

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Media

Language teaching is a collective title for variety of activities undertaken by different people in very different circumstances.

1. Definition of Media

The word “media” is derived from Latin medium that means “between” or mediator. In Arabic media is “*wasaaila*” intermediary or mediator message from sender to receiver message.¹ Gerlach and Elly state that media is any person, material or event that establishes conditions which enable learners or students to acquire knowledge, skills and attitude.² Medias are the main ways through which large numbers of people receive information and entertainment that is television, radio and the newspaper. Every medium is a means to an end or to a goal. For example, in this study the writer uses series of pictures as a means of teaching writing procedure text.

Media plays an important role in teaching learning process. The media can help to reach the objective of teaching learning process. As stated by Harmer’ as a language teacher, we use a variety of teaching aids to explain language meaning of construction, engage students in a topic or as the basis of the whole activity.³

According to Ibrahim Nasir, in teaching learning process needs media to give explanation in order to be easier than used conventional method as follow:

¹ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), p. 3.

² Vernon S. Gerlach, *Teaching and Media; A Systematic Approach, 2nd Edition*, (New Jersey: Arizona State University, Prentice Hall Inc., 1980), p. 241.

³ Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Longman, 2001) p. 134.

أن المقصود من مصطلح الوسائل التربوية هي كل ما يستخدم من وسائل
حسية بغاية ادراك المعاني بدقة وسرعة.

“Medium of learning is everything being presented from concrete media and aimed to understand the meaning carefully and rapidly”.⁴

It means that in teaching learning process, especially teaching and learning language, the existence of medium is absolutely needed. By students will get understanding about the topics taught by the teachers.

Gerlach and Elly state that a medium is any person, material or event that establishes conditions which enable the learners to acquire knowledge, skill and attitudes.⁵ It means that media is something that help the students to reach the objective of the teaching learning process to obtain the knowledge.

To sum up, the definition of media is the tool, material or events that established condition used by the teacher to facilitate the instruction to acquire knowledge, skill, attitude and engage the learners in the topic of the basis of a whole activity.

The role of media in teaching learning process is very important. Gerlach and Elly state the selection of the material in order to be productive and positively effective should fulfill following requirements:

1. Interesting, media is to be interesting for the students.
2. Stimulating, media can stimulate that students to learn the topic.
3. Relevant, media has to be relevant from the content point of view.
4. Visually, effective in choice of the image presented.⁶

2. Classifications of Media

Gerlach and Elly states several medias of teaching in six general categories. They are:

⁴ Ibrahim Nasir, *Muqaddimat Fi Al- Tarbiyah*, (Aman: Ardan, Tth.), p. 169.

⁵ Vernon S. Gerlach, *Op. Cit.*, p. 241.

⁶ *Ibid.*, p. 256.

a. Still Pictures

Still picture consists of photographs of any object or even which may be larger or smaller than the object or event it is represented.

b. Audio Recordings

Recordings are made from magnetic tape, disc and motion picture sound track. These are reproductions of actual events or soundtrack.

c. Motion Picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representations.

d. Television

This category includes all types of audio video electronic distribution system that eventually appear on television monitor.

e. Real Things, Simulation and Models

This category includes people, events, objects and demonstrations.

Simulation is the replication of real situations, which has designed top, be as near the actual event or process as possible. Many media, including the computers, tape recorder, and motion pictures can be used for simulation.

Real things, as contrasted with other media, are not substitutes for the actual object or event. They are in fact, life itself, often in its natural setting.

A model is replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

f. Programmed and Computer-assisted Instruction

Programs are sequences of information (verbal, visual, audio) which are designed to elicit predetermined responses. The most

common examples are programmed textbooks or instructional programs prepared for computers.⁷

From the definition above, the writer concludes that picture is one of several media that can be used on teaching learning process.

