



The Effect of Using Wordless Picture Books Strategy on Students' Ability in Writing Narrative Paragraph

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Abstract

Many problems in learning English especially writing narrative paragraph are faced by most of the eight grade students of MTs Desa Sawah of Kampar Regency. The students were unable to express ideas in writing narrative paragraph. They were also unable to use good grammatical features, use generic structure clearly, and use vocabulary appropriately. Therefore, the writer was interested in conducting this research. The purpose of this research was to find out students' ability in writing narrative paragraph taught by using wordless picture books strategy, to find out students' ability in writing narrative paragraph taught without using wordless picture books strategy, and to find out whether there was any significant difference of students' ability in writing narrative paragraph taught by using and without using wordless picture books strategy at Islamic Junior High School of Desa Sawah of Kampar Regency. This research is an experimental research, precisely a quasi-experimental research. The total sample of the research was 48 students. The instrument of the research was test. The data were analyzed by using independent sample t-test. It was used to find out whether there is any significant difference of students' ability in writing narrative paragraph by using and without using Wordless Picture Books strategy to the eight grade students of Islamic Junior High School of Desa Sawah of Kampar Regency. Based on the data analysis by using SPSS 16 version, the writer found that the score of t-test is 9.543 which it is higher than t-table in level significant of 5% (2.02), and in level significant of 1% (2.69). It could be read $2.02 < 9.543 > 2.69$. It can be stated that H_o is rejected and H_a is accepted. It means that there is significant difference of students' ability in writing narrative paragraph taught by using and without using Wordless Picture Books strategy at the eight grade students of Islamic Junior High School of Desa Sawah of Kampar Regency.

Key words: Wordless Picture Books Strategy, Students' Ability, Writing Narrative Paragraph.

1. Introduction

Writing is an activity to express thoughts, ideas, feelings and other things in written form to be informed to the readers and its function is as a tool of written communication. In English teaching and learning, there are four language skills that should be mastered by the students; they are reading, listening, speaking and writing. Writing is one of the core skills that should be mastered by the students to get success in their educational life. As Dumais in Ricka (2009:1) said that "writing is an ability to express ideas, feelings, opinions, and other things in written form by putting into account the linguistic elements, such as structure, vocabulary, spelling, and punctuation."

As one of the language skills, writing has an important role to communicate each other through written text. It means that through writing the writer can give information to the readers, expressing his/her ideas, sharing his/her experience and influencing the expression of the readers. Besides, the importance of writing is to increase communication skill.

Problem and Objective of the Research

The problems of this research can be formulated into three research questions: How is students' ability in writing narrative paragraph taught by using wordless picture books strategy at the Islamic Junior High School of Desa Sawah of Kampar Regency? How is students' ability in writing narrative paragraph taught without using wordless picture books strategy at the Islamic Junior High School of Desa Sawah of Kampar Regency? Is there any significant difference of the ability in writing narrative paragraph taught by

using and without using wordless picture books strategy by the eight grade students of Islamic Junior High School of Desa Sawah of Kampar Regency?

Then, the objectives of this research were to find out students' ability in writing narrative paragraph taught by using wordless picture books strategy, to find out students' ability in writing narrative paragraph taught without using wordless picture books strategy, to find out whether there is any significant difference of the ability in writing narrative paragraph taught by using and without using wordless picture books strategy by the eight grade students of Islamic Junior High School of Desa Sawah of Kampar Regency.

2. Review of Related Literature

The Concept of Writing

Richards and Schmidt (2010:640) argue that writing is the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes. In addition, Jacob *et al* in Ricka (2009:10) state that writing is a communicative task, writing involves putting ideas and the writer's perception of the ideas together into a new structure, which will influence the perception, thinking and expression of the others. It means that through writing the writer can express his or her ideas and influence the expression of others.

