DEVELOPING A WORDLESS PICTURE BOOK TO TEACH PROCEDURE TEXTS FOR THE SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

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ABSTRACT: Writing is a complex skill to be mastered. The purpose of this study was to develop a wordless picture book for students of junior high school in the first semester to help the students write procedure texts. The research design of this study adapted the framework of Research and Development (Dick and Carey, 1983; Borg and Gall, 1983). The final product of this study was presented in the form of a wordless picture book which contain two types of procedure text types: how to make something and how to use something. To assist users, the book is equipped with manual. The product was verified by the students that it was fun to learn English through interesting media and joyful activities.

Keywords: wordless picture book, procedure texts, the seventh grade students

English language teaching can be something challenging for teachers. Yet, the teacher’s role has been changed to be a supervisor rather than someone who needs to supply all students’ needs in every single aspect. Teacher, which is no longer as the main focus, needs to be more creative in the classroom in order to make the students more active. The meaning of being creative here is especially in terms of developing fun and purposeful materials for teaching learning process both inside and outside the classroom. This statement is in line with what Brown (2007) has said that the student-centered learning has become a new trend in a language teaching.

As a matter of fact, English is the most well-known foreign language for Indonesian which becomes the required lesson taught to the students from elementary school up to university level. In this case, students are expected to be able and, in the higher level, to master how to communicate in English fluently both orally and in written form. Though it is not doubted anymore about the crucial role of English, the language teaching itself still has so many weaknesses and needs improvement time by time in which the four skills; listening, speaking, reading and writing have to be equally developed.

Compared to the other three language skills that are, speaking, reading, and listening, writing is the most difficult skill for second language learners to master (Richard, 2002). In line with Richard, Bazerman (1985) stated that writing is categorized as a complex skill and takes process with many parts. Thus, there must be a strong reason why writing skill should be trained as early as junior or middle school level.
After having an observation at SMP Negeri 4 Malang in February, the researcher was attempted to conduct a study by developing a teaching medium focusing on writing procedure texts for the seventh graders. It is based on the fact that there is no medium provided to teach procedure texts. Therefore, this very study is entitled Developing a Wordless Picture Book to Teach Procedure Texts for the 7th Grade Students of Junior High School Students. The previous study was conducted by Puspitasari (2011) which entitled “Developing a Wordless Picture Book to Enhance Students’ Writing for Narrative Text”. Yet, the previous study was conducted for the 8th grade students of Junior High School which was quite successful in a way of its implementation. Therefore, the researcher took it for granted to develop another similar teaching medium for procedure texts based on the suggestion of the previous research.

This study was conducted to help the 7th graders to do their writing task in an easier way by following the right path through images in a wordless picture book. The necessary images are presented selectively and orderly based on the steps which become the significant omen in writing procedure texts. Also, these images are to enhance the students’ imagination toward the steps in producing procedure texts.

The design of this wordless picture book is presented in an A4 paper sized. Each page is divided into 6 small blocks of 8 x 5 cm. There are 2 kinds of procedure texts for the wordless picture books: how to make something and how to use something. These materials are made based on the fact that there is no specific book used for the 7th graders at SMP N 4 Malang. The teachers only rely on the use of worksheet.

**METHOD**

The research design of this study is categorized as Research and Development (R&D). The procedure is a modified version of Dick and Carey (1983), and Borg and Gall (1983). This research and development has ten steps, which are: identifying the goal, conducting need analysis, developing the product, expert and teacher validation, revision, try-out I, revision, try-out II, revision, and final product. The cycle of the research and development follows Borg & Gall (1983) steps which incorporate identifying golas, conducting needs analysis, developing the product, validating the product, revising the product based on the validator’s input, conducting the first tryout, revising for the second time, conducting the second tryout, revising the product for the third time, and finally producing the final product.
RESULTS AND DISCUSSIONS

Results

The study started by identifying the goal of the seven graders’ writing competence, mainly for writing procedure texts in a proper order. For this, needs analysis was conducted. In order to assess needs, questionnaires for the students were distributed, an interview with an English teacher was conducted, documents were studied, and a class observation was carried out. All these were aimed at examining perspectives from many sources.

