

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

In learning English, writing is one of the skills which needs more concern among others because writing deals with mixture of idea, vocabulary, and grammar. Different from speaking, writing is more difficult and also complicated to acquire because there are many aspects related to writing which need to be mastered such as organization, mechanics, and grammar.

Writing involves more than just producing words and sentences, but in writing activity, the students should be able to combine words and sentences which grammatically connected. Furthermore, the students also should have enough vocabularies and right diction in order to make the writing easy to understand and the message can be achieved by the readers clearly.

Though writing is an essential part in English that the students have to master, students often face difficulties in writing including express their thoughts in good organization in writing, difficulty in grammar and lack of vocabularies and even more, the problem arises when they were to starts, it was difficult for them to generate and idea of what to write. Harmer (2004:31) stated “Writing encourages students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds”. In writing English, students have to consider the grammar to make their writing understandable. Therefore, in arranging words

by words to become one good sentence, the text also require different tense according the text they are going to write.

According to the syllabus of curriculum 2013, one of the genres that the students learned at Junior High School is descriptive text. A descriptive text is a text that gives a picture in word or the description about sensory experience on how something looks, sounds, tastes. It means that the students use their imagination and knowledge in their writing.

Based on the preliminary observation of eighth grade students at MTsN 2 Medan that was by the interviewing the English teacher about the students' writing especially in descriptive text. The teacher told that most of the students were having difficulties in transferring their ideas, even in arranging it into writing. She found that the students still do not understand clearly what a descriptive paragraph is. It also makes teacher tends to teach descriptive text which focus on writing skill.

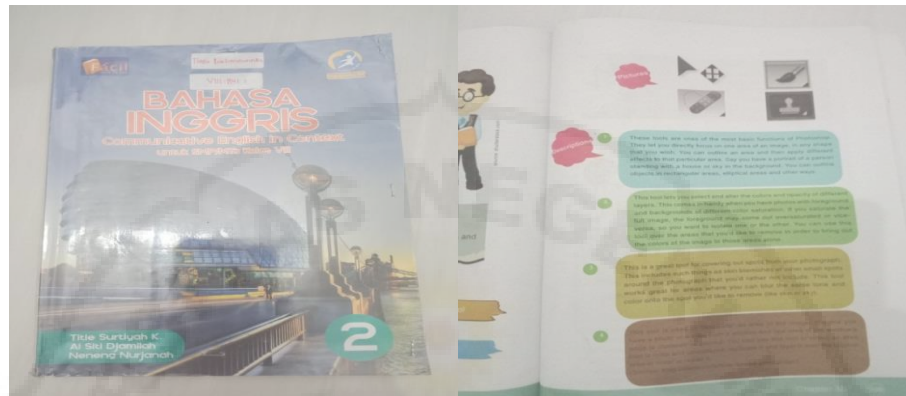
Descriptive text is one of the genres that have to be taught to the students of Junior High School. By learning descriptive text, it is hoped that the students at Junior High School can communicate in spoken and written form of communication. Descriptive text is a text which aims to describe something such as people, things, animals, places, and many others. As one of the material which is needed Junior High school students, the aim of learning the descriptive text must be achieved.

Basic Competence	Indicators
3.10 Comparing the social function, text structure and grammatical features in some spoken and written descriptive texts by giving and asking for information related to the description of people, animals, places and things in shorts and simple form based on the used and context.	3.10.1 Grasping contextual meaning in social function, text structures and linguistic elements of oral and written descriptive text, very short and simple, people, animals, and things.  3.10.2 Arranging the spoken and written meaning of descriptive text contextually related to the description of people, animals and things in short and simple form based on social functions, structures text and language features and based on the context.

