WORDLESS PICTURE TO IMPROVE WRITING NARRATIVE TEXT FOR TENTH GRADERS OF SENIOR HIGH SCHOOL

Intan Cornelia Dewi P. and Kusumarasdyati

S1, English Education Department, Language and Art Faculty, State University of Surabaya
intancorneliaaa@gmail.com

Abstrak

Tujuan pengajaran bahasa Inggris adalah siswa dapat menguasai empat keterampilan yaitu membaca, mendengarkan, berbicara, dan menulis. Sebenarnya, keterampilan menulis dianggap paling sulit. Siswa memiliki kesulitan untuk memulai menulis dan mengekspresikan ide-ide mereka. Petty and Jensen (1980:361) menyatakan bahwa, menulis adalah mdia perantara untuk mengekspresikan diri mereka untuk berkomunikasi dan untuk menjelaskan sebuah maksud atau informasi kepada sekitarnya. Diantara semua ketrampilan, menulis adalah hal yang paling sulit. Nunan (1999) juga menyatakan bahwa, dalam hal keterampilan, menghasilkan koheren, fasih, diperpanjang bagian dari tulisan mungkin adalah hal yang paling sulit untuk dilakukan dalam belajar bahasa. Dalam penelitian ini, peneliti fokus pada produksi teks narasi siswa kelas X di SMA. Dia melakukan penelitian di SMAN 3 Bojonegoro. Subyek penelitian ini adalah siswa siswa kelas X karena pada level ini mereka memiliki pengetahuan yang cukup dan kemampuan dalam membuat teks narasi.

Berdasarkan pernyataan Nunan diatas, peneliti memilih media untuk mengatasi kesulitan siswa dalam menulis. Dia memilih gambar gambar terutama tanpa kata-kata sebagai media untuk meningkatkan menulis teks narasi. Mudah-mudahan, siswa dapat membayangkan dan mengeksplorasi pikiran mereka untuk menghasilkan kalimat untuk menulis melalui gambar tanpa menggunakan kata kata .

Penelitian ini adalah penelitian tindakan kelas. Instrumen yang digunakan oleh peneliti adalah catatan lapangan, wawancara dan tes siswa. Data dari catatan lapangan dan hasil wawancara menggambarkan bagaimana gambar tanpa kata-kata yang diimplementasikan dalam mengajar menulis teks naratif. Sementara itu, test digunakan untuk mengetahui dan mengukur kemajuan siswa penguasaan dalam menulis teks narasi. Peneliti berperan sebagai guru menggunakan gambar tanpa kata-kata dengan cara yang berbeda dalam setiap pertemuan. Hal ini bisa mengurangi kebosanan siswa. Gambar-gambar tanpa kata-kata adalah salah satu yang tepat karena bisa memotivasi siswa untuk menulis. Selain itu, topik materi ini juga menarik, "The Girl dan The Wolf" dan "Tiga Babi". Selanjutnya, dengan menggunakan gambar-gambar tanpa kata-kata, para siswa bisa memahami isi teks narasi dengan baik. Hal ini dapat dibuktikan dengan melihat hasil kerja siswa dalam menulis setelah penggunaan gambar tanpa kata-kata.

Berdasarkan analisis data, peneliti membuat kesimpulan bahwa pelaksanaan gambar tanpa kata-kata baik untuk mengajarkan teks narasi. Kenyataanya, para siswa tertarik dalam proses belajar-mengajar menulis dengan menggunakan gambar tanpa kata-kata. Hal ini dapat dilihat dari hasil wawancara siswa dan fieldnote. Selain itu, hasil karya tulis siswa dalam hal isi, organisasi, kosakata, penggunaan bahasa dan mekanik menngkat dari hasil pertama dan kedua. Pada pertemuan pertama nilai rata-rata kelas adalah 68,89 dan pertemuan kedua adalah 78,23. Ini berarti bahwa skor siswa meningkat dari pertama dan kedua menulis.

