

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. That's why in Indonesia English has been taught for students since playgroup (<http://www.5minuteenglish.com/feb28.htm>).

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 these four skills which are very important and most required in academic field 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 observation in SMP Negeri 1 Stabat , most of the students always got difficulties when they were asked to write in English. 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 |
|--------------------------|-----------|-------------|------------|
| 1 st semester | ≥ 70 | 22 students | 63% |
| 2014/2015 | <70 | 13 students | 37% |
| 2 nd semester | ≥ 70 | 20 Students | 57% |
| 2014/2015 | <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 way of the teachers' teaching does not use media. The teaching was monotonous .The teachers were not able to create the teaching. So, media is one ways that can be used by teachers to solve the problem ,specially the students will be more easily to arrange the sentences because the pictures will give them ideas to be written .

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 recount 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.

Based on the explanation above, the works will conduct a research in order to improve the students writing achievement in writing recount text.

B. The Problem of Study

Based on the background above, the problem of study is formulated as follows, “ Does there any significant effect of using wordless picture book on the students’ achievement in recount text?”

C. The Objective of the Study

In relation to the problem of study, the objective of the study is to find out the effect of using wordless picture book on students’ achievement in writing recount text.

D. The Scope of the Study

There are many types of writing, such as narrative, descriptive, recount, argumentative, spoof, and others. This study basically focus on the effect of using wordless picture book on students' achievement in writing recount text.

E. The Significance of the Study

Finding of this study are expected to be useful for .

1. Teachers of English , as information in teaching recount text through applying visual media and teachers in English can motivate their students in teaching recount text.
2. The students in gaining the information about recount text by applying wordless picture book.

