

CHAPTER 1

INTRODUCTION

This part presents preliminary section of the study: (1) Background of Problem, (2) Research Question, (3) The Purpose of Research, (4) The Significances of Research (5) Rationale, (6) Hypothesis, (7) Methodology of Research, and (8) Data Analysis. The explanation of each part will be given in below:

A. Background

The way of teaching in Indonesia still uses a conventional classroom system. In fact, the teacher roles are more dominant than the participant of students. The teachers are usually teaches English without giving a chance to the students to participate more actively in learning process. It means that teachers are only become passive motivators. As we know that the students must be active in the class to improve their skills in English. English has main essential skills: reading, listening, speaking, and writing. One of the most difficult aspects of those is writing. Writing is an activity to deliver ideas, thoughts, and meaning in written form. By writing, the writer can express what she or he thinks in written form. Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgmental elements (Heaton: 1988). Moreover Harmer (1998) stated writing as a skill, 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, how to reply to advertisements, how to write using electronic

media. They need to know some of writing's special conventions (punctuation, paragraph, construction etc).

Based on the researcher's experience in surveying in SMP Negeri 1 Sukawangi, almost all of the teachers still used a conventional classroom system in teaching learning process. Therefore, the teacher should have a choice technique or strategy to make the students feel easy when they study especially in writing study.

There are some problems faced students by effect from a conventional classroom system in teaching learning process especially in writing skills most of students could not write or make a paragraph well and arrange sentences to be a good writing. It was happened because of several problems when they are writing. First, they still got some difficulties in discovering ideas that should be written, so they could not develop their writing well. Second, they still had difficulty in using appropriate words to accompany their ideas, so made they did not have a good construction in their writing. Finally, they also had some misunderstanding in grammar and punctuation. The problems above influenced the result of their writing, whereas their writing was still far from a good writing. Thus, it makes students have no motivation in writing. Based on the problems above, the researcher should be active and creative in finding the variety effective strategies in teaching writing. As we know that so many strategies in writing strategies, such as in the book Katherine D. Wiesendanger "Strategies for Literacy Education

(2001), there are has some strategies in teaching writing such as 3W2H, QUIP, Story Board and Wordless Picture Books”. One of the most strategies to



get interesting way of the goal teaching and learning process can be done by using wordless picture books strategy.

A wordless picture books is a strategy which is the students give and writes the words for accompanying the wordless picture books. According to Katherine D. Wiesendanger (2001:163), believes that wordless picture books strategy was a writing learning strategy to develop students lettering competence. It gives meaning that wordless picture books strategy is helpful to develop students in writing, especially to develop sentences of writing to be a good writing completely.

Thus, the research will further investigate “The Effectiveness of Wordless Picture Books Strategy to Improve Students” in Writing Narrative Text” (*An Experimental Study at Third Grade of SMP Negeri 1 Sukawangi*).

B. The Research Question

1. What is the students’ ability in writing narrative text by using Wordless Picture Books Strategy?
2. What is the students’ ability in writing narrative text by using Three-Phase Strategy?

3. How Significant is difference between students' ability in writing narrative text by using Wordless Picture Books Strategy and Three-Phase Strategy?



C. The Purpose of Research

As it has been stated earlier, the study is intended to:

1. To find out the students' ability in writing narrative text by using Wordless Picture Book Strategy.
2. To find out the students' ability in writing narrative text by using Three-Phase Strategy.
3. To find out the difference of students' ability in writing narrative text by using Wordless Picture Books Strategy and Three-Phase Strategy in improving students' ability in writing narrative text.

D. The Significances of Research

This research has significances both theoretically and practically such as:

1. Theoretical Significance
 - a. The results of this study can be used as input in the teaching writing narrative text.
 - b. The results of this study can be used as a reference for those who want to do research in the teaching of writing in narrative text.
2. Practical

This practical significances will elaborate the practical significances for teacher and students.