3. Functions of Media In Teaching Learning Process

Media have important roles in teaching and learning process. The followings are some functions of media in teaching learning process. Media gives motivation for students to be more interested in learning process, learners are able to understand the message better as the materials are presented in a certain way, and media provides various kinds of teaching methods and technique, so learners are not bored with the monotonous teaching and learning process.⁸

B. Pictures

1. Definition of Pictures

Nagaraj states that another effective way of getting learners to learn words is through using picture. Picture can be drawn on the black board, chart papers or even cutouts.⁹

Harmer states that pictures are clearly indispensable for language teachers since they can be used in many ways. A picture is an art that can express the lifestyle of someone or something, for example to express the lifestyle of flowers, animals or peoples in their simple characteristics.¹⁰

2. Types of Pictures

Oemar Hamalik states that the types of pictures in detail as follows:

⁷ *Ibid.*, pp. 247-249.

⁸ Dyah Maya Sari, *The Effectiveness of Using Chain Pictures in Teaching Writing A Recount Text*, (Semarang: English of Languages and Arts Semarang State University, 2008), Unpublished Thesis.

⁹ G. Nagaraj, *English Language Teaching; Approach, Methods, Techniques*, (Orient: Longman Ltd., 1990), p. 168.

¹⁰ Jeremy Harmer, *Op. Cit.*, p. 3.

- a. Sketch, painting product whether it is complete or incomplete.
- b. Draft, the communication between lines or writing and picture presented and arranged logically to show off relation between the fact or idea.
- c. Graphs, the picture which gives information about numbers and important relationship within the information.
- d. Comics, series of pictures or paintings which forms a story.
- e. Poster, a picture or painting which explain an intention or idea.
- f. Cartoon, a picture or painting or sketch with is used to entertain, to critic or to suggest an idea.
- g. Diagram, the combination between lines and picture which shows internal relationship, and
- h. Map, the picture which describes a real situation.¹¹

3. The Characteristics of Pictures

A still picture is a record or a copy of real object or even which may be larger or smaller than the object. Even though there is no motion, it may be suggested and it may be also full color or white and black.¹²

Gerlach and Elly state that Still picture are visual representation of person, places or things, which are two dimensional and have characteristics, such as they may be drawn, printed or photographically processed, abstract and they vary in size and color.¹³

¹¹ Oemar Hamalik, *Metode Belajar dan Kesulitan-kesulitan Belajar*, (Bandung: Tarsito, 1985), pp. 43-44.

¹² Dyah Maya Sari, *Op. Cit.*, p. 14.

¹³ Vernon S. Gerlach, *Op. Cit.*, p. 273.

Pictures may be used as teaching media in classroom. It is depended on the characteristics of pictures that are interesting and informing about something. By representing pictures, it will encourage student's interesting and giving them any kind of information.¹⁴

Teacher or students may draw the pictures. But, it is not impossible for the teacher to find it in many available sources, as follows:

a. Digital photos

By using it, students are supposed to be involved making and creating their pictures and they could also use technology to manipulate them, changing colors, styles or sequences and deleting what they do not want or need.

b. Internet

The internet is a fantastic source of pictures and can be found related to any topic through major search engines. This adds the bonus of being right up to date, perhaps the latest films or cartoon characters or the students' favorites.

c. Magazines and Newspapers

Magazines and newspapers provide a constant supply of topical pictures in a wide of range of styles, color, black and white, photographs and stylized images to name but a few. They are ready-made picture stories in many forms that could be used, perhaps after deleting any texts which appears.

d. Drawings

For those more artistic teachers and students among us there remains the option of drawing our own pictures. It is possible to adapt pictures and picture stories in the English language course books.

e. Pocket Pictures

¹⁴ Anik Nur Aeni, *The Use of Pictures as Media in teaching Speaking*, (Semarang: Walisongo State Institute for Islamic Studies, 2009), Unpublished Thesis.

Pocket pictures are accessible, fun and add another dimension to the usual class.¹⁵

Those sources are able to be used as teaching media in classroom. The more variatively and creatively the teacher used the sources, the more attractive class will be. This is because the learners can be avoided from boredom and here always being fresh with new things.