Berdasarkan penjelasan di atas dapat diartikan bahwa pelaksanaan gambar tanpa kata-kata berguna untuk mengajar menulis narasi. Hal ini membuat siswa termotivasi dan tertarik untuk menulis narasi.

Kata kunci: *writing, teks narasi, wordless picture.*

Abstract

The objective of teaching English is that the students master the four skills namely reading, listening, speaking, and writing. Actually, writing skills is considered most difficult. Students have difficulties to start writing and express their ideas. Petty and Jensen (1980:361) states that writing is an important medium for self-expression for communication and the discovery meaning is used to give signal or information to other. Among other language skills, writing is not an easy task. Nunan (1999) also states that, in term of skill, producing a coherent, fluent, extended piece of writing is probably the most difficult thing to do in language learning. In this research, the researcher focuses on producing narrative text in tenth graders of Senior High School. She did her research in SMAN 3 Bojonegoro. The subject of the study was tenth graders students because in this level, they have enough knowledge and ability in producing narrative text.

Based on the Nunan states before, the researcher chooses media to overcome the students' difficulty in writing. She was choosing picture especially wordless picture as a media to improve writing narrative text. Hopefully, students can imagine and explore their mind to produce their sentences to their writing through wordless pictures.

This study was action research. The instruments that are used by the researcher are field note, interview and students' test. The data from field note and interview result described how wordless pictures were implemented in teaching writing narrative texts. Meanwhile, the students' test was used to know and measure the progress of students' mastery in writing narrative text. The researcher as a teacher was implemented the wordless pictures in different ways in each meeting. It could reduce the students' boredom. The wordless pictures were appropriate one because it could motivate the students to writing. Moreover, the topics of material were interesting; "The Girl and The Wolf" and "Three Pigs". Furthermore, by using the wordless pictures, the students could comprehend the content of narrative text well. It can be proved by seeing the result of the students' writing work after the use of the wordless pictures.

Based on the analysis data, the researcher makes conclusion that the implementation of wordless picture was good for teaching narrative text. The students were interested in the teaching-learning process of writing by using wordless pictures. It could be seen from the results of students' interview and field note. Besides that, the results of students' writing in terms of content, organization, vocabulary, language use and mechanic were improved from the first to second writing. In first meeting the mean score of the class was 68.89 and second meeting was 78.23. It means that the students' score were also increased from the first and second writing.

Based on the explanation above it means that the implementation of wordless pictures was useful to teach narrative writing. It could make students be motivated and interested in writing narrative

Keywords: *writing, teks narasi, wordless picture.*

INTRODUCTION

The way of teaching in Indonesia still uses a conventional classroom system. In fact, the teachers' roles are more dominant than the participation of the students. The teachers usually teach English without giving a chance to the students to participate more actively in learning process. If the students do not participate actively, they are not learning as much as they could. It means that teacher only become passive motivator.

To overcome those problems, the teachers should have an important role during the teaching learning process in the classroom activity. They should be able to give motivation to make students feel relax in teaching learning process.

It is known that the objective of teaching English is that the students master the four skills namely reading, listening, speaking, and writing. Petty and Jensen (1980:361) states that writing is an important medium for self-expression for communication and the discovery meaning is used to give signal or information to other. Among other language skills, writing is not an easy task. Nunan (1999) states that, in term of skill, producing a coherent, fluent, extended piece of writing is probably the most difficult thing to do in language learning. It means that writing skills is considered most difficult. Some students have difficulties to express their idea. Another reason that makes the students still has difficulties in writing skill when they are not interested in the topics. It means that the topic of the material must be familiar with students' knowledge so they do not face many difficulties in writing. The English teacher plays an important role in the teaching writing. They should motivate and help their students to improve their writing ability because they still faced some difficulties in writing.

A certain model of language suggested by Hammond et al (Depdiknas, 2004:59) in which students of Senior High School in Indonesia expected to produce a certain text the English way (BSNP, 2006:307-325). Related from that explanation, there are many kinds of texts such as, narrative, recount, report, anecdote, and explanation. In this research, the researcher focuses on producing narrative text in tenth grade of Senior High School.

A narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. The narrative text type tells a story using spoken or written language.

The teacher should know how to make the students more interested in writing. Media is the solution to realize it. It has a role connection between material and students' comprehension. Media is important thing that often used by teacher to help them explain the material. In this research, the researcher choose picture especially wordless picture as a media to improve writing narrative text. Wordless picture can be used to encourage the development of writing skills, not only with young children who are beginning writers, but also with older students who already possess some skill in writing (D'Angelo, 1979:813). It means that wordless picture can enhance simulation and build students' creative ideas. Because of that reason, the researcher took picture as media in teaching narrative writing.

Based on that background, the researcher chooses the tenth graders who still have difficulties in writing as her subject. As the researcher stated before, they have difficulties to express their idea and they are not interested in the topics. She will do classroom action research to

overcome those problem. It purpose to motivate and help the students to improve their writing. Actually, many researchers have conducted studies on the implementation of wordless pictures to teach writing and reading. They investigated the effectiveness of using this media. Thus, the purpose in this study to know how the implementation of wordless picture in writing narrative text and to measure how the students' writing after they use this media. In addition, the researcher will investigate the use of wordless picture to improve writing narrative text for tenth graders of Senior High School.

METHODOLOGY

The researcher would design this study in action research. The using of wordless pictures will repeat in several times, in order to convince that the students are understood with the picture itself. Based on Mc Niff (1992:4), action research is used to enhance students' ability through change, by encouraging the teachers to be aware of their own practice, to be critical of that practice and to prepare to change it. By doing so, the researcher try to find out whether the use of wordless picture was effective or not to be used as an alternative medium for teaching writing narrative.

In this research, the teacher becomes a collaborator. She help the researcher's to observe in the class and the researcher took a part as a teacher. She will explain to the students about what should they do through the wordless pictures and focused on specific problem in particular setting.

Planning Stage

The researcher prepares everything that are related with the activity during teaching and learning process in writing class. In this stage, she make lesson plan, prepare instruments include field note, interview, students' test and prepare "wordless picture" as the media.

Action Stage

The researcher conducted the research in the classroom. What the researcher had planned in planning stage will implement in action stage. The she explained what the students should do with wordless picture. Before asking the students to make a narrative text, the researcher as a teacher explained the text going to be discussed. There were several explanations given by the teacher, such as what narrative text was, generic structure of narrative text, language features, etc. which is related to the narrative text. Then, the teacher gave explanation how to use wordless pictures in writing narrative text. After being given explanation, the students should write the story based on the picture.

Observation stage

This stage was implemented when the students did the teacher's instruction. Then, the researcher as a teacher was observed by using field note towards what happened in the class during the teaching learning process. In this stage, the collaborator had a job to fill the field note too like the teacher. It used to observe the implementation of using wordless picture and investigated the students also the situation during the teaching and learning process.

In the end of the lesson, the teacher interviewed some students. They were two upper students and two lower students. It is necessary to get more information from respondents about the use of wordless picture in writing narrative beside from field note. From interview, the researcher knew about the students' opinion about the use of wordless picture.

In fact, the researcher and teacher made the result of the observation based on field note, students' test and interview during observation stage. If the students still not fulfill the criteria in good writing, the teacher should make revision in the lesson plan for next cycle.

The researcher was chosen SMA Negeri 3 Bojonegoro as the subject of her study. It is located on Jalan Monginsidi No. 09 Bojonegoro. The school was chosen because this school is the one of the best school in Bojonegoro.

The subjects of this research were tenth graders students in Senior High School and the teacher as a collaborator. The students of tenth graders were chosen because they had already had basic knowledge of English.

Actually, they still need an interesting material that can help them to learn writing narrative text in order to be able to master it better than before as the improvement of their writing that they have learnt in the Junior High School. The researcher chose X-1 because based on the teacher's report; this class had less motivation in their writing.