- a. For teachers, the teacher can drive students to improve the students' writing ability; this research gives the suggestion for the teachers to use this strategy in teaching writing especially in writing narrative text.



b. For students, the students are able to improve their writing skill; hence, by using wordless picture books strategy in teaching learning activity, it is expected that wordless picture books strategy can increase the students' writing ability in English because this strategy can make students able to develop their own writing and can solve the difficulties faced by students in learning writing narrative text.

E. Rationale

Writing is an important part of life, whether in the workplace or school, as a hobby or in personal communication. A process of writing in the school have a different role than personal writing. In the school, the students are taught how to write correctly based on the role of a good writing and also the teacher use a different way in learning process to make students easier in writing skill.

According to Tsai and Lin (2012), writing is a difficult skill to improve in a short period. So they need to practice more for applying the role of writing in their writing. It means that we need a selected strategy which teaches the student practically in writing. Nevertheless, how to teach them and what strategy that can be selected for the students. Us we know that so many genres of the text in writing, there are: analytical exposition, text anecdote text, recount text, report text, spoof text, narrative text, hortatory exposition text, discussion text, explanation text, procedure text, news item text, review text, description text, argument text, and exposition text (Wahidi, 2009). One of them is Narrative text.

“A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always



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involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it. A narrative has meaning in that it conveys an evaluation of some kinds. The writer reacts to the story he or she tells, and states or implies that reaction. This is the “meaning” sometimes called the “theme” of a story. Meaning must always be rendered. The writer has to do more than tell us the truth he sees in the story; he must manifest that truth in the characters and the action.”

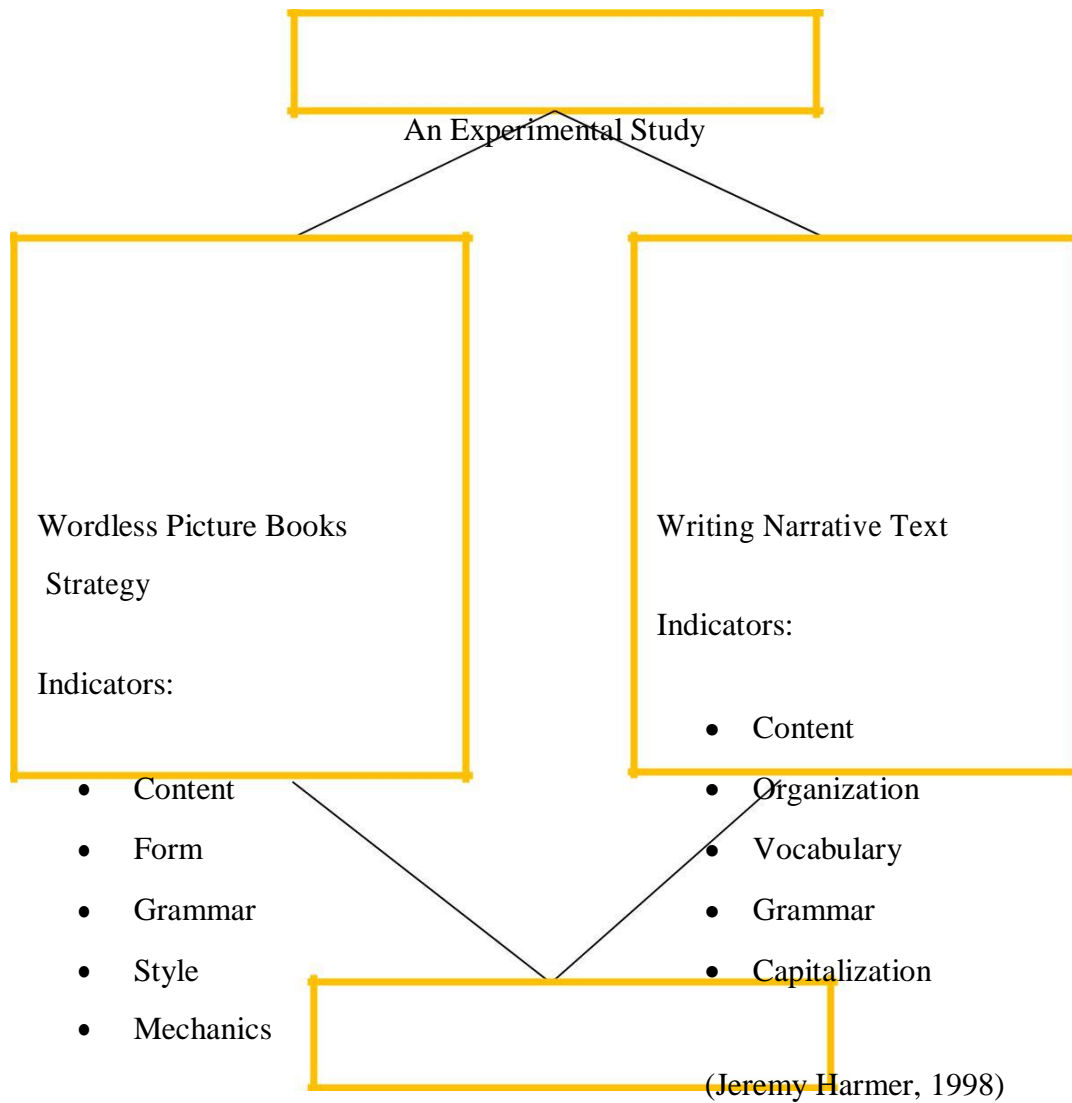
Wordless picture books are explained as “pure” picture books (Hillman, 1995). They are read by means of illustrations and the story depends on what the readers visualize. Picture books without text help students create their own story using the pictures they see rather than the words they read. Beyond the typical characteristics of a conventional beginning, a sequence of events, and a conventional ending, wordless picture books help students to be inspired and to have more creative ideas through using the pictures. This strategy can make students be more active during the class and can improve students in writing narrative text.

