

The Use of Pictures in Teaching Creative Writing (Fiction) to EFL Students

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This study investigated the use of pictures to teach creative writing (fiction) to English for Foreign Language (EFL) students at the university level. This study was conducted in a private university located in Jakarta involving five junior students of the English Department. The students were expected to describe the setting and the character in the specific pictures and developed them. The students had one meeting to write a piece of fiction writing without using the picture and four meetings using the pictures. The study revealed that the use of the pictures to write a creative fiction facilitates the students to get the ideas, raise their motivation, and build their imagination in doing creative fiction writing.

Key words: EFL, creative fiction writing, picture

Penelitian ini mengkaji penggunaan gambar untuk mengajar penulisan kreatif (fiksi) bagi mahasiswa EFL di tingkat universitas. Penelitian ini dilaksanakan di jurusan Sastra Inggris di sebuah universitas swasta di Jakarta yang melibatkan 5 mahasiswa tahun ketiga. Para mahasiswa harus menulis fiksi kreatif dengan menggunakan gambar. Mereka harus mendeskripsikan latar dan karakter yang ada didalam gambar dan mengembangkannya. Para mahasiswa mempunyai 1 pertemuan untuk menulis fiksi kreatif tanpa menggunakan gambar dan 4 pertemuan menggunakan gambar. Hasil penelitian menunjukkan bahwa penggunaan gambar dalam menulis fiksi kreatif memfasilitasi mahasiswa untuk mendapatkan ide-ide, menumbuhkan motivasi mereka, dan membangun imajinasi mereka di dalam menulis fiksi kreatif.

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INTRODUCTION

One of the English skills that should be mastered by the students is writing. Writing is also considered as a combination of process and product. It means a writer needs to find the idea, organize the idea, make a draft, edit, read, and re-read until it can be called as a product (Linse, 2005). Besides, writing is a continuous activity (Oshima, 1972, cited in Rofi'i, Rukmini, & Hartono, 2014).

The role of writing at the university level is significant because university students are always expected to make writing products. According to Graefen (; as cited in Madkur, 2013), the university students are expected to write specific types of technical texts associated with the fields they are studying. In the creative writing courses, students are expected to make some creative writing products such as fiction writing. In order to make creative writing products, particularly in fiction writing, elements of creative writing are essential for creating a good story such as setting and character. Setting and character are the two main elements that should be used in creative writing. The setting consists of time, place, and situation and the character consists of the person's appearance and the characteristics (Stanton, 1965; Green & Green, 2017).

There are some ways to describe the setting and character. According to DiYanni (2001), there are six methods of characterization including narrative summary without judgment, narrative description with explicit judgment, show the physical appearance, character's action (what they do), character's speech (what they say and how they say it), and the character's consciousness (what they think and feel) (DiYanni, 2001). Moreover, there are some steps to analyze the character in fiction writing. The writer can use essential characteristics such as physical (age, physical oddities, etc.), a social relationship such as a personal relationship with other character or social relationship. The writer can also use mental qualities such as typical ways of thinking, feeling and acting (Dickinson 1996; Reams, 2015). This study only uses three ways in the analysis including the character's action, character's speech, and the character's consciousness. Those ways can help the writer in order to show the characteristic of the character in their writing.

The setting is an essential element that supports the character in the story. There are three kinds of setting: time, place, and atmosphere or situation. In describing a setting, an author can use the five senses such as sight, sound, smell, taste, and touch (Abu Zahra & Farrah, 2016). Moreover, in order to describe settings, an author needs some aspects to make the setting clearer. It consists of the physical location, detail of the setting, the setting looks like, and how the setting makes the reader feel (Madden, 2008).

Table 1 : Setting description using five senses

The five senses	Wh-questions
Sight	What can you see? What does it look like?
Sound	What can you hear? What does it sound like?
Smell	What can you smell? What does it smell like?
Taste	Does the setting leave a taste in your mouth?
Touch	How does the setting make you feel?

One of the media that teacher can use to facilitate the EFL students in creative fiction writing is picture. The use of pictures gives some benefits to EFL students. Wright (as cited in Widyaningrum, 2014) mentioned that picture can motivate students and stimulate the students' interest in the learning process. The picture can attract the student's attention in order

to make them more imaginative and creative, develop the situations and the characters provided in the pictures. The pictures also provide students with some information to support their imagination and creativity. By using the picture, students can easily acquire ideas for their creative writing. Besides, the picture can stimulate students to develop their writing and use their imagination in order to be able to write well. The picture also can assist students to express their ideas, enhance students' motivation in writing, and build students' knowledge easily while writing a text by using the media (Smaldino et al., 2005).