The needs analysis was done in Class 7E of SMP N 4 Malang which consisted of 40 students. There were 7 (seven) questions in the form of multiple choice in the questionnaire which incorporated such questions as 1) the starting point of learning English, 2) the preferred channel to learn English, 3) length of time to learn English, 4) outside class efforts, 5) ways to overcome difficulties, and 6) preference of using media.

Based on the result of analysis of the questionnaire, it was found out that firstly, the students have started to learn English since the early age. Fifty two point five percent (52.5%) of the students admitted that they have learnt basic English since they were at the play group; whereas, 47.5% at the kindergarten. Yet, no single student started learning English at the elementary school level. Secondly, some students (65 %) preferred to join English courses, and the rest (35%) preferred not to have English lessons outside school due to some reasons. Thirdly, the majority of the students only spent their time at home to learn English for 30 minutes, and the rest about less than 30 minutes. Interestingly, only about 7.5 % percent of the populations spent their time to study more than 1 hour outside school. Fourthly, 72% of the students confessed that their writing skill in English was not good, and the rest stated that their writing ability was sufficient. In order to improve their ability, 42.5% liked to independently train themselves to write in English, and the rest preferred to read English textbooks or conduct peer tutorial. Finally, they (90%) stated that they preferred to learn English. Most importantly, from the two kinds of procedure text, the one dealing with “how to make something” was of the first preference and the other one about “how to use something” of the second.

Next is the result of analysis of the teacher’s interview. Based on the result of analysis of the interview, it was found out that firstly, the teacher stated that the students had particular difficulties in their writing skill. Therefore, the teacher wanted to make some kind of teaching media for the students to be tried out inside the classroom. So far, there have not been any instructional media employed in the English instruction. This could happen in most of junior high schools because the teacher or the students themselves might think that it was improper to use media in their age.
Secondly, the researcher asked the English teacher about writing techniques applied. The techniques in teaching writing were among others: taking notes, dictation, and writing assignment given by the teacher. Thus, it was a boring activity. However, the students became enthusiastic if they learned English through other kind of activities such as having wordless picture book in a writing procedure text as applied by the researcher. Thirdly, it dealt with the teaching and learning of English at SMP N 4 Malang. She stated that English is taught four hours a week, on Tuesday and Friday. Based on the content of English syllabus, a procedure text is taught for the VII grade students in the second semester. However, the way how to teach or how to guide the students to get in touch with the procedure text was up to the teacher’s prediction. There is no specific plan about how many procedure texts can be taught to the student because the teacher needs to see how competent the students are in mastering the intended materials. It was also evident that there is no specific handbook for the students, only student worksheet. Yet, during the interview there was an obstacle that is the researcher had limited interview time due to the ninth grade try-out for the national examination so only a few questions were asked.

Based on the result of class observation, it was discovered that firstly, the students were fond of having pictures in the teaching and learning process. They became active to observe colorful pictures. Therefore, the teacher really agreed with the researcher to develop such an instructional medium to help the student cope up with the procedure texts. In addition, the visualization of the medium can be a helpful hint to generate students’ creativity in writing such text. Secondly, This activity was aimed knowing the real condition of the class and getting familiar with every element of the classroom. It was quite challenging for the researcher to find the exact classroom because the school has a moving class system which gets change over time. However, no matter where the class is, the most important point is that the room is quite attractive to support the teaching learning activity because it has a friendly atmosphere. The class has a white board, a television, a globe, cupboard, notification board, a fan, a small group of decoration plants, nice wallpaper and so on. Unfortunately, sometimes the students need to have a bit struggle to find comfortable seats for them. It happens because some of the chairs have nothing to lean back. Thirdly, it was found out that the students expected that the teaching and learning process inside the classroom activity was more various and joyful, and the teacher explained that the students had difficulties in exploring their writing skill. Therefore, the teacher wanted to make some kind of teaching media for the students to be tried out inside the classroom.
Finally, having analyzed the school documents, the Standards of Content for the seventh graders, the researcher tried to select suitable materials for the VII grade students of junior high school. It focuses on the teaching of procedure texts only. Also, the researcher studied the teaching syllabus, lesson plan, and student’s worksheet which are facilitated by the school. The student worksheet was made by the teachers’ community (Tim MGMP) which commonly is used in every junior high school level in Malang area.

Based on the analyses of various instruments above, the researcher was inspired to create a series of pictures of “how to make something” rather than “how to use something” since most of the students (87.5%) wanted to improve their writing skill in the first topic.

