

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

In learning English, there are four major skills that have to be mastered by the students. They are listening, speaking, reading, and writing skills. Listening and reading are the parts of receptive skills where the learners receive the language and decode the meaning to understand the message. Meanwhile, speaking and writing are the parts of productive skills where the learners need to use the language and produce a message through speech or written text in order to deliver their idea.

Base on previous study titled "*Teaching Writing in Narrative Text by Using Combining wordless Picture books and Quick Writes Strategy at Senior High School*" by Putri Sadamah

Husaini,<sup>1</sup> on the paper she said that the students have many problems in teaching writing, problem can be describe as follow. First, some students had low comprehension on grammar. She admitted that some students have difficulties in contrasting sentence. Second, some students lack of writing practice. Third, some students don't have significance vocabularies in writing. Fourth, the English teachers seldom to apply attractive method or learning media in teaching writing. Fifth, some students don't understand well in writing narrative text.

The previous study using the strategy wordless picture and quick writes by combining both of that strategy. The result of that strategies are effective to improving student's writing ability and can motivated student's in mastering in process of writing and provide them with a good ability in writing. Thus, from the explanation the researcher will try to propose on learning strategy, however in this research as media, which can improve

---

<sup>1</sup> Putri Sadamah Husaini, "*Teaching Writing in Narrative Text by Using Combining wordless Picture books and Quick Writes Strategy at Senior High School*", (Makalah Program Sarjana, STKIP PGRI, Sumatera Barat, 2013), p. 1-2.

students writing skill. One of the learning media is Wordless Picture Book.

According Saliminen in Yi-Ching Huang's article, Writing Wordless Picture Book can facilitate English writing. Furthermore mentions that wordless picture book are a gift to ESL students as well as an ideal medium for initiating writing activities because wordless picture book actively stimulate readers imagination and thoughts which in turn stimulates students creative writing.<sup>2</sup>

In addition, Arif states that wordless picture book is one of learning media which provide a basis on which storytaker and storymaker can construct meaning and build their own narratives.<sup>3</sup>

Meanwhile, Huang also emphasize that Wordless picture book can be used to encourage the development of writing skill,

---

<sup>2</sup> Yi-ching Huang, "Writing Wordless Picture Books to Facilitate English Writing", in *Asian EFL Journal*, Vol. 3, (August, 2009), 1.

<sup>3</sup> Marina Mohd Arif, "Reading from the Wordless: A Case Study on The Use of Wordless Picture Books", in *English Language Teaching*, Vol. 1, No. 1, (June, 2008), p 122.

not only with young children who are beginning writers, but also with older students who already process some skill in writing.<sup>4</sup>

Related to the problem above, the researcher proposes Wordless Picture Book to be used as learning media to improve students writing skill on narrative. Finally, the writer strongly believed that the title “The Effectiveness of Wordless Picture Book on Writing Skill” is deserved to be investigated deeply. The writer would like to apply this learning media in the second grade at SMP Negeri 3 Gunungsari.

## **B. Identification of the Problems**

Base on the background of the research, the writer identified the problems as follow:

1. Students have difficulties in contrasting sentence
2. Some students lack of writing practice
3. Some students don't have significance vocabularies in writing

---

<sup>4</sup> Huang, “Writing Wordless Picture Books to Facilitate English Writing”. Vol. 3, 1.

4. The English teacher seldom to apply attractive method or learning media in teaching writing.
5. Some students don't understand well in writing narrative text.

### **C. Limitation of Problem**

Base on the identification of problems above, the writer limited the problem on the use of wordless picture books on teaching writing narrative text at the second grade of. SMP Negeri 3 Gunungsari

### **D. Statements of Problem**

Based on background of research above, the writer can identify the problems as follows:

1. How is the students' writing skill at the second grade of SMP Negeri 3 Gunungsari?
2. How is the effectiveness of wordless picture book media in improving students writing skill on narrative text at the second grade of SMP Negeri 3 Gunungsari?

### **E. Objective of Research**

The objectives of this research are as follows:

1. To investigate students' writing skill at the second grade of SMP Negeri 3 Gunungsari.
2. To investigate the effectiveness of wordless picture book media in student writing skill in the second grade of SMP Negeri 3 Gunungsari.

### **F. Significance of Research**

By conducting this study, the writer hopes it can give the big contribution as the practical implication of the study to the teachers, readers and other writer as follows:

#### **1. Writer**

The research is very important for the writer because this research is one of part of a partial fulfillment of the requirements for the Sarjana degree. Besides that, the writer knows the effect using wordless picture book on students writing narrative text and the result can be applied in teaching writing skill.

#### **2. Teacher**

The result of this research significantly serves other teachers generally and English teacher specially to have strategies by using the medium on teaching English, such as teaching writing using wordless picture books. Moreover for teachers who teach in rural school which has less learning use media.

### 3. Reader

The result of this study will give some information about wordless picture books media used by teacher in teaching writing for readers. The readers include parents, students and other readers in general. For parents, they can absorb some knowledge about this teaching media, then they can imitate and apply it for their children. For students, they can take benefit from it, they can apply wordless picture books media for learning writing independently. Then for general readers, this is kind of new information for them about teaching learning media.

### **G. Previous Study**

In this study, the researcher takes some of previous study as comparison. The first research is done by Delfi Eliza (2018) "Emergent Literacy Based on Wordless Picture Book to

Introduce Minangkabau Cultural Value and Identity for Early Childhood”<sup>5</sup>. She finds that the use of wordless picture book is a great way for developing the literacy skill of children. She also added that the children word recognition skill. The ability to think, concepts thinking skill and language skill of children can increase. She conclude that it can be applied to motivate and awaken the awareness of reading habits call be begun from an early age.

The second research is done by Romaida Lubis (2018) “The Progress of Students Reading Comprehension through Wordless Picture Books”<sup>6</sup>. In her study, she explains that wordless picture book is a unique that could help the young learner to get their literacy. The content of wordless picture book must be communicated through the visual of the illustration. She treat the kids by allowed to see and say on the page and then write the word that they has mentioned and give opportunity to children to

---

<sup>5</sup> Delfi Eliza, “Emergent Literacy Based on Wordless Picture Book to Introduce Minangkabau Cultural Value and Identity for Early Childhood”, (Makalah yang disajikan dalam International Conference of Early Childhood Education di Padang, pada 2017), p. 169.

<sup>6</sup> Romaida Lubis, “The Progress of Students Reading Comprehension through Wordless Picture Books”, *Advances in Language and Literacy Studies*, Vol. 9, No. 1, (Januari, 2018), 48.



create the story on their own and to bring in their own understanding of world to the text.

## **H. Organization of Writing**

The research paper consists of five chapter :

The first chapter is introduction consist of the background of the study, statement of the problem, the aims of the study, assumption and hypothesis, clarification of term and organization of writing.

The second chapter is Theoretical frame work consist of definition of wordless picture books' media and definition of writing.

The third chapter is methodology of research, that consist of research method, place and time of study, population and sample, instrument, technique of data collecting, technique of analyzing data and research procedure.

The fourth chapter result and discussing that consist of description of data, analyzing of data research and analysis of the use wordless picture book in writing narrative text.

The fifth chapter is conclusion and suggestion.