

## **CHAPTER 1**

### **BACKGROUND OF THE STUDY**

On this chapter the discussion will focus on Introduction / background of the research, research question, aim of the research, significances of the research, theoretical framework, and relevant study.

#### **A. INTRODOCTION / BACKGRUOND**

Teaching English as foreign language means that English is taught by people which English is not their mother tongue or their native language. It is supported by Harmer, English as a foreign language is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target-language country. According of the statement above, it means that English is international language, but in Indonesia English as foreign language not be used to communicate in daily activity. As we know in Indonesia, English is taught as the foreign language. As a foreign language, English is not used for daily communication. Setiyadi states that in Indonesia, English is learned at schools and people do not speak the language in the society. It means that in Indonesia, English is not used for communication in the daily life.

English is one of the most important aspects of learning. Now, English is one of the main subjects studied by every student from middle school to university. English is the language used to communicate globally because English is an international language that has been approved since the Second World War. There are four basic aspects in learning English, namely; speaking, reading, writing and listening. In my research, the discussion will focus on the writing aspect.

Writing is one of the four basic abilities that must be possessed by students. Writing is the ability to organize words into sentences and paragraphs. According to Pranoto (2004; 9) writing means putting thoughts into writing or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings that is expressed in writing. In other words,

through the writing process we can communicate indirectly either through writing or reading, as well as symbols in the form of images.

Eric, Diyanni, and Smith (1989: 18) also stated that 'writing is a creative act, the act of writing is creative because it's required to interpret or make sense of something: an experience, a text, an event'. Writing is creative behavior, creative writing behavior because it requires understanding or feeling something: an experience, a written text, an event and images. Creative writing is an open-ended design process that build creativity and is relevant to children's thinking skill development (e.g. Chen & Zou, 2010). It can help children to explore and understand the function and value of writing. On this occasion, research will refer to creative writing skills. However, a person's writing ability is determined by how creative he is to make a paper.

Creative writing is one of the ways learners develop their ideas and imagination. Based on Wikipedia; is any writing that goes outside the bounds of normal professional, journalistic, academic, or technical form of literature, typical identified by an emphasis on narrative chart, character development, and the use of literary tropes or with various tradition of poetry and poetics. Due the looseness of the definition, it is possible for writing such as feature stories to be considered creative writing. ). As teachers, we need to encourage and support purposeful talk in our classrooms. Teacher talk, however, is not the type of talk that will assist students in growing their oracy and in turn their written expression. Students must be involved in meaningful dialogue in order to enrich their academic oral language; talk is the foundation for literacy, including writing (Arizpe, 2013; Calkins, 1986, 2013, 2014; Cleaveland, 2016; Ray, 2010; Ray & Cleaveland, 2004; Schickedanz & Collins, 2013). Through further development of oral language, student writing can also be positively impacted; students' thoughts and verbalizations have a profound influence on their written expression (Arizpe, 2013; Calkins, 1986, 2013, 2014; Cleaveland, 2016; Ray, 2010; Ray & Cleaveland, 2004; Schickedanz & Collins, 2013). Children need opportunities to have purposeful, authentic conversations with each other. Wordless picture books are one means by which a framework can be provided to support and guide these critical conversations.

Teacher often finds students having difficulty to write a short descriptive text. For example, students' in grade tenth grade vocational high school of Yasri Ujung Berung Bandung having difficult to decide what should be written for the text. However, students often cannot find the inspiration to write occasionally because lack of inspiration. With the help of media in the form of images such as a wordless picture book, it is hoped that students will find inspiration in developing their narrative writing. Wordless picture book is usually used on children who cannot read such as kindergarten students. But if studied further, this book can help develop students' imagination in writing.

By knowing the importance of writing skills, I conducted this research to see the development and abilities of participants, especially in Yasri vocational high school, Ujung Berung District, Bandung Regency.