4. The Advantages of Using Pictures to teach Procedure Texts

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, but by the roles of all components involved. However, in teaching-learning process, a teacher must bring all components into a classroom and apply them. We can imagine that it will be hard to do because of some limitations. Therefore, a teacher often uses pictures as a means to improve the students' ability in learning English.¹⁶

Pictures are one of kind of media, which can help the teacher draw the students' interest and arouse their motivation. If the students are motivated, they will participate actively and will learn hard during the teaching learning process. A teacher should be able to plan and organize an instructional design, the learning environment and the learning activities in the classroom in which he/she can stimulate the students in active ways and encourage them to take part in the activities where they have opportunities to produce English sentences or to use English communicatively. Thus, a teacher utilizes pictures to help students to get the students' interest and motivation.¹⁷

A picture is an excellent media in which this can be done pictures arouse play fullness in the pupils because pictures are interesting. It

¹⁵ [Http://www.teachingenglish.org.uk//think/resources/pictures-story.html](http://www.teachingenglish.org.uk//think/resources/pictures-story.html). Retrieved on 15/07/09.

¹⁶ Dyah Maya Sari, *Op. Cit.*, p. 16.

¹⁷ *Ibid.*

provides variety of fun and games, furthermore, it is also means that the use of picture may offer parallel opportunities both for teacher-students and students-students interaction.¹⁸

According to Gerlach, there are several advantages of pictures, such as:

- a. Pictures are inexpensive and widely available.
- b. They provide common experiences for entire group.
- c. The visual detail makes it possible to study subjects, which would otherwise be impossible.
- d. Pictures can help to prevent and correct misconception.
- e. Pictures offer a stimulus to further study, reading and research. Visual evidence is a powerful tool.
- f. They help to focus attention and to develop critical judgments.
- g. They are easily manipulated.¹⁹

Therefore, the teacher will choose the pictures as media. Pictures are more understandable than words. The responses to pictures are often considerably faster than words. Another advantage of the use of pictures is that retention of pictorial information is quite remarkable over long periods of time.

5. The Limitation of Using Pictures in Teaching Learning Activity

Sari state:

“Although pictures have many advantages, they still have some limitations. They are sizes and distances are often distorted, lack of color in some pictures limits proper interpretations, and students do not always know how to read pictures”.²⁰

C. Writing

1. Definition of Writing

¹⁸ Dian Candra Prasetyani, *A Study on the Ability in Writing A Recount Text By Using Pictures*, (Semarang: English of Languages and Arts Semarang State University, 2006), Unpublished Thesis.

¹⁹ Vernon S. Gerlach, *Op. Cit.*, p. 277.

²⁰ Dyah Maya Sari, *Op. Cit.*, p. 17.

Writing is one of language skills. Writing is perhaps the most demanding skill of English skill. It has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural for human, it is skill which has been developed in civilized society to past on knowledge or messages beyond constrains of here and now.

Ron White states:

“Writing is a discovery process, it involves discovering ideals discovering how to organize them and discovering what that you want to put ever to you reader. So a lot of what a writer does as a writer doesn’t actually appear on the page”.²¹

Writing needs hard-working. When the students do writing, they not only have to keep minds but also consider the past, opinion or ideas which are relevant to their goals of the teaching. Beside that, it has to be thought how to organize in the composition.

Harmer states that: “writing is a process that what we write is often heavily influenced by the constrains of genre, then these elements have to be clearly, correctly and confidently. This is undoubtedly their goal in studying English and it is the teacher’s role to help them to reach it”.²²

There are several ideas on the definition of writing in general. Finocchiaro states that: “writing is the fourth and the last of communication skills. Writing means primarily the carefully guided marks on paper that students do in making composition. We are teaching a course in creating writing or advanced composition”.²³

The writer concludes that writing is an activity of developing ideas and feelings to produce an arrangement sentence that comes from our thought.

