

CHAPTER I

INTRODUCTION

This chapter presents and discusses background of the study, research questions of the study, the purposes of the study, the significant of the study, the rationale of the study, hypothesis and the previous research of the study.

A. Background

For many years reading and writing were taught separately. Over the last ten years research has shown that reading and writing are more interdependent. Students's literacy development is dependent on this interconnection between reading and writing.

Reading affects writing and writing affects reading. Research has found that when students read extensively they become better writers. Reading a variety of genres helps students learn text structures and language that they can transfer to their own writing. In addition, reading proved students with prior knowledge that they can use in their stories. One of primary reasons that students read is to learn. Especially, while students still in school, a major portion of what students know comes from the texts that they read. Since writing is the act of transmitting knowledge in print, students must have information to share before students write it. Therefore, reading plays a major role in writing. At the same time, practice in writing helps students build their reading skills. For junior high school and senior high school, they can apply their knowledge about the ways that they choose particular language, text structure or content to better understand of his or her texts.

Summarizing text is one of submaterials that must be mastered by the students. Summarizing is one of the most challenging strategies for students to understand, and one of problematic strategies for teachers to instruct. This problem was faced by the researcher when teaching in SMPN 3 Cileunyi. The students felt hard to

comprehend the text even rewrite the text. It can be seen from their English score (enclose) were less than score minimum that was 75.

The researcher tries to solve the student's problem about summarizing narrative text. So, students is easy to rewrite the text in this case rewrite story. The researcher uses Smash Book as a media of reading and facilitate students on write summarise the story.

There are three researches regarding the implementation of smash book (picture book); Evelyn Arizpe 2013 in America, she observes meaning and makes wordless through smash book (picture book), Bettina Kummerling Meibaueur 2015 in Europe, she conducted about smash book (picture book) in new mellenium not related with education, Miriam Martinez et al 2012, she observes literary elements in smash book (picture book), and this study diffrent from those researches because this study not only focuses on two skills there are reading and writing but also conducted in Indonesia. The researcher tries to conduct research under the title: **THE USE OF SMASH BOOK TO FACILITATE STUDENTS ON SUMMARIZING NARRATIVE TEXT**

B. Research Questions

Based on explanation above, this research can be accumulated into several questions as follows:

1. What is the students' writing ability in summarizing narrative text before using Smash Book?
2. What is the students' writing ability in summarizing narrative text after usilig Smash Book?
3. How significant is the difference between students' writing in summarizing narrative text before and after using Smash Book?

C. Research Purposes

Regarding the research questions above, this research intends to find out the following purposes:

1. To know the students' writing in summarizing narrative text before using Smash Book
2. To know the students' writing in summarizing narrative text after using Smash Book
3. To know the significant differences between students' writing in summarizing narrative text before and after using Smash Book

D. Significances of Study

Theoretically, this research gives some information related to the exact writing strategy to be applied in Junior High School students in order to increase their writing and reading comprehension. Moreover, it provides a contribution for educational world, especially for English Education Department. This research is aimed to increase their knowledge and have an improvement in comprehending and summarizing text more than they have done before.

Practically, this research can be a source of information in order to know how significant difference between summarizing narrative text before and after using Smash Book, and also the research would be a reference for someone who looks for the material related to interesting media and strategy of teaching narrative.

E. Rationale

Teaching is not easy job. According to Harmer (2007), teaching is true that the students and lesson materials are difficult and stressful. The good teaching comes from the good teacher, so they have to master all the lesson materials and strategies well.

According to (Rost, 2002), comprehension is the process of relating language to concepts in one's memory and to reference in the real world. Comprehension is the sense of understanding what the language used refers to in one's experience or in the outside world. Complete comprehension then refers to the writer having clear idea to convey the purpose of the feeling to the reader.

Writing comprehension not only write something, but the writer has to understand to what they have write. Therefore, reader can know about what author purpose through main idea of the text, and also can know about the text structure of the text. (Manser, 1991 : 81)comprehension is the main act or power of understanding Writing can help someone comprehend something. Comprehension is often considered to be the first order goal of writing English sentences, the highest priority of the writer as a learner and sometimes the sole purpose of writing.

F. Hypothesis

This research has two variables; variable X is students using Smash Book and variable Y is students' summarizing Narrative text. According to explanation above the working of hypotesis of this research can be formulated as:

1. Null Hypotesis (H_0) is accepted if $t_{\text{account}} < t_{\text{table}}$: it means there is no significant differences between students' writing in summarizing narrative text before and after using Smash Book.
2. Alternative Hypotesis (H_a) is accepted if $t_{\text{account}} > t_{\text{table}}$: it means there is a significant differences between students' writing in summarizing narrative text before and after using Smash Book.

G. Previous Research on Journal International

The researcher found several researches that are related to Smash Book, those are:

1. Evelyn Arizpe 2013, in America entitled "Developing A Wordless Picture Book To Teach Narrative Text For The Eight Grade Students Of Junior High School."

The purpose of this study was to develop a wordless picture book for students of junior high school in the first semester to help the students write narrative texts. The research design of this study adapted the framework of Research and Development. In the introduction, the

researcher said that English language may difficult for the students, so teacher must creative in creating media to teach. One of media that can be used for teaching text is using picture book. The conclusion is picture book has a high significant in developing a wordless to teach narrative text in eight grade student of junior high school.

2. Meibaueur 2015, in Europe entitled "Using Children's Picture Book To Facilitate Junior High School's Learning Math."

The purpose of this study is to know the effectiveness of Smash Book (Picture Book) to make students active in the class. The researcher relize that students only focus on learning for 30 minutes. So, the researcher tried to solve this problem and start to make an interesting media for students. The conclusion is Smash Book makes students comprehend well on math subject.

3. Miriam Martinez et al 2012, entitled "Parents With Children In Preschool Children's Picture Book Review Election."

The purpose of this study is to know how far Smash Book influence preschool children on reading narrative text assisted by their parents. Because the researcher relize that preschool children need more knowledge before going to school. The first step the researcher ask parents to prefer reading any kinds of book, so that their children can get knowledge from their parents. The conclusion is when parents like reading it can help students on getting knowledge from text.

4. Therefore, this research is different from those previous research since it focuses on reading and writing skills and also conducted in Indonesia.