## **B. RESEARCH QUESTION / RESEARCH PROBLEM**

Based on the background and the observation in the field above the researcher identifying there are many problem to resolve especially in learning and teaching English at Yasri vocational high school in Bandung. The main problem has been identify are divided into two part as follow:

### **a. The student**

The first factor came out from the student, based on observation and individual interviewing, student often having lack motivation to learn, they also daydreaming in learning teaching process, and the highest factor is the student's limited ability in English language learning.

### **b. The teacher**

The second factor as a result of interview with the student is because the teaching and learning technique are less attractive for student. One of the student claimed that he feel bored to learn because the learning process are boring.

According to the identification above, there are many problem that should be resolved but has been conclude into two factor then it still too difficult to resolve all of the problem with the limitation of the research time.

The research has formulating the problem based on the background and the observation in the field, especially, in learning and teaching English language at Yasri vocational high school in Bandung as follow:

1. How is the implementation of using wordless picture media in teaching learning process?
2. What are the students' response when using wordless picture media?

### **C. OBJECTIVES OF THE STUDY / AIMED OF THE RESEARCH**

Based on the background and the observation in the field above this research was aimed to describe several point as follow:

1. To analyze how is the implementation of using wordless picture in teaching learning process at Yasri vocational high school in Bandung
2. What are the students' response while using wordless picture as a media in teaching learning process at Yasri vocational high school in Bandung.

The research conducted at Yasri Vocational High School aims to describe how the learning process is implemented using wordless pictures and how students respond when using wordless pictures in the learning process in class. Although the two points above are aimed at writing this research, the researcher also has the main goal in writing this research, namely to develop students' creative writing abilities when studying one of the basic aspects of English.

### **D. SIGNIFICANCES RESEARCH**

This research is expected to provide several significance to other, especially, in theoretical and practically as follow:

Practically, the research are able to be references for the teacher in analyzing students' writing ability especially in English course, and student hopefully can mastered in writing skills by using wordless picture media as the research has conducted.

For the Students', to improve knowledge in understanding strategy in writing text especially in writing Descriptive text.

For the writer, as the real action to apply her knowledge.

From the Readers, to give some contribute who are interesting to studying strategy in teaching writing process.

Theoretically, this research is expected to be additional references for other researcher that wish analyzing the used of wordless picture to improve creative writing skills in senior high school level or lowest level. And it was expected that this research can increase the knowledge of readers about the strategy in writing process.

#### **E. THEORETICAL FRAMEWORK**

Since English has become an international language, learning English is an obligation in schools, from high school to university. Students are expected to be able to master English in order to be able to communicate with foreigners, be it tourists or communicate in the world of work in the future.

At school, students learn the four Basic English languages, namely reading, writing, speaking and listening. According to the results of questions and answers with students writing is the most difficult thing for them because they have to pay attention to grammar correctly. based on the basic competence of the school, class x students are expected to be able to make descriptive texts so that research refers to the use of wordless pictures which are expected to be able to develop creativity students when writing and can also be used as teaching materials for teachers during the learning process that is taking place in the classroom.

For many years, wordless picture books have been a tool used within the classroom for several different reasons. These books consist of many images that are arranged in a way that a story line is formed, but there are no actual written words. It is within these wordless story books that true creativity and imagination is created. Wordless picture books can be a positive teaching tool, whether it is helping young students learn to read, or using the books as a model for the formation

of written language. If this topic is not explored, teachers may not use wordless picture books as a teaching tool to help struggling students develop writing skills.

However, if this topic is explored then students who are reluctant writers, or struggling writers, may find the motivation, and creativity they need to become successful writers. It is apparent that picture books of any kind help young children develop literacy skills based off of several researchers throughout the years. Researchers such as Cassady (1998), Reese (1996) and Hu and Commeyras (2008), have completed studies on ways that wordless picture books have helped with reading and writing for a variety of students. Although picture books can help the literacy rate of a child, it is not always possible for children to have these books accessible to them. Some school districts lack the funds to support these books to the classrooms, and some families do not have the ability to purchase a wide array of books for their own children. The resources that are available to students can impact their development in specific areas, such as writing and reading. When a school districts budget does not allow for spending on extra materials to help students succeed, the students become victims.

