

CHAPTER I

INTRODUCTION

A. The Background of Study

Language is an effective way of communication of our feelings. Therefore, it may be confined only to human beings for communication intention. Carney (1990) defined language as a set of a few specified vocal symbols that help to human beings to communicate with others. According to Hadely (2001), language is a set of sounds by means of which feelings, thoughts and sentiments are conveyed to other human being. A newly born baby is unable to speak. The child learns the language with the passage of time as he/she interacts with others. In the beginning he makes various meaningless isolated sounds. It takes time to learn language. Finally he acquires language and grammatical construction of the language of his group by imitation. Human language is transferred from one generation to another generation through a sound learning process.

Talking about learning English, is not only talking about speaking, listening and reading, but also writing. Because, in learning English, students use both speaking and writing in order to communicate with another. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may

experience complication in a tricky situation. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned Sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, conclusions of paragraph and so on.

According to Hyland (2002:91) writing is a recursive process which consists of some stages namely prewriting, writing, editing, revising, publication and appreciation. All of the stages are aimed to improve students writing skill through some revision and help the learners to evaluate how well they have developed a text to give meaningful information for the readers.

Descriptive text as one of text types that should be mastered by the students of Senior High School becomes a big problem. The descriptive text needs students' imagination and skill of writing. Writing descriptive text needs specification. When students were writing descriptive text, they should have imagination to gain idea. In writing descriptive text, they also need to understand the sensory detail of the object that they describe. They need something to help them in writing descriptive and need motivation to keep them writing.

Therefore the role of teacher is highly needed to motivate and achieving students' understanding in writing descriptive text. Agustini (2015:55) maintained that teacher's creativity is a factor that determines the successful of teaching and learning process. This means teacher's creativity could influence student's understanding in learning descriptive text. On the other words, teachers need to prepare everything before teaching which were leading to a better understanding for students about the material which is given by the teachers.

In line with the important of selecting materials, Dirgeyasa (2014) explains that providing appropriate learning materials based on students' need is important, because the using of the materials significantly determine the achievement of teaching learning.

Meanwhile, based on preliminary observation result in X grade of SMA Gema Buwana academic year 2018/2019 at 15th of February 2019, the teacher still used conventional teaching technique and still uses textbook as the teaching media in the teaching and learning process. In teaching and learning process, students were just asked to do some instructions based on the text book. This kind of teaching technique is the result students have less comprehension of English material, especially in writing.

PROSEDUR	INSTRUKSI/ CATATAN	WAKTU
Task 1: Work in Pairs Guru meminta siswa untuk bekerja berpasangan mengidentifikasi tujuan dan struktur masing-masing paragraf dalam teks bacaan.	<i>Now, refer back to the reading text and fill in the chart.</i>	35'
Task 2: Collaborative description Guru membagi siswa ke dalam kelompok besar (antara 12-15). Guru meminta siswa menyiapkan selembar kertas untuk menulis. Guru memberi instruksi kepada siswa untuk melaksanakan aktivitas <i>collaborative description</i> . Setelah selesai, guru meminta siswa untuk membaca hasil tulisannya bersama teman-temannya. Guru meminta siswa untuk mengidentifikasi hal-hal yang kurang tepat dalam tulisan bersama tersebut.	<i>Alright students, now imagine an interesting place that you've visited. You're gonna write an essay about the place collaboratively. You need only to write a sentence at a time. When I clap my hand, stop writing and give your paper to your friend on your right. When you receive a paper from your friend on your left, read your friend's sentence and underline something that's wrong. Use connecting words or phrases whenever possible. When I clap again, give the paper to your friend. Do this until your paper is back to you.</i>	
Task 3: Independent writing Guru meminta siswa untuk memperbaiki tulisannya dengan memperhatikan <i>guiding questions</i> yang ada.		

Figure 2.1 The Data of Need Analysis

(Buku Guru Bahasa Inggris Kelas X.2017.Hal.65)

Based on the fact above, the developed of English writing material was needed for students to learn writing a text. The researcher was conducted a study on “Developing English Writing Material for grade X of SMA Gema Buwana”.

B. The Problem of the Study

Based on the background of the study above, the problem of study formulated as “How to Develop Descriptive writing material through Text-Less Comic for students of SMA Gema Buwana?”

C. The Scope of the Study

Based on the background of the problem above, the objective of the study is formulated as follows:

To develop Descriptive material using text-less comic for teaching writing descriptive text through Text-Less Comic to stimulate the students’ skill in writing descriptive text at SMA Gema Buwana.

D. The Scope of the Study

Based on the background above, the study will cover the developing material through text-less comic to help the students’ descriptive text in describing someone. It will be applied in the X grade students of SMA Gema Buwana.

E. The Significance of the Study

Theoritically, the findings of this research can provide information and theories about developing Descriptive writing material. Meanwhile practically, this finding becomes source of reference for English teachers especially in Senior High School in their attempts to develop the material in Descriptive material