The data of the study was collect by using field note, interview and students' test about the use of wordless pictures. The data from field note and interview result described how wordless pictures were implemented in teaching writing narrative texts. Meanwhile, the students' test used to know and measure the progress of students' mastery in writing narrative text.

The further information would be stated in the following:

1. Fieldnote

Fieldnote field notes was organized by using content analysis which involves transcribing, coding, categorizing,

and concluding. It used to describe implementation of the media and what kind of activities which happeneed during the teaching learnig process in the classroom. Besides that, it used to know all aspect in the use of wordless picture in teaching narrative text. In this case, not only the researcher as a teacher but also the collaborator should write the form of fieldnote too.

2. Interview

Interview was a list of spoken questions used to get needed information from the respondents about their own report or something they knew or experienced. The respondents here were the students. In this case, the researcher was recorded their interview. Actually, interview was used to support the data from fieldnote. Both of fieldnote and interview were used to know about the how implementation of the wordless picture but, in interview the researcher got the data from the students. In fact, the researcher would have rich data and she would to know more about the implementation of wordless picture from herself as a teacher, the teacher and the students.

3. Students' test

The students' task was gained from the students' writing composition. In each meeting, the students were asked to make narrative text based on the wordless picture given by the teacher. From the students' compositions, the researcher could obtain the data in form of students' score result based on the students' written task. The composition were analyzed and assessed by the teacher by using Jacob's ESL composition profile.

To collect the data mentioned above, the researcher divides them into some technique.
The researcher described each of them in the following:

1) Doing observation

Through observation that is done by using field note by herself and the collaborator. In this case, the researcher applied Participatory observation, she become a teacher in the class. The researcher prepared everything needed in implementing the wordless picture. When teaching learning process was occured, the collaborator helped the researcher to observed how the implementation of wordless picture by using fieldnote. They should write the phenomenons that occur in the writing teaching process. To support the data from the fieldnote, the researcher also made some interviewed with some students as the instrument of the data. The interview was given to the students at the end of teaching-learning process. It would make the researcher easier to gain more complete data.

2) Collecting students' test

The students' task was gained from the students' writing composition. The researcher was took their score to obtain data relating to the use of wordless picture in writing narrative text. Before asking the students to make narrative text, the teacher explained the text going to be

discussed. After given the explanation, the students were asked to produce nice composition based on their ideas. Then, the researcher was analyzed and assessed by using Jacob's ESL composition profile.

According to Holly Jacobs' Composition Profile, there were five aspects which have to be analyzed by researcher to answer the research questions of the study. Those were content, organization, vocabulary, language use, and mechanic.

The researcher used this formula to calculate the mean of students' score in each meeting. It used to compare the results scores' in the first and second meetings and know the improvement of using wordless pictures in writing narrative text.

$$\overline{X} = \frac{\sum score}{N}$$

$\overline{X}$ = Mean (rata-rata)
$\sum$ Score = total students' score
N = total students

RESULT AND DISCUSSION
Result

In order to get data, the researcher did the observation in two meetings. On each meeting, she observed and made notes all class activities during teaching learning process.

The first meeting was conducted on April 6, 2013. The class was held at 07.00 am to 08.30am.
The teacher started the lesson by reviewing narrative text because the students had known about it before. She asked some questions about generic structure and language features of narrative text. Then, she gave an example about narrative text. Afterward, the teacher distributed a paper of wordless pictures with some helping word under the pictures (The Girl and The Wolf). The next activity was writing narrative text based on the wordless pictures that the teacher given. The students should create narrative text individually and finish their writing when the time was over.

The second meeting was conducted on April, 11 2013. The English lesson was held at 08.30am to 10.00am. In that time, the teacher showed the errors which were done by the students' writing in the first meeting. The teacher showed the students' errors and explained and corrected mistakes. After showing and explaining their mistakes, the teacher continued the lesson by reviewing the previous material. She asked the students about the generic structure of narrative text. Then, she gave the students chance to ask some questions.