On the developing idea or feeling as imaginary of experience that had by somebody is needed on the writing aspect such as grammar,

²¹ Ron White, *New Ways in Teaching Writing*, (Alexandria, VA: Teacher of English to Speakers of Other Language, 1987), p. 10.

²² Jeremy Harmer, *Op. Cit.*, p. 86.

²³ Mary Finocchiaro, *The Foreign Language Learner: A Guide for Teachers*, (New York: New York Regent Publishing Company, Inc., 1974), p. 85.

mechanics, organization, contents, readers, etc., so become a unity or writing role that clearly and efficiently communication.

Writing is very complex. It is neither an easy as spontaneous activity. Writing needs some mental efforts that must be combined and arranged. Writing needs hard-working. When the students do writing, they not only have to keep minds but also consider the past, opinions or ideas which are relevant to their goals of teaching. Beside that, it has to be thought how to organize in the composition.

David P. Harris defines the general components in writing process as follows:²⁴

- a. Contents : the substance of the writing idea expressed.
- b. Form: the organization of the context.
- c. Grammar : the employment of grammatical forms and syntactic patterns.
- d. Style : the choice of structure and lexical items to give a particular tone of flavor to the writing.
- e. Mechanics : the use of the graphic convention of the language.

In another statement, David P. Harris states that composition has generally in the composition included the following points in their defiance:

- a. Composition test requires students to organize their own answer and expressing their own words.
- b. Composition test motivate students to improve their writing conversely. This examination does not require writing; many students will neglect the development of the skill.

²⁴ David P. Harris, *Testing As Second Language*, (USA: The Mac Milan Press Ltd., 1969), p. 69.

c. Composition test is much both easier and quicker to prepare than objective test, an important advantage to the busy classroom teacher.²⁵

In her book “Writing” Tricia Hedge reflects this change of view points and attempts to apply its insights to the EFL or ESL context. The emphasis throughout is on the process involved in producing complete, conceptualized pieces of writing. The focus is especially on why the writing is being done (a serve of purpose) and who it is being written for (a scene of audience). The activities that which offers are both highly practical based as they are on her long and varied experienced and interesting to do.²⁶

Writing has been a central topic for over half a century and remains an area of lively intellectual research and debate. The dominant model for many years saw writing as a textual product, a coherent arrangement of element structured according to a system of rules.²⁷ The idea that text can functioned contextually carries information that human communication works by transferring ideas from one mind to another via language.

Writing built around two central concepts: the processes of writing like movements of the hand, use of the eyes, memory, intuition, emotion, etc. The result of writing can be influenced how that person writes. Writing is one of important thing in college or school. Good writing skills are essential success, whether writing reports on readings, preparing task or taking essay test.

2. Purpose of Writing

Writing is easier to revise than speech because it is permanent and therefore available. It is possible for teacher to exploit writing for learning in several effective ways. Maley states that the functions of writing are to consolidate the learning of new structures or vocabulary or to help

²⁵ *Ibid.*, p. 6.

²⁶ Tricia Hedge, *Writing: Resources Book for Teachers*, (New York: Oxford University Press, 1998), p. 11.

²⁷ Ken Hyland, *Teaching and Researching writing*, (London: Longman, 2002), p. 7.

students remember new items of language, to look at instance of writing and to analyze the features of written texts, and good writers appear to go through certain processes which lead to successful pieces of written work.²⁸

According to Hugo as quoted by Sari, the seven purposes in writing activities are as follows:²⁹

- a. Assignment purpose; the writer just completes the task given.
- b. Altruistic purpose; the writer intends to entertain the reader through his writing order, so they can serve the life in the easy, simple and enjoyable way.
- c. Informative purpose; the writer introduces and expresses what he/she really feels or things to the reader.
- d. Creative purpose; the writer wants to perform artistic norms by him/herself.
- e. Problem solving purposes; the writer wants to explain and analyze the problem in his/her mind so that the reader understands it.
- f. Persuasive purpose; the writer wants to persuade or convince the reader about his/her idea.
- g. Self expression purpose; the writer introduces and expresses what he/she really feels or things to the reader.

