CHAPTER I

INTRODUCTION

This chapter presents such topics as: background of study, statement of problem, purpose of study, hypothesis, significance of study, scope and limitation and definition of key term. Each section is presented as follow.

1.1 Background of the Study

English is international language spoken by most people in the world. English is used in activities such as education and job. In education of Indonesia, English becomes the first foreign language taught at school. English is taught for the students from the kindergarten level until the university level.

There are four skills in English, such as reading, listening, writing and speaking. One of the important aspects in studying English is writing. Writing is an activity of how people put the ideas and knowledges in the form of written language. Robert (2009) states that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information. In other hand, through writing students are able to express idea, experience, opinion and information in the form of written language.

There are four main stages of writing process that should be done. There are prewriting (planning), writing (drafting), rewriting, and post-writing (Langan, 2001). By doing those stages, the students can be easier in doing writing. There
are some kinds of writing task which should be mastered by the students. They are narrative, report, recount, descriptive and procedure.

One of the writing tasks that require imagination and ideas is narrative. Narrative is one of the writing task which is made to deliver fictional story to entertain the reader. Narrative is divided into some kinds of text, such as myth, fable, legend, and fairy tale. In making narrative text, the students should have high imagination and idea. However, the students often find many difficulties in delivering their ideas or imagination. Therefore, the teacher should have media to stimulate the student’s idea to deliver their concept.

The media used in teaching called teaching media. Teaching media means all tools that are used by the teacher in learning process to reach certain goals. There are some experts that explain about teaching media. According to Smaldino, et al (2008: 6), media is means of communication. In addition, they state that media are anything that carries information between a source and a receiver. Thus, the goal will be reached if the message can be accepted by the receiver, in this case is the student.

There are many media that can be used by the teacher to deliver the message to the student, one of them is wordless picture. According to Marble (2012) states that wordless picture consist of many images that are arranged in a way that a story line is formed but there are no actual written words. The wordless picture is a good media for creative writing. Through the wordless picture, the student can deliver their idea about the message contained in the picture. The picture can
stimulate the students to express their idea. According to Carter (1998, in Huang 2009), using wordless picture help students to develop their writing skill and enhance students’ vocabularies. In addition, D’Angelo (1979 in Huang 2009) states that wordless picture can be used to encourage the development of writing skills. So, wordless picture will motivate students to learn and practice critical thinking. It is really needed in order to help students to decide how to write especially in narrative text writing.

There were several research that have been conducted related to this study. One of them was conducted by Fitriani (2014). The research is about improving the students’ ability in writing narrative paragraphs using wordless picture books for the 12th grades in SMKN 2 Singosari. The finding of this research shows that wordless picture books can improve students’ ability in writing a narrative text. it was proven by most of the students passing the minimum score which was 70. After this technique was implemented, students attitude showed that they liked to use this technique in the teaching and learning process. The students were interested to make a narrative text based on the pictures in a wordless picture book.

Another research was conducted by Barends (2014). She found that using picture series can improve the eighth graders’ ability in writing narrative text at SMPK Sang Timur Malang. The finding shows that the picture series as the instructional media make the teacher and the students find that they are attractive, effective, and easy to understand. Furthermore, the most important thing was that
they helped the students to understand the pictures easily in telling the stories and obtaining better achievement in writing narrative texts.

Finally, based on the whole explanation above, the researcher is interested in this study. The Effect of Wordless Picture on Eighth-Grade Students’ Narrative Writing at SMPN 1 Ngunut Tulungagung.

1.2 Statement of the Problem

Based on the background of the study, the problem of this study is formulated as follow:

“Does wordless picture improve the students’ narrative writing skill on eighth-grade students in SMPN 1 Ngunut Tulungagung?”

1.3 Hypothesis

In order to give tentative answer of the research problem, the hypothesis are formulated as follows:

Null Hypothesis (H₀) : There is no significant effect of wordless picture in improving the students’ narrative writing skill on eighth-grade students in SMPN 1 Ngunut Tulungagung.

Alternative Hypothesis (H₁) : There is significant effect of wordless picture in improving the students’ narrative writing skill on eighth-grade students in SMPN 1 Ngunut Tulungagung.
1.4 Purpose of the Study

In accordance with the statement of problem, the purpose of the study is:

To know whether wordless picture can improve students’ skill in writing narrative text in eighth-grade students at SMPN 1 Ngunut Tulungagung.

1.5 Significance of the Study

The results of the study are expected to give theoretical and practical contribution to the teaching and learning English as well as for several people who are associated to this study.

1. Theoretically

The theoretical significance of this research is expected to be able to increase and enrich knowledge of the students about the effect of wordless picture on writing narrative text.

2. Practically

This research is expected to be able to provide information about the effect of wordless picture on writing narrative text. The finding of this studies is expected to be useful for English teachers to choose appropriate media in writing class. Therefore, a lot of students will have high motivation and perform better performance in writing narrative text.
1.6 **Scope and Limitation of the Study**

The scope of the study focuses on the effect of wordless picture on the students’ writing narrative text. Moreover, for the limitation, this study focuses on the eighth-grade of Class H and I at SMPN 1 Ngunut Tulungagung.

1.7 **Definition of the Key Term**

1) **Wordless picture** is consist of many images that are arranged in a way that a story line is formed but there are no actual written words (Marble, 2012)

2) **Writing** is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information (Robert, 2009)

3) **Narrative text** is a piece of text which tells a story and in doing so, entertains or informs the reader or listener (Anderson, 1997 : 8)