There was something different from the previous meeting. In first meeting, the teacher used wordless pictures with some helping words. In second meeting, the

teacher used wordless picture without some helping words. It purposed to give variation in the teaching learning process and the teacher could measure the students understanding about narrative text through wordless picture without some helping words. Besides that, the teacher not only gave the copies of wordless picture but also she showed wordless in front of the class using LCD so, the students could see the pictures in large size. The pictures that have been showed were colorful so, they were interested in the wordless picture. As what happened in the previous meeting, the teacher distributed the copies of wordless picture with different title, Three Pig. Before asking to create a narrative text, the teacher and the students discussed about the pictures. They shared their opinion about the story. After they had discussed the pictures; the students started writing a narrative text.

Actually from those research, the researcher got two scores of the students' composition. There were two wordless pictures in two meetings, The Girl and The Wolf and The Three Pigs. In this study, the researcher used Jacob Holly's ESL Composition Profile to analyze the students, writing. There were five components to analyze it. They are content, organization, vocabulary, language use and mechanic.

Based on Jacob Holly's Composition, in terms of content, it could be seen that the students were in very good category were two students in the first writing and seven students in the second writing. It means that the students had a lot of knowledge about the character, setting, and events of their writing. Then, the students who were in good category were eighteen students in the first writing and twenty five students in the second writing. Students who reached good category showed that they had knowledge of subject, were able to arrange the thesis but they had limited development. There were no students who got fair category in second writing, but in the first writing, they were seven students. It means that the students' writing has limited knowledge of subject, little content, and they were not able to develop the topic. Next, there were four students in first writing and no student in the last writing. It means that their writing that included into very poor categorization if it did not show knowledge of the subject, non-substantive and pertinent.

In terms of organization, it could be seen that the number of students who got very good category was two students in first writing and five students in the second writing. It means that their writing are well organized, logical sequencing and cohesive. Then there were three teen students got good category in first writing and twenty seven students in second writing. Students who reached good category if their writing poorly organized but main idea stand out, had limited support, and logical but incomplete sequencing. Meanwhile, there were fourteen

students in the first writing and no students in the second writing. Students who got fair poor in writing showed that their writing were not fluent, their ideas were confused and disconnect, and lack of logical consequence. Then, there were two students got very poor categorization in the first writing and none students in the second writing. The students' writing who got in this categorization were not communicate, or not enough organization.

In terms vocabulary, it could be seen that there were one student in the first writing and three students who were in very good category in second writing. It means that their writing were able to make sophisticated range, use effective words or idiom choice and usage, master word form, and apply appropriate register. Then, there were thirteen students who were in good category in first meeting and twenty four students got it in the second meeting. It means that they were able to make adequate range, and had occasional errors of word/ idiom form, usage but meaning not obscured. Next, there were fifteen students were got fair poor category in the first category and five students got it in the second writing. It means that their writing had limited range, frequent errors of word/idiom form, choice, usage, and the meaning confused of obscured. Meanwhile, there were two students got very poor category in the first writing and none of students who got very poor categories in the second writing. The students' writing that included in this categories were essentially translation, had little knowledge of English vocabulary, idioms, and word form.

In terms of language use, it could be seen that the students who were in very good category only one student in the first writing and fifteen students in the second writing. The students who reached very good categories showed that their writing had effective complex construction, few errors of arrangement, tense, number word order, punctuation, articles, pronoun, and preposition. Then, there were nine students who got good category and seventeen students in the second writing. It means that the students' writing are effective but simple construction, minor problem in complex construction, they had several errors of arrangement, tense, word, order, punctuation, articles, pronoun, and preposition. Next, there were nineteen students who got fair poor category and no students in the second writing. It means that their writing had major problem in simple or complex construction, frequent errors of negation, agreement, tense, number word order function, articles, pronouns, preposition, and meaning confused or obscured. The last, the students who got in very poor category was two students and no student in the second writing. The writing that was included into very poor categorization if it is virtually no mastery of sentence construction rules,

dominated by errors, did not communicate, or enough to evaluate.