This research used two kinds of variables. The first variable is wordless picture books as the “X variable” because it influences to other variable and the

second is students" in writing narrative text as the "Y variable" because this is influenced by the other. The variable studied can be seen the following figure:



Figure 1.1
Indicator of Wordless Picture Books and Narrative Text Writing Ability



(Via Nurgiyantoro,
 2011:306)

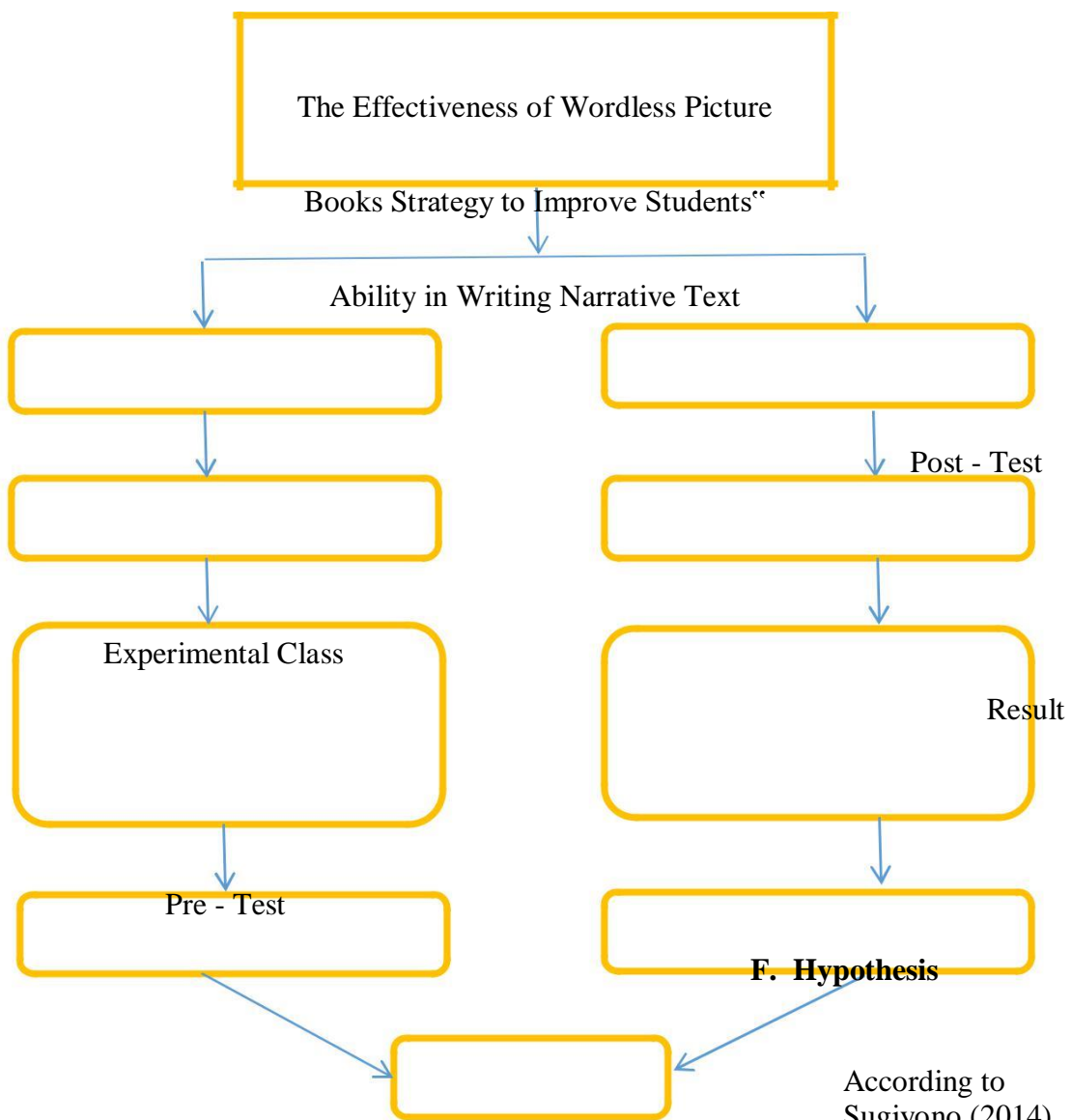
Students as Respondents



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Figure 1.2
Research Scheme



Teaching Writing Narrative

Text by Using Wordless

Picture Book

Teaching Writing Narrative

Text by Using Three- Phase

Strategy

Control Class

Post - Test

Pre - Test



“Hipotesis merupakan jawaban sementara terhadap rumusan masalah

penelitian, dimana rumusan masalah penelitian telah dinyatakan dalam bentuk

kalimat pertanyaan. Dikatakan sementara, karena jawaban yang di berikan baru

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didasarkan pada teori yang relevan, belum didasarkan pada fakta-fakta empiris yang di peroleh melalui pengumpulan data. Jadi hipotesis juga dapat dinyatakan sebagai jawaban teoritis terhadap rumusan masalah penelitian, belum jawaban empirik”

(The hypothesis is a temporary answer to the formulation of research problems, in which the formulation of research problems have been expressed in the form of a question sentence. Said to be temporary, because the answer that is given only based on relevant theory, not based on empirical facts obtained through data collection. So the hypothesis can also be expressed as a theoretical answer to the formulation of research problems, yet empirical answer) (Sugiyono, 2014: 64).

