

# CHAPTER I INTRODUCTION

## A. Background of The Study

English is one of international language and it is learned in a lot of countries. English is used in a particular activity, job and education. In Education of Indonesia, English has become the first foreign language taught at school. It means that English becomes a subject and students are supposed to learn English since the early ages.

In studying English, there are four aspects that will be learned, those are listening, speaking, reading and writing. Those skills are used to build students' language strategic competence and also to enhance their motivation to learn English.

One of the important aspects in studying English is writing. Writing is an activity of how people put the idea, thought and knowledge on a piece of paper. Writing (as one of the four skills of listening, speaking, reading, writing) has always been formed as part of the syllabus in the teaching English (Harmer, 2004:30).

Indeed, the writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Through writing, students are able to express idea, opinion, experience, comment or information in the form of written language.

Based on the writer's teaching practice experience (PPLT) and observation in grade XI of SMA Assisi Siantar, most of the students always got difficulties when they were asked to write in English. Based on the observation, the writer found the data about the writing score test in two semesters. The data can be seen as follows:

Table 1.1 The Grade X students' Scores of Writing Test

Semester	Score	Students	Percentage
<b>1<sup>st</sup> semester</b>	$\geq 70$	22 students	63%
<b>2012/2013</b>	$< 70$	13 students	37%
<b>2<sup>nd</sup> semester</b>	$\geq 70$	20 Students	57%
<b>2012/2013</b>	$< 70$	15 Students	43%

Actually, the students were able to study English, but they could not prove out their idea and thought specially in writing. It causes of the teacher's teaching media was monotonous and the teachers were not able to create interesting media. So, some students cannot enjoy the lesson. The teacher only used the book, whiteboard and marker then explained the material, told the generic structure then asked the students to answer some task from the book. It made the students so bored and has no interest in writing.

According to the writer, a good way for improving students' writing is by using media. Media is a medium (Plural, media) is a means of communication and source of information. Derived from the latin word meaning "between", the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed material, computer programs, and instructor.

All the explanation above is reflected in a media that is Wordless Picture Book. A Wordless Picture Book is a book in which illustrations are used for telling the story without text. Wordless Picture Book is a good media for creative writing. Wordless Picture Book will give positive effect in teaching and learning process. Students often struggle with ideas and topics for writing. So, Wordless Picture Book will motivate students to learn and practice critical thinking. It is really needed in order to help students to decide how to write especially in narrative text writing.

By using wordless picture the students will be able to expose their idea in writing. After looking at the picture, students will understand in order to make the story by their own words and will have different story from the other. Thus, the Wordless Picture Book will be useful for students in getting knowledge.

With this condition, the writer interests to investigate the effect of using Wordless Picture Book on students' achievement in writing narrative text.

## **B. The Problem of Study**

Related to the background of the study, the research problem is formulated as the following:

“Is the students' achievement taught by using Wordless Picture Book media higher than that taught without Wordless Picture Book in writing a narrative text?”

### **C. The Scope of the Study**

This study purposes to find out the effect of Using Wordless Picture Book on the students' achievement in writing Comprehension, especially in writing narrative text.

### **D. The Objective of the Study**

The objective of this study is to investigate whether there is an effect of using Wordless Picture Book on the students' achievement in writing narrative text.

### **E. The Significance of the Study**

The result of this study is expected to be useful for :

1. English teachers as a teaching strategy by adopting the media to improve their students' skill in writing.
2. The students who want to improve their writing skill.
3. Other reseachers who are interested in doing research related to this study.