In terms mechanic, it could be seen that students who were in very good category were two students in the first writing and one student in the second writing. It means that, their writing had few errors of spelling, punctuation, capitalization, and paragraphing. Then, the students who were in good category were eight students in the first writing and eleven students in the second writing. The students who got good category means they mastered occasionally spelling, punctuation, capitalization, paragraphing, but meaning not obscured. Next, the students who were in fair poor category were ten students in the first writing and three teen students in the second writing. It means that their writing had frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, and meaning obscured. Then, there were eleven students who got very poor category in the first writing and one student in the second writing. The student who were in very poor category showed their writing had dominated by errors of spelling, punctuation, capitalization, paragraphing, and handwriting.

From the explanation above, it was shown that the students had progress in their writing. Most students could create better composition than their first writing although there were some students who still faced problems related to content, organization, vocabulary, language features and mechanic. It can be said that the wordless picture was an appropriate media to teach narrative text. It could be seen from the results of the students' compositions from the first and second writing. The students got progressed to express their idea into written forms when the teacher implemented the wordless picture.

Beside Jacob Holly's ESL Composition Profile, the researcher used one formula to found the mean score of the class. It purpose to analyze and compare the results scores' in the first and second meetings.

Score of students' Writing Task from the First Writing to the Second Writing

	SCORE	
Total	**First Writing**	**Second Writing**
	1998	2034
Mean	68.89	78.23

Based on that table, the mean of the students' score in second meeting was better than in the first meeting. It means that using wordless pictures could help the students' writing in narrative text.

Beside students' test, the researcher also collected the data through interviewed some students.

They were two students who got the highest mark (A and B) and two students who got lowest mark (C and D). It was done in the second meeting in the end of the lesson. The researcher gave some questions that related to the wordless pictures. In the first question, A and B were like English Subject but C and D did not like English subject. It because C and D though that English especially writing was difficult. They cannot create the sentences easily. In the second question, A and B said that there was no difficulty and clearly in teaching writing narrative text using wordless picture. C and D said that the pictures were clearly but, they faced some difficulty when they created the sentences. They explained that they still confused about the language feature but, in the second meeting they were more understand than before. In the third question, all of students said that they were motivated and interested in using wordless picture as a media in writing narrative text. The next question was forth question, all of student said that through wordless picture they could easily create their ideas in writing narrative text. They explained that this media was useful to write narrative text. Then, students A, B, C, and D said that through wordless picture, they were helped to generate their ideas. The last question was about imagination. A, C, and D said that they were easily to create their writing narrative text using wordless picture rather than using their imagination. While there was B who did not think that she could easily to create their writing narrative text using wordless picture. She said that through imaginative writing without picture she can create the story by herself.

Discussion

In each meeting, the teacher always explained and asked the students about the generic structure and language features of narrative text. In fact, the students could answer the question completely. After it, she distributed wordless picture to the students and then, they discussed it.

There were two wordless pictures in two meetings. They are The Girl and The Wolf and Three Pigs. The wordless pictures given were clear enough for students. It is in line with was stated by Hillman (1995) that Wordless picture series are explained as 'pure' picture books. They are read by means of illustrations and the story depends on what the readers visualize.

In fact, some of students got difficulties in this material. To solve that problem, the teacher was helped them. She walked around and checks the students writing. Most of the students got the difficulties in creating text. Sometimes, they forgot the meaning of the word in English and the tenses of the word that they used. Through wordless picture, the students build their

imagination. It means that, wordless picture can help the students to create their ideas in writing.

The results of the students' writing task show that in terms of content, organization, vocabulary, language features and mechanic. It included in Holy Jacob's ESL Composition Profile. Besides that, the students' scores were also increased from the first and second writing. Most students could create better composition than their first writing although there were some students who still faced problems related to content, organization, vocabulary, language features and mechanic. It can be said that the wordless picture was an appropriate media to teach narrative text. It could be seen from the results of the students' compositions from the first and second writing. The students got progressed to express their idea into written forms when the teacher implemented the wordless picture.