According to Hunghey *et al* in Ricka (2009:16) state that there are five components of writing that must be noticed by writers in writing composition, they are:

a. Content

Content is the the ability to think creatively and develop thought, excluding all irrelevant information.

b. Organization

Organization refers to ideas clearly, well organizes logically sequenced and cohesive. An essay is coherent if its paragraphs are moved flow into each other.

c. Vocabulary

Vocabulary means that in writing composition, there should be suplicated range, effective word, idiom, word choice and its issue.

d. Language use

It means that effective complex construction, few errors of arangement and order of article. Grammar of language describe speaking and writing habit of the people who use it.

e. Mechanics

Essay writing is mechanically good if the writers demonstrate the mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also handwriting.

The Concept of Paragraph

Reid (1988:8) states that paragraph is a series of sentences that develop one idea. It means that in a paragraph there is a main idea that should be supported by other idea in sentences. Besides, Syafi'i (2011:1) conclude that a paragraph is a unit of information in writing unified by central idea. It is considered good only if the reader completely understand the unit of information, it's content, and it's central ideas is completely developed. Moreover Richards and Schmidt (2010:418) argues that paragraph is a unit of organization of written language in many languages, which serves to

indicate how the main ideas in a written text are grouped.

Furthermore, Syafi'i (2011:2) also states that a paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a topic. There are three components of paragraph, they are:

a. Topic sentence

Topic sentence is the most general statement of paragraph. It is the key sentence because it names the topic and the central idea: the writer's main idea, opinion, or feeling about the topic.

b. Supporting sentences

Supporting sentences divided into two categories, they are:

a) Major supporting sentences is a sentence that directly supports the idea impressed in the topic sentence.

b) Minor supporting sentences is directly supports the major supporting sentence and at the same time directly supports the topic sentence.

c. Concluding sentence

Concluding sentence is like the topic sentence because both are general statement.

Furthermore, to write a good paragraph the writer should know characteristic of paragraph. Syafi'i (2011:8-16) demonstrated that there are some characteristics of good paragraph in composition, they are:

a. Unity

It means that all of the sentences in it discuss only one main idea, and every supporting sentence must directly explain explain or prove the main idea, which is stated in the topic sentence.

b. Coherence

It means that the part of paragraph are logically connected.

c. Capitalization and punctuation

The writer can use capitalization in capitalize the first letter of the first word of sentence, capitalize the pronounce, capitalize all proper noun.

According to Syafi'i (2011:44-83) there are four kinds of paragraph in writing, they are:

- a. Descriptive paragraph, means describes ideas and examples focused on a particular subject.
- b. Narrative paragraph. It tells a true story or fiction and gives an account of one or more experiences.
- c. Expository paragraph. It means to give information, explain why or how, clarify a process, or define a concept.
- d. Persuasive and argumentative paragraph. Persuasive means to convince the reader that a point of view is valid or that the reader should be take a specific action. In addition, argumentative refers to logical appeal to reason: in a strict sense, an argumentative include only facts, statistics and rigorous reasoning.

The Concept of Narrative Paragraph

According to Richards and Schmidt (2010:418) paragraph is a unit of organization of written language in many languages, which serves to indicate how the main ideas in a written text are grouped. In addition Zemach and Islam (2004:9) argue that a paragraph can give information, tell an opinion, explain something or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writer want to say.

Narrative is a text with problematic events and it tries to find the solution to solve the problem. It has function to entertain or amuse the readers and tell stories in the past events. According to Syafi'i (2011:53) narrative is storytelling, whether tells a true story or fiction. A narrative text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event. In addition, Montgomery et.al (2007:251) states that narratives are stories involving a sequence of related events. The events should be related to another events, one event cause another. Moreover Oshima and Hogue (2007:24) argue that narrative is story writing. When the writer write a narrative paragraph, she or he write about events in the order that they happen. The subject of narration is a series of related events in a story. Its problem is two fold: to arrange the events in a sequence of time and to reveal their significance (Kane, 1988:7).

According to Board of Studies (1998:37), the purpose of narrative paragraph is to entertain the reader. Narratives entertain because they deal with the unusual and unexpected development of events.