**Discussions**

After conducting the needs analysis, the researcher decided to make two kinds of procedure texts namely how to make something and how to use something. The consideration of choosing these was based on the origin type of procedure text. However, the researcher made 4 titles for how to make something and 2 titles of how to use something based on the students’ questionnaire that they liked the first kind rather than the second one.

The next step was deciding what titles were of the students’ interest. Then, the wordless picture book was designed in an A4 paper sized. Each page will be divided into 6 small blocks of 8 x 5 cm. There were 2 kinds of procedure text in this wordless picture book; how to make something and how to use something. These materials were made based on the fact that there was no specific book used for the 7th grader students in SMP N 4 Malang. The teachers only relied on the use of students’ worksheet. Having been through with the book, the researcher invited an expert to validate the physical appearance as well the content of the book.

In the expert validation stage, there were four criteria which were being validated, namely the operation, design, content, and pedagogy. The results of the validation of the wordless picture book showed that there were some revisions in the procedures and design. There were suggestions and comments given by the validator for each criterion. Other than that, the validator also gave a score for the product based on the four criteria. The score for the wordless picture was 47 out of 68 with the following detail: 10 for the operation, 16 for the design, 12 for the content, and 9 for the pedagogy. It means that the product is very good. In the other words, the product was appropriate to be used as teaching medium.
For the operation, the validator gave 10 out of 16 points as the maximum score. There were six aspects in the operation how to use the product. Those aspects were the procedures of the book, the objective of the book, the way in conducting the book, practicality of the wordless picture book, the operation of the widows, and the reward in the back of the windows.

The second aspect is about the objective. Having a look at the product by looking at the procedure, the validator was of the opinion that the objective of the product is clear enough. It was easy and simple to follow the steps.

The third aspect is the way in conducting the product. She thought that it was easy to utilize the book because the teaching medium was good and simple.

The next aspect deals with the practicality of the wordless picture book. Since the product is in a form of a book, the validator thought that the would not be any problem to carry out the media from place to place because no need to have extra energy to move it.

Then, it is about the design of the wordless picture book. The second criterion deals with the design. The expert gave 16 out of 24 points as the maximum score. There are five aspects in the design: lay out, position, font, color, and picture. Firstly, the first aspect has a great deal with the lay out. The validator thought that the lay-out was interesting. The size of the images was acceptable. It is a good size for individual work or in pair work. Over all, the lay-out is good and interesting. Secondly, the aspect is the choice of images. The validator stated that the choices of created images were brilliant. Since the researcher made her own pictures or images, the researcher wass able to control or arrange the images in a proper place and choice. The space of each image wass also good. The following aspect deals with the color. The color of the images was already good. There was variation of some colors. The ability of the researcher to edit the picture made it good and gave effect to the picture itself. Moreover, the printing quality was of excellence. The next aspect deals with the pictures. The pictures were really appropriate for junior high school level. It can give the students a new knowledge on how to arrange a new kind of procedure text because the choices of the set of picture were still not common in the printed handbook for junior high school students.
For the content, the expert gave 12 out of 16 points as the maximum score. There are six points in the design: topic, suitability of the material with the grade, correlation between pictures and description, clue, correlation between description and the clue, suitability of the pictures with the students. According to the expert, the topic chosen was suitable for the students of the seventh grade of junior high school.

The second point is the suitability of the material with the grade. The expert thought that the titles were of the seventh graders’ interest. They represented each step very well. Next, it deals with the pedagogy of the wordless picture book. The fourth criterion has a great deal with pedagogy. The expert gave 9 out of 12 points as the maximum score. There are three aspects in the design, among others the technique applied, suitability of the title, and strength of the medium. The first aspect point is the technique applied. According to the expert, the technique applied was very interesting and motivating. It was partly because the students liked to work together and compete with peers in a group. The second aspect is the language used for the descriptions and the clues. The language feature used is simple present. The expert stated that the language was simple and suitable for the learners. The last aspect is the strength of the wordless picture book. The expert said that the book was very good in the way to motivate the students in learning and to develop the students’ character building. The material and the medium were designed to make students active in the teaching and learning process. Those were really helpful to make the students active. The book also encouraged the students to have curiosity and confidence.

