture series consist of 4 until 8 picture. Size of picture series is 30 x 21 cm. In learning process, teacher distributes the picture to each students and teacher should print it before. The teacher uses three or four pictures series in teaching. The first picture is using for pre-teaching activities. The teacher view and introduce about the picture series to the students. Then, the second pictures is using for whilst teaching. In this stage, the teacher show and use the picture for modeling about spoof text. The teacher also shows the text to the students and tells them about generic structure. After that, the last picture is using for post teaching. In post teaching, the teacher gives one picture to group activity and another one to individual activity or homework.

3. Lesson Plan

Teachers need to make lesson plan after preparing material and media in order to guide them during 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. Furthermore, there are three stages in teaching activities: pre teaching, whilst teaching and post teaching. In pre teaching, teacher starts opening the class with greeting the student, checks the student's readiness, checks attendant list and builds knowledge of students. In whilst teaching, teacher models one example of spoof text and then do joint construction of the text where the teacher divides students into group and help them writing in-group. The last phase is post teaching. In post teacher asks students to write a spoof text individually, summarizes the today lesson and close the class.

Teaching writing a spoof text by using picture series in this paper is applied by use three phase techniques. They are pre teaching, whilst teaching and post teaching. The writer will explain each stage of the activity.

A. Pre Teaching

In this stage, teacher follows a common activity similar to other teaching material. This is the first activity of teaching and learning process that has to be done by the teacher. In this phase, teacher greets students; checks the student's readiness to study, check attendant list, reviews the previous lesson to remind the students about the last lesson by asking questions and build knowledge of the students. The teacher activates their background knowledge of students by viewing picture series and discusses the picture with students by asking some questions. The teacher should motivate students to attract their attention and interest.

B. Whilst Teaching

In this phase, the teacher leads the students to the main activity in teaching writing a spoof text by using picture series.

The teacher introduces the material and technique that is going to be used. The teacher gives a model of picture series as a question based on the text that is given and using familiar language that clearly develops an argument for each point of view.

Then, the teacher explains the communicative purpose of the text which is to make the readers get a clear discussion of people or things discussed. Teacher introduces the technique that is going to be used in writing a spoof text. Teacher explains to the students how to combine the answer become complete paragraph. The teacher shows the text to the students.

Based on the text above, the teacher tells the generic structure of the spoof text. 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. After explaining about the generic structure, the teacher explains about lexicongrammatical of the text.

- Focus on specific participant
- Use action verb
- Circumstance of time and place
- Told in chronological order

Then, 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 (see appendix 3) and asks student to create a spoof text in the group based on example that was modeled by the teacher. The students should find the generic structures and language feature of the text and write down on

piece of paper. The teacher leads and controls the students while they are writing the text by walking around the class and asking the students problem. The teacher leads the students to discuss together about what they write in their group. The teacher points one or two group to re-write their text on the board. The teacher discusses that text together, such as language features and generic structure of spoof text. The teacher helps students to solve the problems that appear. Then, the teacher collects the text of each peer.

C. Post Teaching Activity

This is the final and individual activity. . In this activity, the teacher checks the students understanding about the lesson by asking some questions. The questions that appear are *what is the function of the spoof text? What are the generic structures of the spoof text? What is the language feature in the spoof text?* After that construction of text is done, where teacher asks students to write the text individually, but it will be homework for the teacher because the limited of the time in teaching and learning process. Teacher distributes one picture series to each student. Teacher 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. Then the teacher summarizes the lesson and closes the class.

C. Conclusion

Based on previous discussion, it can be concluded that in order to help the students develop their writing; the teacher should pay more attention to media and activities in the class. The teacher is expected to be a good teacher in facilitating the learning process. They should be able to create and make some activities that can help students write easily and be able to use an attractive media. Using picture series is one of effective media, which can be used in teaching English writing.

The use of picture series in writing class is very useful in terms improving writing skill of students. It helps students in writing spoof text, because in the picture series, there are simple pictures that can help and guide students to find ideas or words, which can be used in their writing. It also attracts student's interest in writing, because they are going to interesting and funny pictures and it will inspire their imagination in writing spoof text. Therefore, picture series is one of alternative media that can help either teacher in teaching writing or students in developing their writing ability.

Note: this article is compiled based on the writer's paper with her advisor Rusdi Noor Rosa, S.S., M.Hum.

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