Narratives are usually organised to include:

- a. Orientation, in this stage the writer introduce the main character/s in a setting of time and place.
- b. Complication: in this stage a sequence of events, which may begin in a usual pattern, changed in some way so that the pattern of events becomes a problem for one or more of the characters.
- c. Resolution: in this stage the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main

character/s has changed as a consequence of the experience.

Common grammatical features of narrative texts include:

- a. Use of particular nouns to refer to or describe the particular people, animals and things that the story is about.
- b. Use of adjectives to build noun groups to describe the people, animals or things in the story.
- c. Use of conjunctions and time connectives to sequence events through time;
- d. Use of adverbs and adverbial phrases to locate the particular incidents or events;
- e. Use of past tense action verbs to indicate the actions in a narrative;
- f. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Wordless Picture Books Strategy

Carter *et al* (1998:17) stated that wordless picture books is a strategy to foster writing development, visual literacy, oral to written expression, creative writing, higher-order thinking, and enjoyment of the writing process. It can increase the development of writing skills with children of all ages as they come to master the progression of writing stages, skills, and styles.

Besides, Cassady in Marble (2012:4) argues that the use of wordless picture books can be used to help students, no matter their age, develop writing skills based off of the images that are present within the books. It means that 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. In addition,

Jalongo *et al* (2002:168) argue that wordless picture books connect visual literacy (learning to interpret images), cultural literacy (learning characteristics and expectations of social groups) and literacy with print (learning to read and write language).

According to Richey and Puckett in Serafini (2014:24) state that wordless picture books strategy is divided into two main types wordless and almost-wordless picture books, and delineated several sub-categories for each type. They asserted that many wordless picture books contain dialogue, labels, onomatopoeia, text used as a framing device at the beginning and end of the book, symbols, and of course, titles. So, we have to admit that wordless picture books aren't entirely wordless.

Wordless picture books may be better defined by what they do contain, visually rendered narratives rather than what they do not contain. In some wordless picture books, the visual narrative is rendered through a sequence of images that contains features typically associated with graphic novels.

In this research, the writer used wordless picture books to know students ability in writing narrative paragraph. With picture the students immediately need the appropriately vocabulary, idiom, sentence structure to discuss what they see. The students will identify the picture with word or phrase and make up the short sentences about the picture and begin to write longer sentences and paragraph with the help of teacher. Using picture has many advantages for students. The student can develop their observation skill to base what they write on evidence and the students have more experience with narrative writing.

So, picture are valuable for use of a common vocabulary and common

language form. According to Raimes (1983:27-28) picture provides a stimulating focus for student's attention. Picture bring the outside world into the classroom in a vividly concrete way. So, picture is a valuable resource as it provides:

- a. A shared experience in the classroom
- b. A need for common language forms to use in the classroom
- c. A variety of tasks
- d. A focus of interest for students

The procedures of Wordless Picture Books strategy are as follows:

- a) The teacher introduces wordless picture books for the students
- b) The teacher divides students into groups (consist of 6 person).

- c) The teacher distributes wordless picture books for students and asks them to talk about the picture.
- d) The teacher asks the students to prepare slip of paper, index card, sticky note for writing the words accompany the picture.
- e) The students are provided to share their complete story in front of the class.

3. Method of the Research

This research was experimental research. According to Creswell (2012:295), an experimental research tests an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. This quasi experimental design was focused on nonequivalent control group design.

Table.1
Quasi Experimental Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	T1	√	T2
Control	T1	X	T2

The population of this research is the eight grade students of Islamic Junior High school of Desa Sawah of Kampar Regency. The students are divided into 3 classes. The total number of population is 74.

In order to take the samples of this research, the writer used cluster random sampling technique. According to Gay and Airasian (2000:129), cluster sampling is sampling technique which assigns group, not individually; it can be communities, school district, and so on. The writer will choose class VIII B and class VIII C as sample because the students ability in writing is homogenous, and the students are at the same level, taught the similar material and being taught by the same teacher. Class VIII B as an experiment class and

class VIII C as a control class. The experiment class consisted of 24 students, while the control class consisted of 24 students. So, 48 students are representative enough to be sample of the research.

