

CHAPTER 1

INTRODUCTION

As an introduction, this chapter presents the background of the study, research questions, purpose of study, significant of study and definition of key term.

1.1 Background Of Study

English language is utility for everyone to learn. It appears to be important device to connect people around the world. Wierzbicka (2006: 3) said that English is also the language of international air traffic control, and the chief language of world publishing, science and technology. It is used by native speakers for cross culture connection. English becomes world wide communication which is taught in school.

Tarigan in Sagita (2009: 1) stated “English language skill has four components, i.e.; listening, speaking, reading and writing skills. Of the four skills, writing is a skill which is used to communicate indirectly, without face to face interaction”. Writing is a tool to deliver thought, ideas, messages, and imagination through written text. Moreover Graham and Hebert (2010: 13) said that writing about a text should enhance comprehension because it provides students with a tool for visibly and permanently recording, connecting, analyzing, personalizing, and manipulating key ideas in text. The writing will enhance students’ comprehend because it affords opportunities to think the ideas in a text. In addition, Fulwiler (2002: 7) said that writing does certain thing better than speaking. It means that students can rewrite and check their writing before someone else notices the mistakes.

In this discussion, it can be concluded that writing skill is important part of English skills to learn in order to express the ideas into written text, especially in this economic era where writing is necessary to increase interpersonal communication.

Generally speaking, many of EFL students are poor writer. When students write English they difficult to express their ideas clearly. This momentum makes the students get frustrated in writing especially when they read text book which only has limited instruction to guide them. All appear to be a problem even though in a simple basic writing such as a narrative writing. Charter et. al (1998:13) mentioned "Teaching writing thus becomes a burden and less time is allocated for its instruction." If the teacher feels in hurry to give instruction it will make the writer feel frustrated. The condition may lead students to get confused, bored and affects their attitude toward writing. In the end they will draw away from learning English. Years ago, the activity of teaching learning focused on vocabulary and grammar. However, the use of teaching approach is very limited. Many students rarely communicate with people using written text. It is because they are incompetent in writing English.

Since many of students have difficulties in writing and learning English, it is necessary for teacher to create a method to help students to improve their skill in writing. Marble (2012: 3) stated that 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. So it is a true creativity and the imagination to write will be created. Which means by using wordless pictures will makes students easier to express their idea into writing. Fulton (2006:4) added

that using wordless picture books allows those who are learning a new language to express themselves through the pictures of a book without having to read words. Wordless pictures can be used to encourage the development of writing skills, for beginner or even students who already do some writing. According to the statements above, it can be concluded that wordless pictures can be the useful media for students to develop their writing skills with their imagination to read the pictures and pour their idea into writing especially in narrative writing.

Based on this condition the researcher interests to do the research at eight grade students of SMPN 5 Ponorogo because the researcher is curious to examine the effectiveness of wordless pictures in students narrative writing skill at eight grade students of SMPN 5 Ponorogo.

1.2 Research Questions

Based on the background of study in the previous part, the research questions is to what extend is the effectiveness of wordless picture toward students' narrative writing at the 8th grade students of SMPN 5 Ponorogo?

1.3 The Purpose Of Study

According to the research question above the purpose of study is to measure the effectiveness of wordless pictures in students' narrative writing at the 8th students of SMPN 5 Ponorogo.

1.4 Significance Of Study

The result of the study is expected to be able to give the following benefits for:

1. English Teacher

The teacher will find a new effective teaching media in using wordless pictures for the students especially in narrative writing.

2. Students

After the teacher finds out the effectiveness of using wordless picture to teach writing, students are hoped to be easier in learning and mastering writing especially in narrative writing.

3. Researcher

By conducting this research, researcher will get experience in doing experiment research about the effectiveness of wordless pictures in students' narrative writing skill.

4. Readers

To know about the effectiveness of wordless pictures in students' narrative writing skill.

1.5 Definition Of Key Term

1. Narrative Writing : narrative text is a kind of writing which amuses, entertains people, and deals with actual or vicarious experience in different ways (Sianturi and Saragih, 2014:6)
2. Wordless pictures: A wordless picture book is defined by Marble (2012: 8) as; "a book whose story can be understood only with the illustrations supplementing the written text."