

**Promoting the Second Grade of Senior High School Students Ability in
Writing Narrative Text by Using Wordless Picture Book**

PAPER

Submitted as a Partial Fulfillment of the Requirements

For Strata One (S1) Degree



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2013

HALAMAN PENGESAHAN



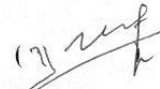
Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
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Promoting the Second Grade of Senior High School Students Ability in Writing
Narrative Text by Using *Wordless Picture Book*

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Abstrak

Khairly, Annisa (2012) Promoting the Second Grade of Senior High School Students in Writing Narrative Text by Using Wordless Picture Book. Paper. English Department, FBS UNP. Padang.

Menulis seringkali dianggap sebagai hal yang sulit bagi siswa, bahkan bagi siswa SMA sekalipun. Siswa mengalami kesulitan dalam menyampaikan ide-ide dalam bentuk tulisan serta lemahnya pengetahuan siswa dalam menggunakan kosakata dan struktur bahasa yang tepat. Oleh karena itu, guru harus menggunakan teknik yang efektif untuk meningkatkan kemampuan siswa dalam menulis. Buku cerita bergambar tanpa kata (Wordless Picture Book) merupakan salah satu alternatif teknik yang bisa digunakan dalam mengajar menulis, khususnya menulis teks narrative. Ada beberapa langkah yang harus dilakukan oleh guru dalam menggunakan Wordless Picture Book untuk mengajar teks narrative, di antaranya : guru memperkenalkan apa yang dimaksud dengan Wordless Picture Book kepada siswa terlebih dahulu dan menunjukkan beberapa contoh dari Wordless Picture Book agar siswa memahami cara penggunaannya, selanjutnya guru membagikan satu buku kepada siswa dan meminta opini siswa tentang cerita yang terdapat di dalam buku tersebut. Guru menjelaskan jenis teks yang akan dipelajari oleh siswa beserta struktur bahasanya. Guru memilih Wordless Picture Book yang lain dan mendiskusikannya dengan siswa. Setelah siswa memahami isi cerita Wordless Picture Book yang ke dua guru meminta siswa untuk menulis sebuah cerita pendek dengan memilih satu dari lima buku yang disediakan. Guru membimbing siswa dalam menulis cerita tersebut. Dengan demikian, dapat disimpulkan bahwa dengan menggunakan buku cerita bergambar tanpa kata (Wordless Picture Book) mampu meningkatkan kemampuan siswa dalam menulis. Siswa dituntut kreatif dalam menulis cerita berdasarkan gambar-gambar yang ada didalam buku tersebut.

ACKNOWLEDGMENT

Bismillaahirrahmaanirrahiim. In the name of Allah SWT, the most Gracious and most Merciful. Praise to Allah SWT who has given the writer knowledge and strength in completing the paper entitled “Promoting the Second Grade of Senior High School Students Ability in Writing Narrative Text by Using Wordless Picture Book.” Sholawat and Salam to Prophet Muhammad SAW, may Allah SWT blesses him and given him peace.

In this occasion, the writer would like to express her sincere gratitude to her honorable advisor, Dr. Refnaldi, M. Litt who has kindly and patiently given me his much attention, supports, suggestion, and advice throughout the process of writing this paper.

She really appreciates Dr. Kurnia Ningsih, M.A. the chairwoman of English Department and Dra. An Fauzia Rozani Syafei, M.A. the secretary of English Department. Gratitude is also given to all lecturers involved in her examination Drs. Hamzah, MA. MM and Yuli Tiarina, M.Pd for the improvement suggestions and comments. Furthermore, she also expresses her gratitude to Drs. Amri Isyam, M. Pd. as her academic advisor for his support, attention, and care during her study, and also to all lecturers of English Department who had taught her during her study in this Department. Besides that, she is also great full to employee and librarians in English Department State University of Padang for their valuable help.

Next, the writer’s deeply appreciation and gratitude are expressed to her beloved parents, Herman Hakim and Rita Yanuarti. R for their continuous prayer, love, support advice, sacrifice, care, hope, and understanding. Besides that, she also expresses her gratitude to her beloved sister “Kallista Putri” and brother “Chandra Satria” who always stay around her with their great love, care and encouragement over the time.

Then, the writer also express her gratitude to all of her friends in English Department especially KP1-2008 students for sharing ideas, happiness, and motivation. Finally, the writer realizes that this paper is still having some weaknesses. Therefore, the writer hopefully needs constructivism critics and suggestions that can make this paper become much better.

