

CHAPTER I INTRODUCTION

A. The Background of the Study

Writing is an important skill in foreign language learning. Writing as a part of the language skills beside listening, speaking and reading, must be taught maximally by the teacher to the student. Students are expected to be competent and to develop writing skill, it means they have to be able to convey their feelings, ideas, and announcements to others. Sharples (2003:8) actually, writing is an opportunity; it allows students can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

Oshima and Hogue (2007) states that writing particularly academic is not easy. It is important to note that writing is a process, not a “product”. It takes study and practice to develop this skill. Writing is never a one stop action, it is an ongoing creative act. That is, it is always possible to review and revise, and review and revise again.

Syllabus of senior high schools curriculum require students to be able to write some kind of genre in writing, they are narrative, spoof, exposition, recount, procedure, descriptive, news item, report, explanation, discussion and review. Based on the explanation above, the narrative text is one genre that must be mastered by student learning English.

In fact not all students were able to write narrative text properly and in accordance with the exiting elements in the narrative text.

Based on the observation which had been conducted in grade XI of SMA N 1 Berastagi, it was found that students’ ability in writing narrative text was low.

Based on the data that found by asking English teacher about Students' achievement in writing narrative text, it was found that their English score was still low. Most of students got low score 65.00 and 70.00. the KKM of the school was 75 for all the lesson. He said that the students understand about the text in teachers' explanation. When He asked them to create a text, they found difficulties on students' achievement because they don't understand clearly about the text and how to make a text especially in narrative text. There were some problems found by the teacher. First, the students still confused and did not know how to begin and what to write. Second, some students were difficult to convey their ideas in writing because they were lacks of vocabularies, tenses and difficult to make sentences. They also thought that writing narrative was boring activity. Teaching English especially writing skill should be distributed to the students by using many creative techniques. Through that way, the students will be interested in studying English. Language teacher all over the world give their students materials providing visuals accompanied with the text. Also, most course books to teach English contain visual materials to help students connect their attention to reading passages (Merc, 2013)

The students need a new and a creative media to increase their motivation and grades. The teachers should also be able to use some media of teaching. Media is a tool for teaching and learning process. Picture is really useful ways to prompt students into writing stories. Because picture can attract people to focus, especially students, if they are showed picture they will give more attention in seeing picture than read text. Picture can tell everything; hence in writing stories

can help people imagine something told in the story. One of the reasons is that condition will make students understand the dialogue easier which it is one of basic competence that must be mastered by students (Harmer; 2003).

Comic is one of the many media to teach writing. It combined pictures and sentence, so it will help the students to understand content and context that teacher had taught easily. By using English comics students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. In this case, comic is a kind of media that can solve the problem. So it can be a solution to solve this problem.

Reading comic is commonly preferred by most teenager learners. Teaching English by using comic leads the students to understand the dialogue taught by the teacher, the picture in the comic will help the students to comprehend the meaning of words and the topic in the comic.

Some researchers have conducted studies about teaching through comic. Megawati and Anugerahwati (2012) conducted a study and the result showed that the using of comic strips gives contribution to the aspect of mechanics in writing narrative, especially spelling and punctuation. The using of comic is also considered good in assisting the students in understanding vocabulary since the picture and the dialog cooperate with each other meaning that most of the expressions shown by the characters reflect the content of the dialog. Versaci (2001) also conducted a study about the use of comic and the result showed that comic help students to develop much needed analytical and critical thinking skills.

Comic invite students to participate meaningfully in a classroom discussion precisely.

Espada (2003) conducted a study and the result showed that effective cartoons and comic strips are amazingly simple, usually with a single message and organized display that is easy to read and remember. For students, they might be more understandable than newspaper article or a book. he wants to familiarize teachers with use of cartoons and comic strips as a pedagogical resource.

Based on the explanation above, the using of comic especially comic strips can be applied as interesting and effective media in teaching English, especially in teaching writing. This research tries to find out whether the use of comic strips can improve students' narrative writing ability.

B. The Problem of the Study

The problem of the study was:

“Does the use of comics significantly effect the students' achievement in writing narrative text ?”

C. The Objective of the Study

The objective of the study was to find out the effect of using comic strips on students' achievement in writing narative text.

D. The Scope of the study

There are many kinds of genres in writing namely narrative, argumentative, descriptive, exposition, recount, report, procedure etc, this study is focused only on the writing of narrative texts specially in imaginary or fiction

narrative. It is on the using of comic strips to writing narrative text to the eleventh grade of SMA N 1 Berastagi to describe their competence.

E. The Significance of the Study

The study was useful for:

- 1) Theoretically, to help teacher/researcher find out the way of teaching writing, especially narrative text.
- 2) Practically, it can be used comic strips as a media in teaching to increase students' ability in writing narrative text.
- 3) Other researcher can develop the related study to improve learning media.