The teachers need to take into account the selection of the pictures used in the classroom, mainly, how to make the pictures be a useful tool in the class. There are three criteria of picture selection according to Wright (as cited in Widyaningrum, 2014). Firstly, pictures should be natural to be prepared and organized by the teacher. It is related to the efficiency of time. Secondly, pictures should be exciting, authentic, and leave students' impression when they use them in the learning process. Lastly, the pictures also should provide a sufficient amount of language. It is also supported by Panigrahi (as cited in Kaur, Singh, Mei, & Abdullah, 2017). They claimed teachers need to choose an appropriate picture comprehensively and it has to be matched to the topic. Besides, the picture should have interesting and attracting looks because the students like to see an interesting and enjoyable thing. They will easily keep it in their mind for several times or even permanently.

Unfortunately, there is little information of the studies which investigate the use of the picture to facilitate students in creative fiction writing at the university level. Whereas, creative writing, particularly fiction writing is the critical thing that university students, especially, English Department students should master. Therefore, this study investigates the use of pictures to teach creative writing (fiction) to English for Foreign Language (EFL) students at the university level.

METHODS

Research Design

This study is qualitative research. Qualitative research according to Moleong (2007) is a research that has a purpose of understanding the phenomenon about what happens to the research's objects, such as the behavior, perception, motivation, action holistically through words and language. The purpose of the qualitative research in this study is to know EFL students' writing performance given in five meetings. The research design was a descriptive qualitative using exploratory research. According to Zikmund (as cited in Kelly, 2008), exploratory research is useful for gaining a better understanding of certain issues or situations. Triangulation applied in this study for the data collection covering students' writing, interview, and journal. According to Patton (as cited in Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014), triangulation is the use of multiple methods or data sources in qualitative research in order to expand a clear and complete understanding about the phenomena. It is also to reduce the subjectivity and bias in the result of the research.

Setting and Participants

This study was conducted in a private university in Jakarta. This study involved five junior students from an English Department who were committed to joining the whole process of the study. They were chosen because they took a Creative Writing course in the sixth semester. This study distributed the consent form, and the participants were also informed the background information related to this research. This study focuses on the use of pictures to describe setting and character in creative fiction writing among EFL students.

Data Collection Methods and Analysis

There were two methods used to collect the data in this study. The first data collection in this study was writing products from the participants as a measurement on the use of pictures. There were five writing products from five meetings per participant. The first meeting was without using a picture; the second until the fourth meeting was practicing with the picture. Meanwhile, the fifth meeting was conducted to measure the whole progress of using pictures in the process of creative fiction writing. The instructor who also played a role as the researcher gave the students a brief explanation on how to describe setting and character by using the picture. A brief explanation was given from Meeting 2 until Meeting 4. To analyze the students' writing, this study did four steps. The first is reading all the students' writings. Then, the coding was done to ease the analysis process. The third is listing and classifying the writings based on the character description and setting description. The classification of the character descriptions was done to describe the character through physical appearance, action, speech, and consciousness. Meanwhile, the classification of the setting description was done to describe the setting through the physical location, details of the setting, and five senses. The last is recapping by using the tables.

The second data collection in this study was a semi-structured interview. A semi-structured interview was chosen to get an in-depth answer from the participants but with an informal way of interviewing. To analyze the interview, this study did three steps. The first is transcribing the interview record into words. The second is listing and classifying the interview results based on the advantages of using pictures, such as motivation, exploring ideas and imagination, and provide sufficient information. The last one is recapping all the result. There are 12 questions for the interview.

Regarding the selection of the picture, this study chose four different kinds of pictures. This study did not set the theme for the students' creative fiction writing. The topic was based on their perception. All of the pictures were taken from *Google*.

Figure 1 : The picture used in the Meeting 2



Photo Credit: Hero (2017)

Figure 2 : The picture used in the Meeting 3

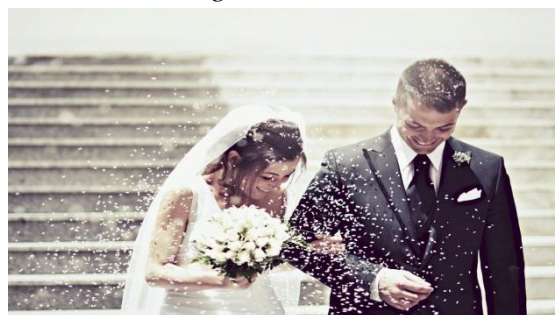


Photo Credit: <https://www.statisticbrain.com/marriage-statistics/>

Figure 3 : The picture used in the Meeting 4



Photo Credit: <https://mbtipopculture.wordpress.com/2014/05/16/infp-and-infj-being-alone-together/>

Figure 4: The picture used in Meeting 5



Photo Credit: <http://www.dailymail.co.uk/news/article-2331450/Memorial-Day-America-remembers-war-heroes-veterans.html>

FINDINGS AND DISCUSSION

Findings

Character Description before Using Picture

In this part, most of the participants could describe the character clearly. They described the character even though some participants have two characters, but they only described one character. For example, Participant 1 described the second character by the first character consciousness, but the first character was not described and stated.