The truth of it is necessary to be tested to know whether it is true or not. In

this study the writer will research two variabels: the first, the use of Wordless

Picture Books Strategy as variabel “X” and the second, is to improve students

ability in writing narrative text as variabel “Y”. From the discussion above, the

reseacher has formulated the hypothesis is described below:

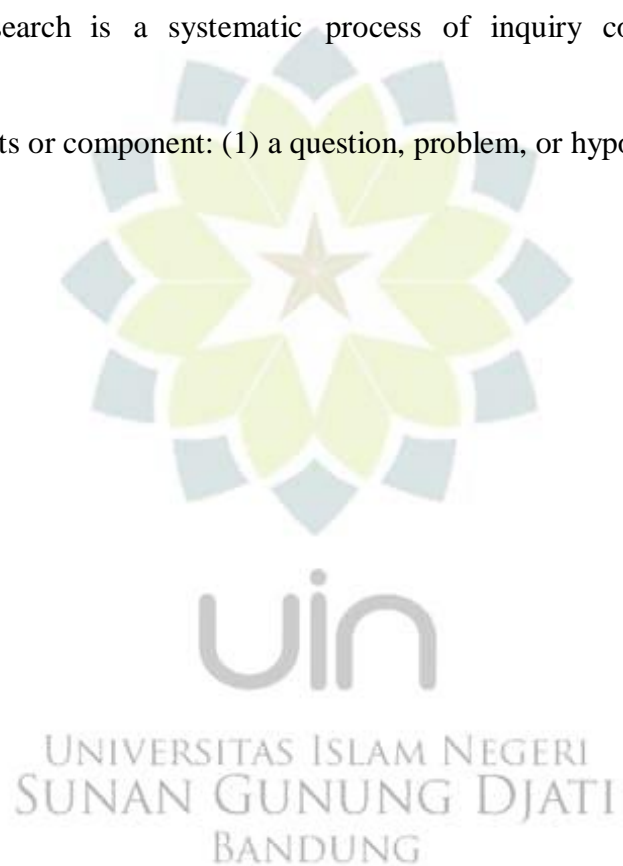
1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means there is no significant influence of using Wordless Picture Book Strategy to improve the students’ ability in writing narrative text.

2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is a significant influence of using Wordless Picture Book Strategy to improve the students' ability in writing narrative text.

G. Methodology of Research

1. Research Approach

Research is a systematic process of inquiry consisting of three elements or component: (1) a question, problem, or hypothesis, (2) data,



(3) analysis and interpretation of the data (Nunan, 1992:2). In line with this, Nunan (1992:2) said the quantitative research is obstructive, objective, generalisable, outcome oriented, and assumes the existence of fact which are somehow external to and independent of the observer or researcher. In addition, the method used by the writer in this paper is quantitative method by an experimental. The truth of it is necessary to be tested to know whether it is true or not. In this study the research has two variables: the first, the use of Wordless Picture Books Strategy as variabel “X” and the second, is to improve students’ ability in writing narrative text as variabel “Y”.

2. Research Method

In this study took an experimental study. The design which is used in this research is an experimental research design. Experimental research seeks to determine if a specific treatment influence an outcome in a study (Creswell, 2009, p. 124). As Creswell explained that providing a specific treatment to one group and without holding it from another group and then how both group score on an outcome.

Table 1.1
An Experimental design

Group	Pre-test	Treatment	Post-test
Experimental class	O ₁	X	O ₂

Control class	O ₁	---	O ₂
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In which :

O₁ : Pre-test

O₂ : Post-test

X : Treatment



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a. Determining source of data

1. Location of research

The research was conducted at the third grade of SMP Negeri 1 Sukawangi Kec. Sukawangi Kab. Bekasi. This school is regarded suitable with the problem of the research because most of them could not write or make a paragraph well and arrange sentences to be a good writing. It was happened because of several problems when they are writing. First, they still got some difficulties in discovering ideas that should be written, so they could not develop their writing well. Second, they still had difficulty in using appropriate words to accompany their ideas. Finally, they also had some misunderstanding in grammar and punctuation. The problems above influenced the result of their writing, whereas their writing was still far from a good writing. Thus, it makes students have no motivation in writing. Because of that, this research will introduce Wordless Picture Books Strategy to help the students in writing, especially in writing narrative text.