3. Types of Writing

Finocchiaro states that:

“Naturally, the type of writing system (alphabet, picture) which exists in the native language is an important factor in determining the ease or seed which students learn to write”.³⁰

There are two types of writing based on Mary Finocchiaro:

- a. Practical writing or factual writing

10.

²⁸ A. Maley, *Resource Book for Teacher*, (Oxford: Oxford University Press, 1998), p.

²⁹ Dyah Maya Sari, *Op. Cit.*, p. 9.

³⁰ Mary Finocchiaro, *Op. Cit.*, p. 85.

This type of writing deals with facts. We can find in the writing of letters, summaries, or description of what to do something.

b. Creative or imaginative writing

This type of writing usually exists in literature. The examples of imaginative writing are novels, short stories, romance, etc.³¹

4. The Importance of Writing

Ramelan says that writing is a part of man's culture because it can be used to preserve thought ideas and also speech sounds.³² From the explanation we can conclude that writing is means of recording of what we want to store in the form of written language.

Writing is the most complex skills to develop; it plays an important role in the modern society. By writing we can earn money when we work i.e. as a journalist, authors, novelists, interpreters, script writers etc.

Writing is one way of making experience for students and for others. To be able to write we must mastering the learning concept that is we must learn to select and use from any possible combinations of words. In learning English, writing is very important to support student's ability to speak to the other because having a good ability in writing sentences can make us speak correctly. So our speaking can be understood by the listener.

Writing as skill is by for the most important reason for teaching writing; of course. It is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together and how to replay to advertisements, etc.

³¹ *Ibid.*, p. 66.

³² Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p. 9.

As one of the language skills, writing has given an important contribution to human work. The importance of writing can be seen in people daily activities and business activities.

Writing is very important to help students learn English. According to Ann Raimes, writing has many benefits for students. They are:

- a. Writing reinforces the grammatical structures, idioms and vocabulary.
- b. Writing gives students chance to be adventurous with the language.
- c. When students write, they become involved with the new language. The efforts to express ideas and the constant of eye, hands and brain are unique way to reinforce.³³

A lot of people can communicate to another over long distance only in short limit of time through writing. I also make the possibility for people to send message because it can store the message as long we wished. Besides, writing activity has more and more meaning in daily life.

5. Writing Process In General

Writing is a process that involves several steps:

a. Step One: Pre-writing

Prewriting is the thinking, reading, and writing you do about your topic before you write a first draft.³⁴ This way is to warm up the brain before write something. It is called Brainstorming. It is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how someone will use them.

b. Step Two: Writing

³³ Ann Raimes, *Teaching English as A Second Language; from Theory to Practice*, (New York: Regent Publishing Company, 1974), p. 85.

³⁴ Karen Blanchard and Christine Root, *Op. Cit.*, p. 1.

After doing the pre-writing, think all about related the topic, the next step in writing process is writing paragraph. When we want to start to write paragraph, we use the ideas generated from prewriting as guide.

When we write, remember to:

- Begin with a topic sentence that states the main idea.
- Include several sentences that support the main idea.
- Arrange the sentence so that the order of ideas makes sense.
- Use signal word to help the reader understand how the ideas in paragraph are connected.³⁵

c. **Step Three: Revising**

No one is perfect but nothing is impossible. When we write paragraph we do not get the result from our writing perfect directly. Look at every draft, try to complete it, and look for ways to improve it. When we revise paragraph we can do: ³⁶

- Add new ideas to support the topic.
- Cross out sentence that do not support the topic.
- Change the order of the sentences.

D. Kinds of Genre

Gerot and Wignell state those genres are staged, goal-directed and purposeful. The notions “genre” and ”grammar” are closely linked in other grammar in different ways.

According to Gerot and Wignell, there are kinds of genre:

1. Spoof

³⁵ *Ibid.*, p. 3.

³⁶ *Ibid.*, p. 5.