“I was mesmerized by his face, hypnotized by his lips, distracted by his eyes shining like an hourglass.”

Participant 2 described the second character by the physical appearance, but the first character was not described and stated.

“He used a black t-shirt and short pants. He looked so gorgeous in that outfit.”

Participant 3 described the first character by the character’s speech and action. The second character was described by the first character’s consciousness.

“There is nothing to say between us. I don’t want to hear any explanations from you. I left him without realizing my heart shattered into pieces.”

Participant 4 did not describe the first and the second character. The character was not shown clearly.

“In the morning at the bus, I sat beside my sister.”

“My sister already slept when she got her chair.”

Participant 5 did not describe the first character. The second character was described by the physical appearance.

“Lyla comes to her dorm in Seattle.”

“The man looked older than Lyla, has sexy beard, good body like an athlete.”

Ultimately, from the given data, most of the participants could describe the character clearly enough but still missed some details in other characters. They could describe the character by the character’s speech, action, consciousness, and physical appearance. Most of them were using physical location and character’s consciousness to describe the character. Only one participant did not provide any information for the character.

Table 2 : Recap of students’ character description before using picture

P	Ch	Character’s Description			
		P.A	A	S	C
1	1 st	-	-	-	-
	2 nd	-	-	-	✓
2	1 st	-	-	-	-
	2 nd	✓	-	-	-
3	1 st	-	✓	-	-
	2 nd	-	-	-	✓
4	1 st	-	-	-	-
	2 nd	-	-	-	-
5	1 st	-	-	-	-
	2 nd	✓	-	-	-

Note: P = Participant; Ch = Character; P.A = Physical Appearance; A = Action; S = Speech; C = Consciousness

Setting Description before Using Picture

In the setting description, particularly for the place and time, the participants faced difficult parts in describing it. Most of them only mentioned the place or the time but did not describe the detail or how the setting looked like. Different from the situation, they could describe the situation and create the situation. Mostly, they described the situation setting by the senses. For example, Participant 1 did not describe the time setting, and the place setting was not stated. The situation set was described by using senses.

“In the middle of the night.”

“He asked me for a momentum night. It was an amazing night.”

Participant 2 did not describe the time setting, and for the place setting, Participant 2 only mentioned the place but did not give any description of the place. The situation set was described by using five senses.

“On Saturday morning, we decided to go to Dufan.”

“I was so happy at that time and so does him.”

Participant 3 did not describe and state the time and the place setting. The situation set was described by using five senses.

“I never wanted to see him again after the day he chose to leave me because he has an affair.”

Participant 4 did not describe the time, place, and situation setting. Participant 4 only mentioned the time in the morning, the place in the bus, but the situation not clearly described.

“In the morning, at the bus, I sat beside my sister.”

Participant 5 did not describe the time and place setting. Participant 5 only mentioned the place in Seattle and the time in the last month. The situation setting was described by using five senses.

“Lyla comes to her dorm in Seattle.”

“There was a man looked into Lyla and said “I’ve been waiting for you.” Lyla was confused because she didn’t know about him.”

From the findings, it concludes that 4 to 5 participants could describe the situation setting by using five senses and 1 participant could not describe the situation setting. However, all of the participants could not describe the time and place setting. Some of them only mentioned the name of the place or time but did not provide additional information for the place and time.

Table 3: Recap of setting description before using picture

P	Setting Description								
	Time			Place			Situation		
	P.L	D	5S	P.L	D	5S	P.L	D	5S
1	-	-	-	-	-	-	-	-	✓
2	-	-	-	-	-	-	-	-	✓
3	-	-	-	-	-	-	-	-	✓
4	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	✓

Note: P: Participant; P.L: Physical Location; D: Details of the Setting; 5S: five senses

Character Description after Using Pictures

The progress is shown by the participants from Meeting 2 to Meeting 5. In Meeting 2, Participant 1, 2, and 3 did not describe the characters. Participant 4 and 5 described the character by using the character’s physical appearance. In Meeting 3, the picture was about a couple who got married. Participant 1, 2, and 5 described the character by using physical appearance. Participant 4 did not describe the character. She only mentioned the name of the character. Participant 3 described the character by using the character’s consciousness and the second character’s action. In this part, most of them used physical appearance for describing the character. Then, in Meeting 4, the picture was about someone who was sitting in the headstone in the seashore. Participant 1, 3, and 4 described the character by using the character’s physical appearance. Participant 2 did not describe the character. She only mentioned the name of the character. Participant 5 described the character by using the character’s speech. In this meeting, most of them described the character by using physical appearance. Finally, in Meeting 5 which was the last meeting, there was no instruction session. In this meeting, participants were asked to make the last writing using picture shown in Figure 3. The picture in this meeting was about the old lady sitting in the grave with a sad face. Based on the result of the writings, Participant 1, 2, 3, and 4 described the character by using the character’s physical appearance and Participant 5 used character’s speech.