From the result of teacher validation, the teacher validated the wordless picture book based on four criteria which are about the operation, design, content, pedagogy of the wordless picture book. The results of the validation of the wordless picture book showed that there were some revisions in the design. There were suggestions and comments given by the teacher for each criterion. Besides, the teacher also gave a score for the wordless picture book based on the four criteria. The score for the wordless picture book is 56 with the following detail: 9 for the operation, 18 for the design, 12 for the content, and 10 for the pedagogy. Therefore, the total score is 49 out of 56. It means that the product is good. The product is appropriate to be used as a teaching medium.
Now, here is the result of teacher validation. The first point is about the operation of the wordless picture book, the first criterion is about the operation of the board book. The teacher gave 9 out of 12 points as the maximum score. There are four aspects in the operation: clarity of the book, way in utilizing the book, practicality of the wordless picture book, arrangement of the book. Overall, the operation of the wordless picture book is good. It is a good wordless picture book. Moreover, it is interesting to be practiced.

Next, it deals with the design of the wordless picture book. The second criterion is the design. The expert gave 18 out of 20 points as the maximum score. There are five aspects in the design: lay-out, position, color, size, and picture. Firstly, the first aspect has a great deal with the lay-out. It was claimed that the lay out was interesting. Second, the teacher said that the position of each picture was already good. The following aspect deals with the color. The colors of the images were already good. There were many color variations which made the wordless picture book colorful and eye-catching for the students. The last aspect deals with the pictures. The pictures were interesting and suitable for the students of the seventh grade. The content of the wordless picture book got 12 points as the maximum score. There are four points in the design: choice of pictures, title, suitability of the material with the grade, match between the pictures and steps. The teacher argued that the topic chosen was interesting. In addition, the material was suitable for seventh graders of Junior High School. Besides, the choices of pictures were very good. They were related to one another. Moreover, the color was quite attractive for the students, the pictures were suitable for the students.

Lastly, the pedagogy of the wordless picture book obtained 10 out of 12 points as the maximum score. There are four aspects in the design: the technique applied, objective, clarity, and the strength of the medium. According to the teacher, the technique applied was very interesting and motivating. Besides, the simple and easy sets of the images were easy to be understood by the students. Furthermore, the book could encourage the students to have confidence and curiosity to write a procedure text.

Afterwards, the book was tried out to the students. The first try-out was in the VII E class on Tuesday, March 26th, 2013. The teacher gave the first chance to try out the product and collect data by giving a questionnaire to the students. The time allocation was 30 minutes for the maximum time provided. The results of the try-out are described in three different points of view: the teacher’s point of view, the students’ point of view, and the researcher’s point of view.
Firstly, the result is based on the teacher’s point of view. The only thing is about the rules of the book. Several students did not understand the rules of the book. They were still confused for several items such as whether or not they were allowed to use a dictionary to look up some difficult words. Therefore, the teacher suggested that it would be better if the researcher explained the rules of the book clearly at the beginning of the class.

Secondly, the result is based on the students’ point of view. The results of the try-out showed three major points. Those points deal with students’ opinions about the wordless picture book, the students’ comments, and the students’ suggestions. Based on the students’ opinion, the result showed that most of the students had never seen the kind of book before they used it in the class. Ninety five per-cent students did not know this kind of book for procedure texts. It was a new thing for them. Moreover, they thought that the method of teaching was very interesting and fun. As evidence, 41.46% of the students stated that the wordless picture book was very interesting, 34% stated that it was interesting, 24.5% stated it was interesting enough, and the rest (2.4%) declared that they were not interested in it.

Talking about the elements related to the wordless picture book, the students were of the opinion about the font, pictures, and the rules of the book. The font was clear and readable. As evidence, 26.9% of the students argued that the font was very clear and readable, 26.9% argued that the font was clear and readable, 43.9% argued that the font was clear and readable enough, and 20.3% declared that the font was not clear and readable at all.

Besides, the students thought that the series of pictures helped them guess the steps. Twenty-four point four per-cent students said that the picture series were really helpful for the students to guess the word intended, 34.1% said that the description was helpful for the students to guess the word intended, 41.5% said that the description was helpful enough for the students to guess the word intended. It means that the students could read the sentences clearly.