2. Population

A population is a group of individuals who have the same characteristics (Creswell, 2012, p. 142). It means that population has

no limitation as long as it has the same characteristics. So, in this study, population will be taken from the whole students the Third grade of SMPN 1 Sukawangi, about 280 students from seven



classes A, B, C, D, E, F, and G. But in this research only take two classes that consist of 80 students for research. They are divided into two groups: the experimental group and the control group.

3. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population (Creswell, 20012, p. 142). Thus, for this research there are two classes in third grade at SMP Negeri 1 Sukawangi Kec. Sukawangi Kab. Bekasi which consist of 40 students each class that will be used as the sample.

Table 1.2
The Students Sample at Third Grade of SMP Negeri 1 Sukawangi

IX A			IX C		
Male	Female	Total	Male	Female	Total
15	25	40	11	29	40
Treatment class (by using wordless picture books strategy)			Control class (by using three-phase strategy)		

b. Technique of collecting data

1. Test

According to Arikunto (2010), test is any series of questions, exercises or other means of measuring the skill, knowledge, intelligence, recite of an individual or group. The following is the detail of those two kinds of data:



a. Pre – test

The pre – test is done before implementing the wordless picture books strategy. It is done to measure students' writing ability at first. This research will ask to students how to make a narrative text based on their own ability.

b. Post – test

The post – test is done after implementing the wordless picture books strategy. This test is used to know the effectiveness of wordless picture books strategy to their narrative text writing ability after the treatment was given by this research and before giving treatment to students.

H. Data analysis

1. Determining the normality

According to Subana (2000:38), determining the normality of data by conducting the steps are below:

- a. Making the distribution tale of frequency, with procedures:
- b. Determining range (R)

$$R = [H - L] + 1$$

c. Determining class interval (K)

$$K = 1 + 3.3 \log N$$

d. Determining the length of interval (P)

$$P = -$$



e. Make table frequency of frequency distribution

Class Interval	i	i	$i \cdot X_i$	i^2	$i \cdot i^2$
1	2	3	4	5	6

f. Determining central mean. According to Subana (2000:65) are as follows:

g. Looking for the standard deviation by using formula according to Sudjana

_____ ()

(1988:93) as follows: $SD = \sqrt{\text{_____}}$

_____ ()

h. Arranging the distribution of observation and expectation frequency by using the tables as follows :

Class Limit	2	3	4	5	6	7	= count
1							

i. Determining Chi square count () according to Subana (2000:124) by using

() $(x h^2)$

formula: $X^2 = \text{_____}$

j. Determining the degree of freedom with formula: $D = K - 3$

k. Interpreting data normality by comparing Chi square count (X^2_c) and Chi Square table (X^2_t) with formula:

1) If $X^2_c < X^2_t$, this data is normal

2) $F_{\chi^2} > \chi^2$, this data is not normal

1. Homogeneity Analysis

Subana (2000:162) says that the analysis involves the steps of determining homogeneity of two variances by conducting the steps are below:

- 1) Determining score F by using formula: $F =$
- 2) Determining the degree of freedom of the data:



$$df_1 = n_1 - 1 \quad df_2 = n_2 - 1$$

- 3) Determining homogeneity of the data with criterion: It is called homogenous if $F_{Table} > F_{Count}$

It is called not homogenous if $F_{Table} < F_{Count}$

- m. Testing hypothesis by using T-test formula is below: $t =$

$$\frac{\bar{X}_1 - \bar{X}_2}{\frac{dsg}{\sqrt{n}}}$$

Note:

\bar{X}_1 = mean of post-test of the experiment class

\bar{X}_2 = mean of post-test of the control class

dsg = comulative standard deviation of the experiment class

$$dsg = \sqrt{\frac{\sum (X - \bar{X})^2}{n}}$$

V_1 = the post-test standard deviation of the experiment class V_2

= the post-test standard deviation of the control class

- n. Determining hypothesis of the data with criterion: If $t_{table} > t_{count}$, H_a is rejected and H_o is accepted If $t_{table} < t_{count}$, H_a is accepted and H_o is rejected



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