Spoof is kind of genre which has social function to retell an event with a humorous twist.³⁷

2. Recount

Recount is kind of genre which has social function to retell event for the purpose of informing or entertaining.³⁸

3. Report

Report is kind of genre which has social function to describe the way things are, with reference or to a range of natural, man-made and social phenomena in our environment.³⁹

4. Analytical Exposition

Analytical exposition is kind of genre which has social function to persuade the reader or listener that something is the case.⁴⁰

5. News Item

News item is kind of genre which has social function to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.⁴¹

6. Anecdote

Anecdote is kind of genre which has social function to share with others an account of an unusual or musing incident.⁴²

7. Narrative

Narrative is kind of genre which has social function to amuse, entertain or 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.⁴³

8. Procedure

³⁷ Gerot and Wignell, *Op. Cit.*, p. 190.

³⁸ *Ibid.*

³⁹ *Ibid.*

⁴⁰ *Ibid.*

⁴¹ *Ibid.*, p. 192.

⁴² *Ibid.*

⁴³ *Ibid.*

Procedure is kind of genre which has social function to describe how something is accomplished through a sequence of actions or steps.⁴⁴

9. Description

Description is kind of genre which has social function to describe a particular person, place or thing.⁴⁵

10. Hortatory Exposition

Hortatory Exposition is kind of genre which has social function to persuade the reader or listener that something should or should not be the case.⁴⁶

11. Explanation

Explanation is kind of genre which has social function to explain the processes involved in the information or workings of natural or social phenomena.⁴⁷

12. Discussion

Discussion is kind of genre which has social function to present (at least) two points of view about an issue.⁴⁸

13. Reviews

Reviews is kind of genre which has social function to critique an art work or event for a public audience. Such as works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts.⁴⁹

E. Procedure Text

1. Definition of Procedure Text

A procedure text is a piece of text that describes how something is accomplished through a sequence of actions or steps.⁵⁰

⁴⁴ *Ibid.*

⁴⁵ *Ibid.*

⁴⁶ *Ibid.*

⁴⁷ *Ibid.*

⁴⁸ *Ibid.*, p. 193.

⁴⁹ *Ibid.*

2. Social Function of Procedure Text

Social function of procedure text is to describe how something is accomplished through a sequence of actions or steps.⁵¹

3. Generic Structure of Procedure Text

There are the generic structures of procedure text:⁵²

- a. Goal : to explain how to do or to make something.
- b. Materials : ingredients, equipment.
- c. Steps : how to arrange the activity.

4. Significant Lexicogrammatical Features of Procedure Text

Gerot and Wignell states: the language features in a written procedure text focus on generalized human agents, use simple present tense; use imperative sentence pattern (e.g. cut, don't mix, etc.), use mainly temporal conjunctions (or numbering to indicate sequence); e.g. then, while, etc., use mainly of material (action) clauses (e.g. turn, put, don't mix, etc.), use of adverbials (to state the detail of time, place, or accurate steps), e.g. for five minutes, 2 centimeters from the top, etc., and details irrelevant to the purpose that should be avoided. Language features in a written procedure text usually use second or third person pronoun.⁵³

F. Previous Research

The writer will describe some works which are relevant to this thesis to make the thesis arrangement easier and to avoid repeating the same study:

1. Thesis entitled *The Use of Pictures as Media for Teaching Writing (The Case Study of the Second Grade Students of SMU N 1 Wirosari Grobogan in the Academic Year of 2008/2009)* written by Dian

⁵⁰ *Ibid.*, p. 206.

⁵¹ [Http://lilikfatichah.blogspot.com/2008/08/procedure-text.html](http://lilikfatichah.blogspot.com/2008/08/procedure-text.html). Retrieved on 09/08/2009.

⁵² *Ibid.*, Retrieved on 09/08/2009.

⁵³ Gerot and Wignell, *Op. Cit.*, p. 206.