Padang, Januari 2013

The Writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS.....	iii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	3
D. Formulation of the Problem	3
E. Purpose of Writing this Paper	3
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Concept of Writing	4
1. Definition of Writing.....	4
2. Writing Process	5
B. The Concept of Narrative Text	9
1. Definition of Narrative Text.....	9
2. Generic Structure of Narrative Text.....	10
3. Language Feature of Narrative Text	12
4. Types of Narrative Text	14
C. Teaching Writing in Senior High School.....	17
D. The Nature of Wordless Picture Book	21
E. Using Wordless Picture Book to Teaching Writing a Narrative Text	22
CHAPTER III DISCUSSION	
A. Implementing the Wordless Picture Book to teach writing (narrative text) to second grade of senior high school students	26
1. Teacher's preparations	26
2. Teaching process	26
B. The Advantages of Using Wordless Picture Book.....	32
C. Possible obstacles	32

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusions	33
B. Suggestions	33

BIBLIOGRAPHY

APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language spoken over the world. It is used as the media of science, technology, and culture information. People should try to be able to speak English so that they can master the science, technology and culture in the world. By mastering English, it is easier to be reached.

In Indonesia, English is taught in college, junior high school and senior high school, even in elementary school. Even Learning English is not a new thing for the students of senior high school they still find many difficulties in studying English. Since English is not our native language the students should achieve oral and written form of English as a mean of communication. In this case listening and speaking are oral forms; reading and writing are written forms.

Comparing to other skills such as listening, speaking, and reading – writing is the most difficult skill to learn. Based on my experience as teacher trainee in three of second grades of SMA N 2 Solok, from 98 students 65 % (63 students) are lack ability in writing. They dislike writing because they think it is kind of a difficult activity to do.

They are not able to express and organize their ideas in good arrangement when they are writing. It occurs because they are lack of vocabularies and they do not know how to write a good writing. The students

have difficulties in determine what they are going to write and how to find the right words. They confuse how to develop ideas and how to present it into writing form. In SMA N 2 Solok especially the students of second grade have problem in write a good narrative story. They state that a narrative text is uneasy to write.

This condition forces the teacher to create a creative and enjoyable atmosphere in teaching writing in the classroom. Besides, the teacher needs to find a media to stimulate students' interest in writing narrative text. The media should be very useful for the teacher to achieve the goals of teaching learning process and they can also be interesting for the students.

Wordless picture book is expected can promote students motivation and ability in writing in order to the students can make a good writing. Wordless Picture Book is a book which contains little or no texts. However, this book has real stories to be told. The reader should examine the details and expressions in the story to interpret the story from picture. This book helps the students to focus toward the sequences of the story and they will be easier to develop the story ideas into writing form. Teacher can create a story by using wordless picture book to develop the student's narrative skill. It is really appropriate to be used as a media to promote the second grade of senior high school motivations and abilities in writing, especially in writing narrative text.

B. The Identification of the Problem

As stated in the background of the problem, the students of second grade face several problems in writing, among others: lack of ability in develop idea, using appropriate grammar, and create a good coherence in writing. Then, the teacher needs to promote their ability in writing by applying wordless picture book.

C. The Limitation of the Problem

The study only focuses on students' difficulty on writing narrative text. Further, the study limited on the students' mastery of writing narrative text by using wordless picture book. It means this paper wants to see the advantages or the power of the media, wordless picture book in promoting the students' ability in writing narrative text.

D. The Formulation of the Problem

Based on the background of the problem above, the writer formulates a question as follow, "How does the English teacher apply Wordless Picture Book in teaching writing a narrative text to senior high school students?"

E. The Purpose of Writing this Paper

The purpose of this paper is to analyze the students' difficulties in writing a narrative text and how teaching media through wordless picture book would promote the students' ability in writing narrative text.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the chapter III, it can be concluded that Wordless Picture Book can be applied as an alternative strategy in teaching English, especially in writing skill. By using wordless picture book can promote students ability in writing narrative text. Wordless picture book stimulates the students' creativity and curiosity. It creates enjoyable atmosphere when they are studying and also encourage them to participate in teamwork. Besides, it makes the teacher easier to teach how to writing a good narrative text to the students.

B. Suggestion

Teaching writing will not be difficult if the teacher applies the strategy that motivates students and create a fun situation in the classroom. The writer suggests some following suggestions:

1. The teacher should find an appropriate method to motivate the students' creativity and curiosity in learning English, especially writing skill.
2. The teacher should be creative in selecting the appropriate media to teach English orders to the students are easy to explore their ideas, especially in writing skill.

3. The teacher should know what the problems faced by the students in writing so the teacher can find an appropriate strategy.

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