

JURNAL

**PENGARUH WORDLESS PICTURE BOOK UNTUK
MENGAJAR MENULIS PADA SISWA KELAS DELAPAN
SMPN 1 PLOSOKLATEN**

**THE EFFECT OF WORDLESS PICTURE BOOK TO TEACH
WRITING AT THE EIGHT GRADE STUDENTS OF SMPN 1
PLOSOKLATEN**



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2018**



SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2018

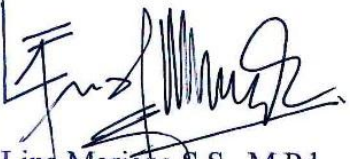


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Fakultas – Program Studi : FKIP – Bahasa Inggris
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ABSTRACT

Writing is the process of delivering ideas into sentences and paragraphs. In writing process students identify the ideas, develop the ideas into sentences, and arrange sentences into paragraph. One of the strategies that can be used in teaching writing is wordless picture book. In this strategy, there are some pictures in book. The students describe the picture, they will get ideas, then develop become sentence, and sentences into paragraphs. This research answers the question: is there any significant difference in students' writing ability before and after being taught by using wordless picture book at the eight grade students of SMPN 1 Plosoklaten? This research used quantitative approach and experimental method with one-group pre-test and post-test. The sample of the research was eight I class consisting 21 students. In collecting the data, the researcher held twice meetings which involved pre-test, twice treatments and post-test with descriptive material. Then the data was analyzed using SPSS version 21 by t-test. The researcher used t-test because the researcher wanted to know about the significant difference from pretest and posttest. The result of post-test showed that the students' writing ability increased after being taught wordless picture book. It was proven by the mean score post-test (59.2381) which was higher than mean score pre-test (40.2381). Furthermore T-score (8,046) > T-table 5% (2,086). It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It can be concluded that there is significant effect on students' writing ability after being taught using wordless picture book at the eight grade students of SMPN 1 Plosoklaten at eight I class in academic Year 2017/2018.

Key words: Wordless Picture Book, Writing

A. BACKGROUND

Writing is a process of expressing the ideas into sentences and paragraphs. This statement is supported by Harmer (2001: 79) who say, "Writing is a form of communication to deliver though or to express feeling through written form". It means that writing is one of skills to communicate to deliver idea that summited in written form such as, for information or to entertain.

In getting the ideas, the researcher met a problem when she taught English in one of schools. The problem was about students' writing ability. They had difficulties in starting to write an English text because they did not get the ideas and they did not know to develop into sentences so that it made them bored to write.

Ideally, teaching writing has to guide and facilitate the students in getting the ideas and develop into sentence and arrange into paragraphs. To achieve that, a teacher needs to guide and facilitate the students to work. She should be able to create learning process in such a way so can stimulate students to learn actively and dynamically toward the success of writing activity. Based on Standard Content No. 21 Year 2016, the competence of student junior high school are able to :

Menyusun text tulis pendek, dengan menggunakan strukture text secara

urut dan runtut serta unsur kebahasaan secara akurat, berterima berbentuk descriptive text

Based on standard of content, students are required to write descriptive text cohesively and coherently, accurately and acceptable.

In this case, one of strategies that can be used in teaching writing based on the standard of content is wordless picture book. In this strategy, students will be divided into some groups. Each group consists of four students. Thus, students will be easy in writing activity and they will study to cooperate to help one another in getting the ideas, developing into sentences and arranging into paragraphs.

In addition, some of previous researchers had proven that wordless picture book is effective to teach writing ability. Simpon (1993) stated, "Wordless picture book is a strategy that is used to help the students to develop the students' writing. Students write their own interpretation by collecting information obtained from the picture into words". It means wordless picture book is a good strategy in teaching students' writing ability. It can increase students' vocabulary and help them learn how to get the ideas, develop into sentences and arrange into paragraphs. This statement is supported by the previous studies. Ety (2013), Fithriani

(2015), and Gusmuliana and Fitri (2016) found out that wordless picture book has effect to make students easy in writing activity so that it is effective in teaching writing.

Based on the explanation above, the researcher tries to answer the research questions:

1. How is students' writing skill before being taught by using wordless picture book at eight grade students of SMPN 1 PLOSOKLATEN?
2. How is students' writing skill after being taught by using wordless picture book at eight grade students of SMPN 1 PLOSOKLATEN?
3. Is there any significant difference in students' writing ability before and after being taught by using wordless picture book at eight grade students of SMPN 1 PLOSOKLATEN?

B. METHOD

The researcher used quantitative approach and experimental method with one-group pretest-posttest design to know the effect of wordless picture book as the independent variable toward students' writing ability as the dependent variable. This research was conducted at SMPN 1 Plosoklaten at VIII I class in academic Year 2018/2019. There were 30 students which the male is 13 students and the female is 17 students. In collecting the data, the

researcher held twice meetings which involved pre-test, twice treatments and post-test with descriptive material. The tests were conducted in written test that consist they did the tests for 40 minutes. Then the data was analyzed using SPSS version 21 by t-test. The researcher used t-test because the researcher wanted to know about the significant difference between pretest and posttest.

C. FINDINGS AND DISCUSSION

The purpose of this research is to know the effect of wordless picture book on writing ability to the eight grade students. To know it, the researcher gave pre-test and post-test. The result of pretest showed that there were nine students got score 20 – 29, one student got score 30 – 39, four students got score 40 – 49, four students got score 50 – 59, one student got score 60 – 69, and two students got score 70 – 79. It means, students' writing ability in this school were poor.

Furthermore, the result of post-test showed that there were four students got score 32 – 41, six students got score 42 – 51, six students got score 52 – 61, five students got score 62 – 71, five students got score 72 – 81 and four students got good score 82 – 91. In spite of, there were still students' got poor score. They still used ungrammatically however all of the students score had enhancement. It means that the students' writing ability increased

after being taught by using wordless picture book because the score of post-test was higher than pre-test.

The following comparison between T-score and T-table.

| T-score | T-table significant 5% | Ha | Ho |
|----------------|-------------------------------|-----------|-----------|
| 8,046 | 2,086 | Accepted | Rejected |

Based on the table above T-score is higher than T-table so that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there is significant effect on wordless picture book after being taught by using wordless picture book to the eight grade students of SMPN 1 Plosoklaten at VIII I class.

From explanation above, the result of this research showed the same result with the result of previous studies that had been done Ety (2013), Fithriani (2015), and Gusmuliana and Fitri (2016). They found out that wordless picture book has effect to make students easy in writing activity so that it is effective in teaching writing. It means the result of this research supported the result of the previous studies. The difference was on the subject of the research and there was no control class. The subject of this research was the eight grade students of SMPN 1 Plosoklaten

Moreover, the result of this research also support the theory of Simpon state, “Wordles picture book is a good strategy for teaching students’ writing ability to help the students to develop their writing. It means wordless picture book can solve the problem about students’ writing ability to the eight grade students of SMPN 1 Plosoklaten.

Based on the explanation above, it can be concluded that there is significant difference the students’ writing ability at eight grade students before and after being taught by using wordless picture book.

D. CONCLUSION

Writing is a process of delivering the ideas into sentences and paragraphs. In getting the ideas and developing into sentences, one of strategies that can be used is wordless picture book. After applying this strategy, students’ writing ability increased. It means that wordless picture book is effective strategy to be applied in teaching writing in which the students became easy in writing activity

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