The progress is illustrated by the performance of Participant 1 as follows:

Meeting 2 *“I’m the fisherman.”* (There is no description of the character)

Meeting 3 *“I met a person, a beautiful girl. Tanned skin with a sweet smile. She was kind, sweet, and energetic for a woman like her.”* (Description of the character is available)

Meeting 4 “My name is Skrafo. I am 24 years old from Central Java. I am a big guy with a beard and short for a guy size.” (Description of the character is available)

Meeting 5 “In her short white hair, cover herself as her crown. An old strong and independent woman.” (Description of the character is available)

Based on the result of Meeting 2 to Meeting 5, all of the participants showed various progress in their character’s description. The progress shown by Participant 2 was decreasing in Meeting 3, and the progress of other participants was increasing meeting by meeting. This progress was consistently shown until Meeting 5 as shown in Table 4.

Table 4: Recap of character description after using pictures

P	Ch	Character Description															
		P.A				A				S				C			
		M 2	M 3	M 4	M 5	M 2	M 3	M 4	M 5	M 2	M 3	M 4	M 5	M 2	M 3	M 4	M 5
1	1 st	-	-	✓	✓	-	-	-	-	-	-	-	-	-	-	-	-
	2 nd	-	✓			-	-			-	-			-	-		
2	1 st	-	-	-	✓	-	-	-	-	-	-	-	-	-	-	-	-
	2 nd		✓				-				-				-		
3	1 st	-	-	✓	✓	-	-	-	✓		-	-	-	-	-	-	-
	2 nd						-				-				✓		
4	1 st	✓	-	✓	✓	-	-	-	-	-	-	-	-	-	-	-	-
	2 nd		-				-				-				-		
5	1 st	✓	-	-	-	-	-	-	-	-	-	✓	✓	-	-	-	-
	2 nd		✓				-				-				-		

Note: P=Participants; Ch=Character; M=Meeting; P.A= Physical Appearance; A= Action; S= Speech; C= Consciousness.

Setting Description after Using Pictures

Regarding the setting description, the participants showed various progress in describing the setting by using the picture. In Meeting 2, Participant 1 did not describe the time setting and did not describe and state the situation setting. However, she described the place setting by using two ways including physical location and detail of the setting. Participant 2, 3, 4, and 5 did not describe the time and place setting, but they described the situation setting by using five senses. In this meeting, all of the participants did not describe the time setting. Most participants used physical location to describe a place. In the situation setting, five senses were mostly used.

The next meeting which was Meeting 3, Participant 1 was able to describe time and place setting by using the detail of the setting for time description and using five senses for describing the place setting. For the situation description, she used five senses to describe it. Participant 2, 4, and 5 still did not describe the time and place setting. In the situation setting part, they described it by using five senses. Participant 3 was able to describe the time setting by using five senses but could not describe the place setting. For the situation set, she described

it by using five senses. In this part, there was progress from Participant 1 and 2. They could describe the time setting. For the place, only 1 participant who put the description.

In Meeting 4, Participant 1 and 3 could describe the time and the place setting by using five senses. Different from Participant 4 and 5, they could describe the place setting, but they missed the time setting description. They described the place setting by using five senses. Surprisingly, Participant 2 described both time and place setting. For the time setting, she used the detail of the setting description, and for a place setting, she used five senses. Then, for the situation setting description, all of them still used five senses to describe it. In this part also there was progress in the time description. Three participants could describe the time setting. Detail of the setting was mostly used. For the place setting, all of them could describe the place. Five senses are the most used by 4 participants. The next one is a physical location.

Finally, in Meeting 5, the entire participants could describe time, place, and situation setting clearly. For the time setting description, all of the participants described the time setting by using the detail of the setting. In order to describe the place setting, they used in different ways. Participant 1, 2, and 4 used physical location, and -pParticipant 3 and 5 used five senses to describe place setting. The same way was used for describing situation setting description. All of the participants still used five senses for situation description. For the time setting, details of the setting were mostly used by 4 participants, and physical location was used by 1 participant. Physical location was used by 4 participants in the place description, and 1 participant used five senses. In the situation, all of them used five senses.

