

CHAPTER I

INTRODUCTION

This part provides a brief description of the whole contents of the study including background, purposes, research questions, and significances of the study.

1.1 Background

Writing is a procedure of communicating ideas by using symbols that can be read by others and a method in which language is presented in visual or tactile form (Xiaoxia, 2016, p. 12). Through writing, writer presents what he or she feels, thinks, and perceives into words (Elbow, 1973, cited in Brown, 2001, p. 337). Writing is one of the most powerful ways for people to build and change knowledge structures (McLeod, 1987, p. 20).

Writing skill is very essential for students because it may enhance their chances to be successful (Alexander, 2008, in Hosseini, Taghizadeh, Abedin, & Naseri, 2013, p. 3). In most context of life, such as school, the workplace, and the community, students are required to communicate ideas and information clearly and concisely through writing (National Center for Education Statistics, 1998, p. 70). Thus, proficient writing skill is needed in order to help students convey their knowledge (Hosseini, Taghizadeh, Abedin, & Naseri, p. 2).

There are several genres taught in junior high school in Indonesia, such as descriptive text, recount text, narrative text, and procedural text. Narrative text is one of the genres taught for the eighth and ninth grade students. Based on both 2013 curriculum and KTSP curriculum, junior high school students are required to be able to write simple narrative text. Narrative is a text which represents an event or a series of events (Abbott, 2008, p. 13). Narrative text tells a story with the purpose of entertaining or informing the reader or listener (Anderson & Anderson,

1997, p. 6) through the unusual and unexpected development of the events occurred within the text (Droga & Humphrey, 2003, p. 149).

However, students in junior high school often find problems when they are asked to write, especially when they are writing narrative text. Writing is one of the most complex skills to be mastered by the students (Tillema, 2013, p. 1). The students often face difficulties in expressing their ideas into the written form in English. When students write, they should have control at the sentence level which includes control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation, and control beyond the sentence that includes the organization and integration of information into cohesive and coherent paragraphs and texts (Bell and Burnaby, 1984, in Nunan, 1989, p. 36).

Children's literature can be used as an effective teaching material for teaching writing narrative text because it can draw students' attention, provoke conversation, make reading become enjoyable, and motivate and engage student writers (Paquette, 2007, p. 156). Children's literature refers to the texts that intend to attract an audience of children (Nodelman, 2008, p. 4).

One of children's literature genres is picture book. Picture book is the type of book in which images and ideas work together to construct a story (Huck, Kiefer, Hepler, & Hickman, 2004, p. 170; Matulka, 2008, p. 4). The words of picture book are used in interesting ways and help the readers develop imaginative use of language (Galda, Liang, & Cullinan, 2017, p. 110; Huck, Kiefer, Hepler, & Hickman, 2004, p. 194). The illustrations in the picture book provide new information that the readers cannot gain from the written text and may extend the meaning of the words (Stafford, 2011, p. 28; Galda, Liang, & Cullinan, 2017, p. 92).

Picture book is excellent teaching material because it provides source of information, helps students to understand vocabulary words in different context areas, motivates students to learn English, stimulates imagination, and provides models for writing (Mourão 2009, p. 18; Faught et. al., 2012, p. 2). It provides

knowledge of sentence structure and variety, punctuation, capitalization, spelling, and grammar (McElveen & Dierking, 2000, p. 362), and offers examples of story structure (Calabrese, 2010). Therefore, the study investigates the potential use of picture book in helping junior high school students learn to write narrative text.

1.2 Research Question

This study is based on the following question:

In what way(s) does the use of picture book help junior high school students in writing narrative text?

1.3 Purpose of the Study

This study aims to:

Find out the use of picture book in helping junior high school students learn to write narrative text.

1.4 Scope of the Study

The limitation has been made to specify the problem of the research. The limitation is intended to examine the ways in which the use of picture book helps junior high school students in learning writing narrative text. This study was conducted in one of junior high school in Bandung. This study was implemented in one class of the eighth grade. The class consists of thirty-four students.

1.5 Significances of the Study

This study is significant for at least two perspectives; theoretical perspective and practical perspective.

a) Theoretical Perspective

The result of this study can enrich the literature and reference related to the use of picture book in teaching writing narrative text.

b) Practical Perspective

The result of this study can be a reference for teachers in utilizing the use of picture book in teaching writing narrative text.

1.6 Research Methodology

This research employed descriptive qualitative research. Qualitative research is a method which involves “an interpretive, naturalistic approach to its subject matter” (Denzin & Lincoln, 1994, in Malik & Hamid, 2014, p. 184). The data were collected through classroom observation by videotaping the verbal interaction between the teacher and the students and field-noting, interview with the students, and written documents. The data collected were transcribed, analyzed, and interpreted.

1.7 Clarification of Terms

Writing: Writing refers to discourse in the written form that is meant for communication and to various activities in putting ideas on the paper (Barnett, 1992, p. 16). Writing is as a procedure of communicating ideas by using symbols that can be read by others and as a method in which language is presented in visual or tactile form (Xiaoxia, 2016, p. 12). In this study, writing means the process of how students communicate their ideas in the form of narrative text.

Narrative Text: Narrative is a text which represents an event or a series of events (Abbott, 2008, p. 13). Narrative is a text that tells a story with the purpose to entertain or inform the reader and the listener (Anderson & Anderson, 1997, p. 6).

Picture Book: Picture book is book in which the pictures and the words are both important to tell the story by creating mood, setting, characters, plot, and theme of the story (Galda & Cullinan, 2017, p. 110).

1.8 Organization of the Paper

Chapter one discusses about the introduction of the research, including background, research question, research purpose, brief explanation about the procedure of the research, significance of the study, and the clarification of terms used in the study.

Chapter two discusses about the definition of writing, text, narrative text, and children's literature. This chapter also discusses about the importance of writing, the generic structure and language features of narrative text, genre of children's literature, and the use of picture book in teaching writing narrative text.

Chapter three discusses about the methodology of this study which consists of site and participant of the study, the research design, data collection technique, and data analysis.

Chapter four discusses about findings of the study and the discussion of the findings.

Chapter five discusses about the conclusion and suggestion.

1.9 Concluding Remark

This chapter has discussed the background of the research, research question, purpose of the research, scope of the study, clarification of related terms, research methodology, and organization of the paper. In the next chapter, this paper will discuss the literature review of the research.