*Table 1.1 The Basic Competences of Descriptive Text*

In teaching learning process, the researcher also found some problems. Including the students' attitude in which they feel bored and not interested in learning because of the unchangeable method from the teacher. The researcher found earlier that the teacher used lecturing method. Another problem is students did not understand what the teacher has explained because the teacher just tells the text without shows the picture in the text. The media that being used also was just a book got from the school, which was old fashioned enough, without any other media that support the teaching- learning process. Moreover the explanation given by the teacher sometimes did not relate to the media that being used. So that it

makes the students confused about the material and did not have clear information about it.



*Figure 1.1 The Example of English Book as Teachers' Media*

Next, students are asked to write without any clear instruction and guidance, which caused an assumption that English is hard and not fun at all. For that matter the teacher should find a media which help them to invite the students written.

In responding the great wave of 21<sup>st</sup> century education and also the goal of curriculum 2013, classrooms are now designed to get in touch with the technology-based instruction or in other name, digital learning media. Where the students were demanded to used various media in order to achieve student-centered learning. Mullamaa (2010) affirmed that the current technology literacy knowledge and information sources are unlimitedly available both in print and electronic. The information and Communication Technology (ICT), therefore, can be extensively used to support classroom activities, group assignment and thereby promote student-centered learning. In this case, *Web Comic* an interesting useful application for students comes up as a solution in helping the teacher achieve the

goal of the writing skill. The only one solution for this problem was been creating a web comic as the developing media which is interesting and innovative in guiding the students to write as well as describe something.

One of the media technologies that can be used in the learning process is digital comics. The digital comic is revolved around the idea of transforming the art of telling stories into digital images. One form of a digital comic is Web Comics. Web comic is a “digital media that can be used in the classroom to help the students’ understanding by using pictures in the story” Kustianingsari & Dewi (2015:1)

Web Comic is comic which is transposed onto the internet. Web Comics are comics and cartoons published on the World Wide Web for everyone to view and comics as a unique gateway medium to explore visual descriptive. Because comics are such an image-driven medium, drawing is often the skill most emphasized. While using digitized and Web Comics in the classroom is a new challenge for today’s educators because by the nature of teaching media such as text and images combine with the strengths of computer technology and the internet.

Web comic is a digital media that can be used in the classroom to help the students’ understanding by using pictures in the story. Comic in Indonesian etymology derived from the word "comic" are more or less in the semantic meaning funny, jokes. In this sense it is worth if many people have the perception that comic are something identic with a funny thing. Funny in that it covers in terms of character image displayed as well as the existing content on the comic.

at a website and social media. The researcher will be designed own pictures and dialogues about descriptive text. The researcher will be designed web comics using several applications and software that are on the computer such as; Adobe Photoshop CC, Adobe, CorelDRAW X7 and Scanner. In order to be able to assist in the process of making web comics that are simple and attractive as teaching media in Junior High School Students.

In addition, the use of web comic in classroom will increase students' motivation in learning and doing varieties of tasks. Moreover, it is more challenging because web comic can be used to teach harder materials and the teacher can give harder level of task to the students.

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

Based on the background of the study, the problem of the study was formulated as the following: How is Web Comic as Teaching Media in writing descriptive text for Eighth Grade Students at MTsN 2 developed?

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

Based on the problem of the study above, the objective of the study in this research was to develop Web Comic as teaching media in writing descriptive text at MTsN 2 MEDAN of eighth grade students.

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

The study will cover the developing of writing Descriptive Text for Junior High School students. This recommended media will be relevant to the capacity of learners, interesting and innovative for students in of eighth grade at MTsN 2

Medan. This media will be developed based on the needs analysis of the learners which will motivate them to study. The media will be limited only for descriptive text about thing since this genre will be taught in the even semester of Eighth Grade students.

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

The findings of the study are expected to give theoretical and practical contributions, as follows:

1. Theoretically, the findings of the study will extend and enrich the horizons in theories which related to the areas and how to develop the media that being used in writing descriptive text for Junior High School students
2. Practically, the findings of study can be the recommended writing media for the students of MTsN 2 Medan, as it motivates their enthusiasm and willingness to study and create a product in writing. Besides, it will easy for the teacher to achieve the goal of teaching and learning process.