The progress is illustrated by the performance of Participant 2 as follows:

Meeting 2 “*There is no one in the lake because it’s Friday.*” (time)

“*I just go to the lake directly.*” (place)

“*I keep waiting, and surprisingly, a fish pull my hook.*” (situation)

Meeting 3 “*I can’t believe this. The day is coming.*” (time)

“*I can’t hold my tears. I feel them all in my heart. I can see it in her eyes.*”

(situation)

Meeting 4 “*Every Sunday evening, I always make time to come here, enjoying the beautiful sunset.*”

(time)

“*The sound of the waves sounds so clearly from here.*” (place)

“*It makes me feel so lucky and I am grateful to God for all this beautiful thing.*”

(situation)

Meeting 5 “*The sun is shining brightly. With the bird singing a beautiful song for her.*” (time)

“*She is in front of the grave. The grave is under the shady tree.*” (place)

“*She is crying while remembering all the memories that happened when she and her husband together.*” (situation)

As can be seen in the result from Meeting 2 until Meeting 5, the participants showed various progress in describing the setting by using the picture.

Table 5: Recap of setting description after using picture

P	Time (P.L, D, 5S)				Place (P.L, D, 5S)				Situation (P.L, D, 5S)			
	M2	M3	M4	M5	M2	M3	M4	M5	M2	M3	M4	M5
1	-	D	5S	P.L	P.L, D	5S	P.L	P.L	-	5S	-	5S
2	-	-	D	D	-	-	5S	P.L	5S	5S	5S	5S
3	-	P.L	D	D	-	-	5S	P.L	5S	5S	5S	5S
4	-	-	-	D	P.L	-	5S	P.L	5S	5S	5S	5S
5	-	-	-	D	-	-	5S	5S	5S	5S	5S	5S

Note: P=Participant; M=Meeting; D=Detail of the Setting; P.L= Physical Location; 5S=five senses

Interview

Based on the interview, all participants mentioned that the picture could motivate them to do creative fiction writing because the picture provides the information that they need. Participant 5 said that writing was the most challenging skill for her. By seeing the picture, she knew what she was going to write. It was because the pictures provided colors and objects so that the student was interested in seeing and thinking about them. Besides, by seeing the picture, the students were more creative and tried to make a different story which was still related to the picture.

In order to get ideas, all of the students also agreed that a picture is an excellent tool in order to help them find and generate ideas. In this extent, the picture provided some information that they needed to describe setting and character in the creative fiction writing, such as the characters look like, the atmosphere of the setting, the place that the story was taken, and so on. Besides, the pictures also made the students focus more on describing setting and character because the pictures directed them into the real and concrete setting and character. Participant 3 said that it was difficult to describe the setting and character in the story. She had to imagine, and it was too abstract for her. By using the picture, she felt easier to describe setting and character because the ideas of what she needed were provided in the picture. Participant 1 also said that pictures provided clear information about the character and setting. For instance, there was a picture of a person with messy hair. By seeing the character of the person, she could be easier to describe the character according to her thought.

According to the students, the picture could stimulate their imagination and creativity. All of the students agreed that the picture assisted them to explore more and try to connect between the picture and their experiences. They also could build their perceptions from the pictures, so they created a new story which was ~~but is~~ still related to the picture. It could stimulate their ability in doing creative writing.

In providing information, four of five participants said that not all pictures could provide sufficient information for them. They said that some of the pictures sometimes only provided the setting or only providing the character. Sometimes they could not get the meaning of the picture because the picture was too complicated or provided too many details. The character or the setting sometimes was not evident. The participants had to think harder in order to create the character and the setting. Only Participant 1 said that the picture provided her with sufficient information.

Discussion

Pictures Promote EFL Students' Motivation in Creative Fiction Writing

The use of pictures to facilitate EFL students in fiction creative writing had advantages to promote students enthusiasm and motivation in fiction writing because the picture was vivid, authentic, attractive, colorful, and exciting. .

Based on the interview result, the students felt motivated through story writing. Based on the interview, all of the participants said that the picture could make them more interested and active in the class. By using the picture, the atmosphere of the class was fun. Participant 1 said that picture could motivate her because if she saw the picture, she could know how the storyline was. The picture also could make her more active and interested because, in the picture, there were many colors. She could see the atmosphere inside the picture, and she seemed to live in the picture. Kellner (2009) stated that pictures could be used to help students to overcome their aversion to writing. This claim is in line with Ansley (2007) that picture is a useful tool to motivate and engage students' interest and their attention. Besides, Puspitaloka (2016) stated that the picture could affect students' motivation. Students were more motivated and active to participate in the learning process because pictures could create a pleasant feeling in the classroom. It was proven by the progress of their writing meeting by meeting. The participants' writings were progressing not only the quality but also the quantity. They wrote a more extended story meeting by meeting and the quality of their writings also improved.

