



The second previous research in writing skill was done by Hafid entitled *Improving Writing Skill By Cooperative Games At First Year Of SMA Hangtuh 2 Surabaya*.<sup>9</sup> This research was conducted in 2009. This study investigated the implementation of cooperative games in teaching writing skill in the first grade of SMA HANGTUAH 2 Surabaya and the students' responses toward the use of cooperative games. This research used Collaborative Class Room Action Research (CCAR). The result of this study showed that the cooperative games improve the students' writing ability. However, this study has a different research design with this study.

The third previous research in writing skill was done by Khoirul Bariyah entitled *The effect of Using Situational Pictures on the ability of writing descriptive texts of the eleventh grade students of SMA Muhammadiyah 1 Gresik*<sup>10</sup>. This research was conducted in 2009. This study investigated the effect of situational pictures in students' writing ability. This research used experimental research. The result of this study showed that the situational pictures improve the students' writing ability. However, her study has a different treatment with this study.

The fourth previous research in writing skill was done by Arifah entitled *The use of picture to write narrative in teaching writing at Ma Raudlatul*

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<sup>9</sup> Hafid, *Improving Writing Skill By Cooperative Games At First Year Of SMA Hangtuh 2 Surabaya*. (Surabaya: IAIN SUPEL, 2009)

<sup>10</sup> Khoirul Bariyah *The effect of Using Situational Pictures on the ability of writing descriptive texts of the eleventh grade students of SMA Muhammadiyah 1 Gresik*. (Surabaya: IAIN SUPEL, 2009)







approach emphasizes on the manipulation on language structures and sentence patterns. Students' task using this approach is changing sentence forms, tenses, singulars to plural, or joining two sentences. Using controlled approach, students can easily do the writing task, because they just follow the pattern. It is also an easy thing for teacher to assess the students' works

## **2. Process Approach**

Process is an approach of writing that emphasizes on the various stages that any piece of writing goes through (Harmer, 2005:326). Using this approach can make students taking more responsibility for their own learning. They can also make clearer decisions about the direction of their writing.<sup>18</sup> In process approach is ask student to consider the procedure of putting together a good piece of work. For example: discuss the concept of first and final draft than ask student to say whether the activities listened here take place at first or final stages, and to put them in the best order. In reality, the writing process approach is more complex than this, and the various stages of drafting, reviewing, re-drafting and writing, etc.<sup>19</sup> Writing process needs a develop system but it is not easy because students must begin the writing from the first than continue until the system is develop. So, in teaching there are varieties of ways can be applied by teachers on students so that they can develop writing skill. It is intended that

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<sup>18</sup> Opcit.p.326

<sup>19</sup> Jeremy Hamer,,,,, p.325

















to facilitate students in expressing their ideas. The techniques of learning to write for example in the capture of images in order for students to write quickly on the basis of image viewed. For example, a teacher showed a picture of a Sport from the images students can make writing coherently and logically based on the image. Tools needed are the images which vary according to the topic of learning. This technique can be run in groups. If we want more to apply to the increase in the manufacture of good questions in the form of dialogue then you should create a more focused instruction for students' ideas in making the dialogue about sport. And seek the image given to accordance with the theme topic of learning that is taught in that week. Teachers can select the images that match the characteristics of the class.<sup>34</sup>

Thus it can be concluded that students not only have the ability to express their ideas, but also capable to communicate with other students with written media when they use Short Note.

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<sup>34</sup> Suyatno, *Teknik Pembelajaran Bahasa dan Sastra*, (Surabaya: SIC, 2004), p. 81