In collecting the data, the writer will use test. According to Suharsimi (2006:223) test is used to measure the ability of objects being researched. Test, in this strategy is divided into two ways: pre-test and post-test. Pretest will be used to collect the data about students' ability in writing narrative paragraph before they are taught by using Wordless Picture Books strategy. Post-test will be used to collect the data about students' ability in writing narrative paragraph after they are taught

by using Wordless Picture Books strategy.

Moreover, the type of the test was written test (essay). Based on the Jacobs *et al* in Rosdiana (2011:25) the criteria of writing which are presents as the

profile are: content, organization, vocabulary, language use, mechanics. They have typical skills where its component has asset of qualities (level) to be rate and series of possible writing jacob's theory rating is as follows:

Table.2
ESL Composition Profile

CONTENT

Score	Level	Criteria
30-27	Excellent to very good	Knowledgeable, substantive, relevant
26-22	Good to average	Some knowledge, adequate range, limited development, mostly relevant
21-17	Fair to poor	Limited knowledge, little substance, inadequate development
16-13	Very poor	Does not show the knowledge, non substantive, non pertinent

ORGANIZATION

Score	Level	Criteria
20-18	Excellent to very good	Fluent expression, ideas clearly stated, logical
17-14	Good to average	Somewhat choppy, loosely organize, limited support
13-10	Fair to poor	Non-fluent, idea confuse, lack logical
9-7	Very poor	Does not communicate, no organization

VOCABULARY

Score	Level	Criteria
20-18	Excellent to very good	Suppllicated range, effective word, word form mastery
17-14	Good to average	Adequate range, occasional error, meaning not absurd
13-10	Fair to poor	Limited range, frequent error, or not enough
9-7	Very poor	Essential translation, little knowledge

LANGUAGE USE

Score	Level	Criteria
25-22	Excellent to very good	Effective complex, few error
21-18	Good to average	Simple constructions, minor problem
17-11	Fair to poor	Major problem, meaning confused
10-5	Very poor	No mastery of the sentence, does not communicate

MECHANICS

Score	Level	Criteria
5	Excellent to very good	Demonstrates mastery, few error
4	Good to average	Occasional error of punctuation, paragraphing
3	Fair to poor	Frequent error, poor handwriting, meaning confused
2	Very poor	No mastery of the convention, dominate by error

The data of the research were the pretest and posttest scores of the students both from control and experiment class. The data were collected through the following procedures:

- a. Both classes (experiment and control class), at pretest and posttest, students were asked to

write narrative paragraph based on the topic.

- b. The writing was written in the blank sheets. Then, it was collected in order to evaluate the appropriate content, organization, vocabulary, language use and mechanic.

- c. The writer used two raters to evaluate the students' writing.
- d. The writer summed up the students' scores from the rater 1 and rater 2 and divided it, in order to get each student's final score.

4. Research Findings

The improvement (gain) from both experiment and control class can be drawn in the following table:

Table.3
The Analysis of Students' Writing Pre-test and Post-test Scores both of Experiment Class and Control Class

Students	Experiment Class		Gain Score	Control Class		Gain Score
	score of pre-test	score of post-test		score of pre-test	score of post-test	
1	60	77	17	62	58	-4
2	73,5	78,5	5	60	60	0
3	60,5	72,5	12	63,5	58	-5,5
4	60,5	79	18,5	60	62,5	2,5
5	68	71,5	3,5	49,5	56,5	7
6	67	72,5	5,5	67,5	71,5	4
7	61	76,5	15,5	72,5	55	-17,5
8	61,5	75	13,5	55	63,5	8,5
9	52	72,5	20,5	57	63,5	6,5
10	63	70	7	61	63	2
11	60	77,5	17,5	54	67,5	13,5
12	64	77	13	62,5	55,5	-7
13	69	75	6	58	65	7
14	63,5	71	7,5	57	67,5	10,5
15	60	76	16	52,5	68	15,5
16	63	78,5	15,5	58	66	8
17	66	74,5	8,5	68	77	9
18	64	74	10	60,5	63,5	3
19	64,5	79	14,5	57	69	12
20	66	70	4	60,5	61,5	1
21	65	77	12	49,5	60	10,5
22	68,5	75,5	7	65,5	60	-5,5
23	61	77	16	58	65	7
24	66,5	72	5,5	75	63,5	-11,5
Total	1528	1799	271	1444	1520,5	76,5
Mean	63,67	74,96	11,29	60,17	63,35	3,19