Wordless picture books are tools that schools may not feel are necessary to have within the classroom, and therefore teachers do not use them as teaching tools. However, wordless picture books can help a young child develop skills to begin to read, or be used as a prompt for students who struggle with writing. When the resources are not available to students then there is no way for them to succeed. Outside of school the student may not be exposed to wordless picture books either. Depending on the family's financial situation and economy of a student's community, extra spending on wordless picture books may not be possible. The use of wordless picture books can be used to help students, no matter their age, develop reading and writing skills based off of the images that are present within the books (Cassady, 1998).

Many young children struggle with writing and expressing their ideas or organizing a story line. The use of wordless picture books can help a child see how a story line flows and also allows for a student's creativity and imagination to be

used to create their own written script of what is occurring within the story. Once a child feels comfortable with wordless picture books and can read through them, they can then be used as a type of writing prompt. It is during this time where a child's creativity will spark and the teacher may see what the thinking process is like for that child. The writing that a child may do with these wordless picture books may also be impacted based off of the child's home environment (Hsiu-Chih, 2008). For example, being able to relate to the images within the wordless picture book may help spark more details in that child's writing. Differentiation within the classroom is important, and by using developmentally appropriate wordless picture books for writing tasks, more specific student needs may occur. There are several genres and levels of wordless picture books that are available to meet the needs of the students reading levels within a classroom. Using these books can open up a new way of thinking about reading and writing for a child.

“Many teachers look at a wordless picture and decide that it is not of any use in their classroom. The fact is, teachers do not know how to successfully implement them into their curriculum, so they push them to the back and forget about them” (Marble, 2012: 8). This kind of book included in children's literature, even if only visual images are presented. If defined, picture book without text is a book that usually contains a story but it doesn't have any text for supports the image presented. This matter supported by the opinion of Miller (1998: 376), *‘a book whose story can be understood only with the illustrations supplementing the written text’*. Therefore, wordless picture books without text is not widely used as a medium to learn. He is only used as media to tell stories for parents at home and does not have much function for teacher at school.

When it comes to modeling good writing techniques, wordless picture books can be an effective tool (Murphy, 2009). The images within the books can be used as entertainment, information, and can create a better understanding of literature and the world (Murphy). Wordless picture book can hold the interest of students and keep them engaged while learning different writing strategies. Also, by having students choose their own writing topic they are creating personal pieces of work and this will gain their interests. On top of that, the writing must not only be

intriguing to students, but it must also be purposeful. Paquette (2007) describes purposeful writing as “real-life uses” that “help children see the indispensable function of writing” (p. 156). It is important to allow students to see that what they are writing will have an impact later on in their lives, and to show students that there are different types of writing that can be completed. The writing that students are doing while in school will help them significantly when they become adults. Some examples of purposeful writing are post-cards, book recommendations, menus, brochures and newspapers, which children can learn a great deal of authentic material from (Paquette, 2007). It is known that the use of wordless pictures can help students write creatively and develop their ideas about what they put into writing.

#### **F. RELEVANT STUDIES**

In this section the researcher would present fifth related studies about the use of wordless picture as a media in improving students writing ability.

Shamon Marble, 2012, write on his/her thesis ‘how do wordless picture help to develop writing skills for all student’. It is use an action research method. Through the results, there were mixed findings on how wordless picture books can help students with writing. Data was collected through student writing samples, field notes based off of the student writing, and two interviews. The findings section presents writing samples and tables based off of the writing samples, as well as data from the interviews. He/she was concluded that through a student’s writing samples, field-notes, and interviews several implications can be made. The first implication presents the notion that wordless picture books can help children develop writing skills through the illustrations within the text. The writing process can be difficult for children to learn, but through the use of a wordless picture book writing can become an easier task to learn. The findings revealed that wordless picture books built a foundation for writing and were a good source to use as writing prompts because a student’s ideas could be endless. Therefore, by incorporating wordless picture books into the curriculum of older students their writing would



begin to expand, and the students would be more successful in writing.