This study found that picture selection played a crucial role because it could increase a student's motivation. Consequently, their writing performance improved. It was proven by the progress in the second meeting and the third meeting. In the second meeting, the picture used was about the Indonesian folklore. All of the participants said that they did not like the picture because the participants could not explore the picture. The picture was uncommon, and they could not imagine anything. The participants asked the instructor to change the picture with the new one. The instructor decided to change the picture of love picture. In the third meeting, the instructor gave the students a picture of a wedding with a couple and their happy face. The result showed the students' enthusiasm was increasing and the quality and quantity of their fiction writing were also progressing. It can be concluded that a good selection in the picture could increase students' motivation in writing particularly in creative fiction writing as Panigrahi (2009) comments that in order to maximize the use of picture in writing, picture has to be interesting and attractive because students like to see an attracting and interesting thing for them. This claim has supported Wright's idea (1997) that pictures should be interesting & authentic, and should leave students' impression when they use it in the learning process. Finally, pictures also should provide sufficient amount of language. By using interesting and attracting picture, students will easily keep it in their mind for several times or even permanently (as cited in Kaur, Singh, Mei, & Abdullah, 2017).

Moreover, Zahara (2014) and Muna (2016) claimed the same advantage. The participants also said that pictures could motivate them in doing descriptive text writing because in the picture they could see the situation so they could describe the picture quickly. The pictures could give them ideas for writing. They also felt that the writing process was more fun and exciting.

Comparing to the result of before and after using the pictures, all of the participants showed various progress. Some of the participants experienced ups and downs session, but some of them did not experience. Before using the picture, most of them missed some description. For example, they only mentioned the name of the place or time or character. The result of their writing proved it in the first meeting. Their writing also was not better than the last writing in Meeting 5. After teaching and practicing from Meeting 2 until Meeting 4 with the picture, they made improvements meeting by meeting. It was showed in the last meeting that the use of a picture could help them to describe setting and character in fiction creative

writing. It means, by using the picture, the students are easier to not only describe but also imagine the setting and the character in the picture by using their interpretation and their creativity. Pictures also can make them more focus and give their attention to the lesson material.

Besides, using creative writing as a tool for students to put their story is also suitable in order to encourage them to write without any fear, build their positive motivation, emphasize the right sight of the brain, improve their self-confidence and self-esteem, and develop the language (Morley, 2007). Lazar (1993) states that literature in teaching creative writing can be a valuable resource for motivating materials. It provides cultural knowledge, stimulates the imagination of learner, develops their critical abilities, and increases their emotional awareness. The combination of the use of picture and using creative writing as a medium of teaching writing, particularly, fiction writing, can help students deal with their difficulties in writing because the advantages of using both of them in the class can make students more interested in learning writing.

Pictures Provide Information for EFL Students' Creative fiction Writing

The second aspects were about the use of pictures in providing information for their creative fiction writing. Based on the result of the students' writing, pictures could provide them with information regarding what they wanted to write. The result of their writing proved it. Their writings improved meeting by meeting not only the quantity but also the quality. Before using pictures, some of the participants missed describing the setting of time and setting of the place. For example, "*We decided to go to Dufan. We spent a day together at Dufan*". The participant did not describe what *Dufan* looks like, what kind of place it is, etc. The participant only mentioned the name of the place without making any clues about the details of the place.

Another example is "*In the morning, on the bus, I sat beside my sister*". There was no clue about the detail of the time setting. The participant only mentioned "*in the morning*" without any detail that was described. For the character description, some of them could describe the character enough, but some of them still did not give the character description, for example, "*I was mesmerized by his face, hypnotized by his lips, distracted by his eyes shining like an hourglass*". In this description, the participant used the first character's consciousness to describe the second character. The description is clear and understandable. The other example is "*My sister already slept when she got her chair.*" The participant did not describe 'my sister' in her story. It was not clear enough to make the readers know what the character looks like. After using the picture, their writings were progressing. From Meeting 2 until Meeting 5, the progress of the students' writing could be seen. In their last meeting, all of the participants could describe the setting and the character, and their description was understandable.

Based on the result of the interview, not all the pictures could provide sufficient information for the students. They said that if the picture could provide the information that they needed, the picture also could provide them with ideas and imagination. As mentioned by Panigrahi (2009) that there are several criteria that the teacher should pay attention while using pictures in teaching. Firstly, it is better if the picture is related to the topic. In this case, teachers need to choose an appropriate picture which is relevant to the topic. The second criteria are that the picture has to be exciting and to attract because the students prefer seeing an attracting and new object. They will easily keep it in their mind for several times or even permanently. Selecting pictures appropriately can provide sufficient information for students to describe setting and character because all of them said that not all the pictures provide them with sufficient information.