CONCLUSION AND SUGGESTION
Conclusion

Based on the analysis of the data, the researcher found that the students were interested in the teaching-learning process of writing by using wordless pictures. Wordless picture can help the students to write narrative text easily and motivate them in doing writing narrative. It could be seen from the results of students' interview, the students stated that wordless picture is the best media to make their writing better. Besides that, the results of students' writing in terms of content, organization, vocabulary, language use and mechanic were improved from the first to second writing. The students' score were also increased from the first and second writing.

Based on the explanation above it means that the implementation of wordless picture helped the students to get better writing in narrative text. Beside that, the students would be motivated and interested in writing narrative.

Suggestion

Based on the results of this study, the researcher suggest the teacher to give a chance for the students to choose other topics and pictures which are familiar to them so the students can motivate and create their idea freely.

Then for the next researcher, the researcher realizes that this study is not perfect and has a lot of weakness. Therefore, the implementation of other techniques in writing is needed in order to minimize the problems faced by the students in writing activity. Finally, the researcher hopes that other researcher could carry out further investigation dealing with the same field.

REFERENCES

Abbot, G, Greenwood, J; Mc. Keating, D, & Wingard, P. 1981. *The Teaching of English as International Language; A Practical Guide.* Great Britain: William Collins Sons and Co Ltd.

Carter, P. A., Holiand, S. M., Mladic, S. L., Sarbiewski, G.M., & Sebastian, D.M. 1998. *Improving students writing skills using wordless picture books.* (ERIC Documentation Reproduction Service No. CS 216 482.)

Celce-Murcia, M. Dan Mc Intosh, L. 1979. *Teaching English as a Second or Foreign Language.* Rowley, Mass: Newburry House

Departemen Pendidikan Nasional. *English Module of State University of Surabaya.* 2010. Univesitas Negeri Surabaya.

Depdiknas 2003. Kurikulum 2004: *Standard Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah.* Jakarta: Depdiknas.

Depdiknas 2006. *Kurikulum 2006: Standard Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas.* Surabaya: BSNP.

Finoza, Lanuddin. 2001. *Komposisi Bahasa Indonesia.* Jakarta: Diksi Insan Mulia.

Ellis, D. W., & Preston, F. W. 1984. .Enhancing beginning reading using wordless picture books in a cross-age tutoring program.*The ReadingTeacher*. Vol. 37, No. 8, P. 692-698.

Hilman, J. 1995. *Discovering children's literature.* Englewood Cliffs, NJ: Prentice Hall.

Jacobs, L. Holly. 1981. *Testing ESLComposition; A Practical Approach*. London: Newburry House Publisher, Inc.

Lindauer,S.L.K. 1998. Wordless books: An Approach to visual literacy. *Children Literature in Education.* Vol. 19, No.3, P.136-142.

Nunan, David. 2003. *Practical English Language Teaching.* England: Megraw Hill.

Petty, Walter T and Jensen, Julie M. 1980. *Developing Children's Language.* USA: Allyn and Bacon. Inc.

Rosen, H. 1986. The Importance of story. *Language arts*, Vol. 63 No. 3, P. 226-237.

Rahmanand Ghoffar. 2004. *Access English Competence: English for Senior High School.* Surabaya: Sansekerta Inti Media.

Salminen, J. 1998. *Using wordless books in your ESL class.* Paper presented at the Annual Meeting of the Teachers of English to Speaker of Other Languages. (ERIC Documentation Reproduction Service No. ED 025 496).

Suherman. 2007. *The use of 'Origami' as an Alternative Media in Learning Procedure text Orally of the Seventh Grade Students of SMP Negeri 4 Gresik.* State University of Surabaya: Unpublished S-1 Thesis.

Widyamarta and Sudiati. 2001. *Komposisi Bahasa Indonesia*. Jakarta: Diksi Insan Mulia

http://www.asian.efl-journal.com/pta-august-2009-ych.php