Second are carter, Patricia A, Holland, and Sharon M titled “Improving Students Writing Skills Using Wordless Picture Books”. The objective of the study is improving writing skills with the population consisted of second through fifth-grade students in two districts in two districts in growing middle to upper-class communities, located in suburbs southwest of Chicago. In this study the writer used wordless picture books to improve the writing skills of sequencing, dialogue, describing word, elaboration, and vocabulary development. In this study, the writer conducted an action research project with both qualitative and quantitative data to determine if the use of wordless picture books can help improve students’ writing. The result of the study revealed there was high significant improvement in students’ abilities in writing narrative text from pretest up to posttest result after implemented the wordless picture books the improvement was seen in developing events, dialogue conveyed by feelings, emotions, and attitude imaginatively and consistently, increasing their vocabulary usage by utilizing words that explained and evaluated the pictures, developing characters and setting using feelings, emotions, and attitudes.

The third research by Hanna Tisnayana write on his research titled “Improving Student’s ability in writing descriptive text by using wordless picture book” she was using mix method on her paper and describing how is the students ability in writing a descriptive text by using wordless picture. The impact of using wordless picture known on her paper about the teaching plan and student difficulties in describing text through the picture. She was concluded that the research conducted in SMP Muhammadiyah 1 malang on 2021/2022 students are success because the result in every test are increased.

The next research was written by Cindy Lupita Sari the title “The Effect of using Wordless Picture Book Strategy on the students’ achievement in writing descriptive text”. This study was conducted as an attempt to discover the effect of using

wordless picture book strategy on the students' achievement in writing descriptive text. It was an experimental research. The subject was students of eight grade SMP MUHAMMADIYAH 07 Medan. Two classes were taken by total sampling which divided into two groups. 32 students in VIII-1 as Experimental group and 32 students in VIII-2 as Control group. The instrument used in this research is writing text. The analysis were showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance  $\mu = 0.05$  with the degree of freedom (df) 63,  $t\text{-test} > t\text{-table}$   $7.67 > 2.00$ . it means wordless picture book strategy has a significant effect on the students' achievement in writing descriptive text.

The fifth research written by Muhammad nur fajar mursal (2019) titled is "the use of picture series as a media in increasing students writing skills" The researcher used a Pre-experimental Design with one group pre-test and post-test design. The population was the First Grade Students of SMA Negeri 1 Gowa in Academic Year 2018-2019, which consisted of six classes. The sample was 35 students. It employed of six meetings. It employed essay writing as instrument. A number of the samples were 35 students in Class X.E. The research findings indicated that using Picture Series could improve the students writing ability in terms of content and language use especially in writing narrative text. It was proved by the students' mean score in pre-test was 65.68 and post-test was 82.77. It showed that the students' writing ability in post-test was higher than pre test. After calculating the difference between matched pair (D), it was found that the result of t-test value was 25,53. By applying the level of significance ( $p$ ) =0,05 and the degree of freedom (df) = 35-1=34, it was found that the result of t-table was 2.03. Therefore, the t-test was greater than t-table ( $25.53 > 2.03$ ). Therefore, the t-test was greater than t-table ( $25.53 > 2.03$ ) and null hypothesis was rejected and Alternative hypothesis was accepted. It mean that there was a significant difference in the students' writing ability before and after applying Picture Series.

Based on the previous related study above it is known that every research has conducted in different place and time showing several result such as wordless picture can help children in developing writing skills through the illustration by the image. It means that wordless picture built a foundation and were a good source to use as writing prompt because their ideas could be endless. The fact, based on the research above shown that the research result by using wordless picture are success by seeing the increase of students writing task value.

Shamon Marble also state that by incorporating wordless picture into the curriculum of student their writing would began to expand, then the students more able to write a good text especially in writing a short descriptive text.

Thus the discussion in chapter one ends regarding research background, research questions, aims of the study, significances of research, and theoretical framework. The conclusion in this discussion is that writing as an important aspect that must be mastered by students, especially in English lessons, is expected to be able to master and develop their creative ideas by using wordless pictures as a medium in the learning process carried out in class.