Supported by Wright (1997) that teachers need to pay attention to what picture they want to apply. Firstly, pictures should be easy to prepare and organize due to time efficiency.

Secondly, the pictures should be interesting, authentic, and leave students' impression when they use them in the learning process. Lastly, the pictures also should provide a sufficient amount of language. It was proved in Meeting 2 when the folklore picture was used, all of the participants said that they were difficult to analyze and describe the picture because the picture is uncommon. However, when the picture was changed with a more exciting picture such as love or sadness, their writings improved. This study concludes that the teacher should select the pictures appropriately to ease the writing process.

Pictures as a Media to Explore Ideas and Imagination

The picture is also a media for exploring ideas and imagination. Besides motivating, pictures also can stimulate their imagination and creativity and also provide them with ideas. It turns to help students who are taking the creative writing class to be more motivated, imaginative, creative, and productive to produce new ideas. It can be seen by the result of the students' writing performance before and after using the picture. The students turn to be more active in the class. Besides, the atmosphere in the class is more fun. Mentioned by Smaldino et al. (2005) that picture is an excellent tool to stimulate students to develop their writing and use their imagination to write well. The picture also can help students to express their idea, increase their motivation in writing and help them to construct their knowledge easily while writing a text by using media.

Based on the result of the students' writings, they showed progress meeting by meeting. In the Meeting 2, 2 participants, involving Participant 1 and 2 did not describe the character, and 3 of them could describe the character by using physical appearance, for example, "*He has small eyes, wings, two snaps, and has a brown body*". In order to describe the setting, all of the participants missed in describing time setting and the only Participant 1 and 3 could describe place setting by using physical location and details of the setting, for example, "*I go to the river to make my hook. You can see the fish swimming in the river because the river is very clean*". Furthermore, to describe situation setting, Participant 2 and 4 could describe it by using five senses.

In the Meeting 3, Participants 1 and 2 could describe the character by using physical appearance, while in the second meeting, they missed the character description, for example, "*I met a person, a beautiful girl. Tanned skin with a sweet smile. She was kind, sweet, and energy for a woman like her.*" Similarly, participant 5 described the character by using physical appearance. Participants 3 and 4 started to describe the character by using character consciousness, for example, "*I chose him because I know he is one of the best parts in my life that God gave to me.*" In the setting description, some participants still faced difficulty in describing time and place setting. Only Participants 1 and 3 described the time setting. They used details of the setting to describe time setting, for example, "*One day, on December 5th, 2016, the sun was shining brightly as if he knew that that day was my happiest day*". The result of the place description showed that only Participant 1 who described place setting by using five senses, for example, "*She walked down on the aisle and spoke out the vow.*"

In contrast with the situation set, all of the participants could describe it by using five senses. In the Meeting 4, the picture was about someone who sat on the stone in the seashore in the evening. 4 participants could describe the character clearly by using physical appearance and speech, for instance by using speech "*I wish I could die*" said the man. *He gives up for his life. "I wish I could be the cloud which can go wherever wind goes."* In describing time setting, they also still faced the same problem. Three participants could describe the time setting by using the detail of the setting and five senses.

On the other hand, there was progress in the place description. In Meeting 3, there was only 1 participant who could describe place setting. However, in meeting 4, all of the participants who could describe the place setting by using physical location and five senses.

For the situation setting, participant 1 did not describe the situation, but 4 participants described the situation setting clearly by using five senses. This study found that even though some participants failed to describe setting accordingly, but the place description improved. It was because the picture was unusual for them. The picture provided information related to what they wanted to write.

Finally, in the last meeting, which was in the Meeting 5, they got the last writing project. The picture that this study used for Meeting 5 was about an old lady who sat in front of the headstone with a sad face. In this meeting, participants did not get any teaching session again because, in this part, participants were asked to apply all the instruction session from Meeting 2 until Meeting 4. The progress of each participant mostly increased. In meeting by meeting, most of them showed progress by putting the description or try another way of describing setting and character. For example, in Meeting 2 and 4, Participant 5 always used physical appearance to describe the character, but in Meeting 4 and 5, Participant 5 tried to use speech to describe the character. Also, Participant 3 showed progress by not put only one description but two descriptions. In Meeting 5, Participant 3 used physical appearance and action to describe the character, and in Meeting 5, Participant 3 try to use consciousness to describe the character.