Rahmawati, NIM: 2201404651 (Language and Art Faculty of State University of Semarang, 2008). She states that one of the ways to make the students are interested in writing is using pictures in teaching writing. Pictures can represent the real situation and the students can express their ideas more easily. This study is an experimental research. It tries to know how well picture give contribution to teach writing and to know if there is significant difference in the achievement between the students who are taught writing using pictures and the students who are taught writing without pictures as media. The findings show that teaching by using pictures can improve the students' achievement in writing and it is more effective than teaching writing without pictures.

2. Thesis entitled *The Use of Series Pictures as Media in Writing Procedure Texts (The Case of Tenth Grade Students of SMA N 2 Pemalang in the Academic Year 2007/2008)* written by Turasih, NIM: 2201404642 (Language and Art Faculty of State University of Semarang, 2008) states that using series pictures to teach writing is a good innovation. It can stimulate the students' interest in writing. The purpose in this study is to find out how well pictures give contribution to students in writing procedure texts. The result of the research shows that series pictures can contribute greatly to students in writing especially procedure text. By looking at the pictures, the students were able to catch the idea of what had to be written.
3. The other thesis entitled *The Effectiveness of Using Chain Pictures in Teaching Writing a Recount Text (The Case of the Eight Year Students of SMP N 1 Demak in the Academic Year of 2007/2008)* written by Dyah Maya Sari, NIM: 2201404639 (Language and Art Faculty of State University of Semarang, 2008). She states that the students usually get difficulties in doing writing because it requires their creativity in developing their feelings and ideas, and chain picture are very interesting media that can help students arrange the story. In this study, she

attempted to offer the chain picture to be used for teaching writing a recount text. She tried to compare between students who are taught writing a recount text by using chain picture and those who are taught by using a conventional method. The result of this research shown using chain pictures was more effective than teaching writing using a conventional way.

From the third thesis above, there are similarities in this research that are discussed about teaching writing and pictures. But in this study, the researcher uses series of pictures to teach writing procedure texts. The setting and the respondents of this research are also different from the third research above. This research was conducted at MTs Mafatihul Akhlaq Jepara. The respondents of this research are the seventh grade students of MTs Mafatihul Akhlaq Jepara. So, in the researcher's opinion, this research still has relevance and significance factors why it is interested enough to be observed. The researcher hopes that this study can fill in the gap in teaching writing procedure texts.

G. Action Hypothesis

The hypothesis was the assumption that possibly true or possibly also wrong. The hypothesis was the provisional answer to the problem of the research that theoretically it was considered possibly or highest the level of his truth.⁵⁴ It is provisional truth determined by researcher that should be tested and proved.⁵⁵ Because the hypothesis was the provisional answer, so was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

Once the investigator diagnoses the causes of the pinpointed/specific problems, he/she starts thinking about what concrete action, if taken, would

⁵⁴ Margono, S., *Metodologi Penelitian Pendidikan*, (Jakarta: PT Rineka Cipta, 2004), p. 68.

⁵⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th ed., p. 116.

bring about the desired change/solution. Then he/she formulates hypothesis specifying the immediate 'actions' that could be taken to solve the problems. The hypotheses formulated in action research are called action hypotheses.⁵⁶ There are two kinds of hypothesis that are used in research:⁵⁷

Ha : Hypothesis action

Ho : Hypothesis null

The action hypotheses (Ha) in this research is the use of series of pictures can improve students' procedure text writing skill. By using series of pictures, it can improve the students' thinking creativities. Students are able to develop their ideas in writing procedure texts through series of pictures. Teacher is able to increase their knowledge on how to motivate students in learning writing. By using series of pictures, it will make the teaching learning process becomes easier and fun.

The null hypothesis (Ho) in this research is the use of series of pictures will not give any effect for students, teacher and the teaching learning process.

⁵⁶ [Http://wikieducator.org/actionhypothesis.html](http://wikieducator.org/actionhypothesis.html). Retrieved on 14/10/09.

⁵⁷ Suharsimi Arikunto, *Op. Cit.*, pp. 66-67.