Moreover, the students said that the pictures were very interesting. Thirty-six point five per-cent students said that the pictures were very interesting, 24.4% of the students said that the pictures were interesting, 39% declared that the pictures were interesting enough. It can be concluded that the students liked the pictures because the pictures were interesting.
In addition, according to the students, the rules of the book were understandable. As evidence, 34.1% of the students stated that the rules of the book were very understandable, 34.1% stated that the rules of the book were understandable, and 31.7% stated that the rules of the book were understandable enough. No one stated that the rules of the book were not understandable. It means that the students could understand the rules of the book.

Furthermore, the students also thought that the topic was related to the material that they were learning. Seventeen per-cent of the students totally agreed that the vocabulary was very suitable with the topic, 41.5% argued that the vocabulary was suitable with the topic, 14.6% argued that the vocabulary was suitable enough with the topic, and only 2.4% argued that the vocabulary was not suitable with the topic.

Overall, the wordless picture book was very useful to develop the students’ writing procedure texts. It could help the students build up their word construction. Forty-eight point eight per-cent students said that the book was very useful and helpful in arranging sentences, 12.2% thought that the book was useful and helpful in learning arranging sentences, 39% stated that the book is useful and helpful enough in arranging sentences. Moreover, the images were also easier to memorize. As evidence, 14.6% of the students declared that they could remember all of the steps about how to make something and how to use something.

There were also students’ comments and suggestions for the wordless picture book. All of the students were happy in using this book. They were interested in the technique applied in presenting the material. Based on the students’ suggestion, the researcher should give more time and exercise. The students also suggested the researcher to make several other topics.

Thirdly, based on the researcher’s field note, it was discovered that the students were so interested in learning English. They were interested in the medium used. However, the time provided was limited and not enough. Many students wanted to practice more. The teaching technique was good and interesting but the classroom management should be improved to make the students more under control.

Based on the first try-out, the researcher got some notes about something which should be revised. The technique applied should be revised by arranging better and more appropriate classroom management. The teacher also suggested that the researcher should revise the design of the wordless picture book. Whereas, based on the second try-out, the only thing that should be revised is that the researcher should make the cover more eye-catching for the junior high school students level. The researcher should change the type of paper with the thicker one.

All in all, the final product has been completed well through two-time revision. Finally, the product is ready for a teaching medium with six titles. The students are interested to work
with the books, as stated by Phillips (1993:79) who states that books in the language classroom help children to see learning English as enjoyable and rewarding. Therefore, this product can be considered as a successful product in bridging students’ difficulty in writing procedure texts. Also, all students tried to involve in the class participation. They worked together with their friends to discuss the questions. It is in line with Scott and Ytreberg (1995:5-7) who states that children in the eight to twelve years old like to work in pairs or groups. According to Wright, Betteridge, and Bucby (2006:2) books can help and encourage the language learners to sustain their interest and words. Besides, the students like the teaching and learning process of English. That statement is also supported by Phillips (1993:79) and Halliwell (2010:5-7) who mention that books in the language classroom help children to be very enthusiastic in practicing the book. For further reason it is partly because books can create a desire to communicate and creating such an unpredictability. Therefore, book is the best way to make the students learn something.

It was discovered that the students liked the teaching and learning process because they could learn something with fun activity. It has close connection with fun learning (Pembelajaran Aktif Kreatif dan Menyenangkan or PAKEM for short) which make the students active, and creative. It is to make the teaching and learning process effective but fun and interesting (Depdiknas, 2000). In short, the students learn language with in low anxiety atmosphere.

**CONCLUSION AND SUGGESTIONS**

This part discusses conclusion and suggestions.

**Conclusion**

It is concluded that the wordless picture book is applicable to enhance students’ writing a narrative text. The book as a medium of instruction helps the students organize ideas in writing a story.

**Suggestions**

The suggestions of this study are addressed to two parties: for English teachers, they can use this media to build up students’ confidence in writing procedure texts through a wordless picture book for junior high school level. This product can be such a helping hand for the teachers who hardly find an appropriate medium to teach writing a procedure text in an extraordinarily fun way. For future researchers, it is recommended to (1) create better and more pleasurable teaching media, of which the materials presented in the media might serve as instructional materials as well focusing on particular skills, and (2) to develop and create any grade of the students’ levels for the sake of learning betterment.
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