It also happened in the setting description. The performance of the participants was also ups and downs in some parts. For example, Participant 1's performance was decreasing in Meeting 2 and 4 in describing the situation. Even though the performance was decreasing in describing the situation, for the time and place setting, the performance was better than others. Participant 1 used three ways to describe the time and place setting in every meeting. She used the detail of the setting in Meeting 3, used five senses in Meeting 4 and used physical location in Meeting 5. In the place setting description also used three ways to describe the character. In Meeting 2, Participant 1 used physical location and detail of the setting; in Meeting 3, she used five senses and in Meeting 4 and 5 used physical location.

The participants showed progress in describing setting and character. All of them completed the description by using different ways of describing. In describing the character, 4 of 5 participants chose to use physical appearance, then using character speech and consciousness. For instance "*The miserable old woman. She was Marelyn Huston, an 80 years old woman where the beauty still can be seen*". Different from 1 participant chose to use the character's speech, for instance, "*I am the old woman who lived without kids and husband.*"

Another example was from Participant 3 who used character's consciousness in order to describe the second character, for example, "*The husband who always loved her tills the end of his time. For her, he was the best man she ever met. Robert never let her sad or got hurt by anyone. Robert, a grown man in his simplicity, was able to make Marelyn the prettiest woman in their small town decided to live together*".

In describing the setting, all of the participants also could complete all the settings description. They could describe time, place, and situation setting clearly and completely. To describe the time setting, most of the participants chose to use details of the setting, and the next is using physical location. For example, "*Today, the sun shines brightly with the bird singing a beautiful song for her.*" In describing place setting, the way that the participants used most is using physical location, then using five senses. For example, "*The woman bows in front of her husband's gravestone with the flowers covered all of his graves*".

The last thing, to describe situation setting, all of the participants used five senses. Therefore, the result Meeting 5 proved that the use of picture contributed to the students' creative writing especially in describing the setting and the character. As the EFL took some benefits from the use of pictures, Smaldino, et al. (2005) mentioned that picture is a good tool to stimulate students to develop their writing and use their imagination in order to be able to write well. The picture also can help students to express students' idea, increase the motivation

in writing and help students to construct their knowledge easily while writing a text by using media. It is also supported by the previous study from Muna (2016), proved that students' writing score was increased after they used the picture as their tool. Their writing ability also improved while using the picture.

This study also found that picture is a good tool that teacher can use in order to help students to get ideas and improve their writing skills because based on the result, they showed progresses meeting by meeting, and it showed in the last meeting that all of the participants completed all the character and settings' descriptions. According to Hermanto (2013), a picture is a tool for students to render abstract ideas into a realistic form. It means that by using a picture, students were quickly getting the meaning of the abstract ideas and they can describe it quickly, clearly, and completely.

Based on the result of the interview, the picture can explore the students' ideas, imagination, and creativity. It is because the picture is a true and concrete thing that they could see directly. The students could generate their ideas by using the picture because there is some information in the picture that they need to describe the setting and character in their creative fiction writing. Smaldino, et al. (2005) also said that pictures could help students to generate their ideas. Pictures also make them more focus in describing setting and character because the pictures direct them into the real and concrete setting and character even though they have never seen it. It is also supported by the previous study by Muna (2016), proved that students' writing score was increasing after they used the picture as their tool. Their writing ability also improved while using the picture.

This study also found that a picture is a good tool that teacher can use in order to help students to get ideas and improve their writing skills. As shown by the result, the students showed progress meeting by meeting; for instance, all of the participants completed all the character and settings' descriptions in the last meeting. According to Hermanto (2013), a picture is a tool for students to render abstract ideas into a realistic form. It means that by using the picture, students are quickly getting the meaning of the abstract ideas and they can describe them easily, clearly, and completely.

Using the picture to describe setting and character in creative fiction writing at the university level can be applied primarily for those who are taking a creative writing class in the English Department. The picture is useful to facilitate students in order to find the ideas for their creative writing, particularly, fiction writing. By using a picture, the abstract ideas can be generated quickly and lastly; it can contribute to the writing process and writing product in creative writing, particularly, fiction writing.

CONCLUSIONS

In order to help EFL students in doing creative writing, this study investigated the use of the picture to describe setting and character in creative fiction writing. This study provides four pictures from Meeting 2 until Meeting 5 in order to know the advantages of using the picture for EFL students. The findings assert that the pictures are useful to teach creative writing (fiction) to English for Foreign Language (EFL) students at the university level. In this extent, the use of pictures can help students to improve their ability in describing setting and character in creative writing. Pictures also give some advantages to the student's as shown by the result of the interview. Firstly, the students have higher motivation when they used pictures for their creative fiction writing. Secondly, the students are also more active and interested in the class, and the atmosphere in the class is more fun because the pictures provide colors and objects. Thirdly, pictures can give more ideas for the students' creative fiction writing. They more focus on describing setting and character. Lastly, the picture can provide information related to the setting and character so that students can describe the setting and character easily.

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