In order to know the significant difference of students in writing

narrative paragraph between those taught by using wordless picture books

strategy and taught without using wordless picture books strategy, the writer analyzed the posttest scores of

experiment and control class by using Independent Sample T-Test formula by using SPSS 16 Version.

Table.4
Data Analysis of Posttest Scores of Experiment and Control Class

		Group Statistics			
class		N	Mean	Std. Deviation	Std. Error Mean
score	postexperiment	24	74.9583	2.87007	.58585
	postcontrol	24	63.3542	5.22011	1.06555

The number of student in each class (experiment and control) was 24 as shown on Table IV.12. The mean score of the experiment class was 74.9583, and the mean score of control class was 63.3542. Standard deviation

from the experiment class was 2.87007, while standard deviation from control class was 5.22011. Standard error of mean of experiment class was 0.58585 and control class was 1.06555.

Table.5
Data Analysis of Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	3.940	.053	9.543	46	.000	11.60417	1.21598	9.15652	14.05182
	Equal variances not assumed			9.543	35.741	.000	11.60417	1.21598	9.13741	14.07092

To know the interpretation of the result of independent sample t-test above, the writer compared the result of $t_{observed}$ and the t_{table} . The writer found that $t_{observed} = 9.543$ which was bigger than t_{table} at both level 5% and 1% with $df = 46$. The writer took $df = 45$ because 46 was not available in t_{table} and 45 was the nearest number was 46. The $t_{observed} = 9.543$ was bigger than $t_{table} = 2.02$ (at

level 5%) and $t_{table} = 2.69$ (at the level 1%). It means that H_0 is rejected and H_a is accepted. In other word, there is any significant difference of students' ability in writing narrative paragraph between those taught by using wordless picture books strategy and those taught without using wordless picture books strategy of the eight grade students at

Islamic Junior High school of Desa Sawah of Kampar regency.

5. Conclusion and Suggestion

Therefore, the results of the data analysis could answer the formulation of the problems:

1. The writing ability in narrative paragraphs of the eight grade students at Islamic Junior High School of Desa Sawah of Kampar Regency taught by using wordless picture books strategy had higher score. It can be seen through the mean score of post-test experiment class is 74.95.
2. The writing ability in narrative paragraph of the eight grade students at Islamic Junior High School of Desa Sawah of Kampar Regency taught without using wordless picture books strategy had lower score. It can be seen through the the mean score of post-test control class is 63.35 .
3. There is any significant difference of students' writing ability in narrartive paragraph taught by using and without using wordless picture books strategy at the Islamic Junior High School of Desa Sawah of Kampar Regency. It can be seen from the research finding which was analyzed using independent sample t-test formula, for which the $t_{\text{observed}} = 9.543$ was bigger than t_{table} whether at level 5% or 1% with $df = 46$. The writer took $df = 45$ because 46 was not available in t_{table} and 45 was the nearest number to 46. In $t_{\text{observed}} = 9.543$ was bigger than $t_{\text{table}} = 2.02$ (at level 5%) and $t_{\text{table}} = 2.69$ (at the level 1%). It means that H_0 is rejected and H_a is accepted.

Based on the presentation and analysis of of the data on students' writing ability from control and

experiment class, it indicates that the result of students' writing ability taught by using wordless picture books strategy is better than students' writing ability taught without using wordless picture books strategy.

From the result that is obtained from the effect of wordless picture books strategy, it was found that the students' ability in writing narrative paragraph was much better taught by wordless picture books strategy. It can be one of the effective strategies need to be used by English teacher in teaching writing narrative paragraph.

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