

CHAPTER I

INTRODUCTION

1.1 Background of The Research

In the recent curriculum, Junior High School graduates are expected to achieve functional level of literacy. Writing is the last and perhaps most difficult skill students learn- if they ever do. The difficulties in writing process can be caused by several reasons. First, the textbooks contain minimum words and expressions. The textbook which is usually used in the teaching-learning process, does not contain enough words and expressions that can be used to form a good, right, and creative sentences. Second, students often get frustrated when writing is a complicated skill for students. Third, students do not have an interest to read their textbook as a way to grasp many new words to form a text.

Byrne says that “Writing is transforming our thoughts into language” (1984:43). Writing is also the production of written word that results in a text. In Junior High School syllabus, writing is emphasized in how the students can produce a simple written text according to the topic. It is important to notice that to reach the aim of writing skills, it is necessary to make sure that the students has already had the experience of reading the text related to the topic which will be discussed, furthermore, it will be much better if they ever discussed and analyzed the topic. In order words, students are also required to comprehend reading skills, in order to carry out their writing ability. Thus, writing cannot be separated with the other language skills. It means there is a quite obvious relationship between writing and reading activity.

Why Comic can increase student's ability in writing text? Because an analysis of the use Comic effectively improvement of student writing ability. There was an improvement in most of the students are lazier to write, the composition comic are used as an inspiration. Student's improvement in mastering vocabulary and content are the most significant result which the high occurrence in the production of a composition.

According to the previous research, a further analysis of the The Effectiveness of Comic in Increasing Students Ability in Writing Narrative Text based on the newest curriculum is needed, considering that the previous research used K-13 curriculum which is no longer used. The National Education Department has made this new curriculum, this emphasizes on the Discourse Competence through literary approach. In this KTSP curriculum, students are expected to be able to create a written text in form of narrative, descriptive, recount, procedure, report, and anecdote which culturally and internationally acceptable, and it is English that is grammatical and appropriately used in given context.

Furthermore, in the recent curriculum, teachers are not forced to use one or two textbook which usually have almost the same theme or topic of story, but on the other way, teachers are expected to choose the appropriate source of English material to encourage students interest and their motivation. Motivation is the main factor, which determines the success of learning. Thus, teacher must be able to find a good teaching material, which can motivate the students to learn. Though a good and meaningful material, it is hoped that students be motivated to learn English as a foreign language. Based on the explanation above, comic have been chosen as an alternative material source to teach English.

Comic is an example of narrative, narrative can be in of imaginary and factual. They include fairy stories, mystery, science, fiction, personal experience, fables, myth, legend,

and historical narrative. Narrative is text, which has to be taught in high school students. Moreover, there are several reasons, which formed the background of using comic for teaching English. First, there is a relationship between reading and writing. Comic is a reading material that can be used as informational source of writing. By reading comic, students are expected to get the information as much as possible, and then write it out by their own language. Many words and expressions stated in comic might be very useful for students to construct a good written text. Second, it is a fact that many people like to read comic. Based on Encyclopedia National Indonesia, “Comic is reading material that is enjoyed by all level of ages” (1990). Point out that more than 90% of students are comic reader, either it is a hobby, or just a pleasure to spent their time. Furthermore, comics give exciting experiences in reading process. Reader can enjoy the color of illustration and the real characters while they enjoy the story. According to Russel, comics can arouse the students interest in learning because comics provide them with humorous and informative material that attract them to read (1961: 15). Hurlock states that most of the students like the highly imaginative stories. It means they prefer stories about things that could happen. Therefore, comics can be useful for teacher to improve and develop the students reading interest. By the time they read, they could also grasp the words and expressions, which are found in the comic book’s story. Through this activity they can increase their vocabulary to construct an appropriate written text as the major aim of teaching writing.

Comics are presented by using a picture series and events. This method can make the students understand the story easily. Narration is one type composition in which the author’s purpose is to tell a story about some events or series of events. Thus, the students can follow the picture series to comprehend more about the story and start to create a narrative text

based on the story. Through this method, the teacher will be much easier to guide the students comprehends and create a narrative written text. Thus, comics can be useful and effective as reading and writing material.

In foregoing curriculum, comics ever used as a supplement material in English teaching. The new curriculum, which is based on competence, give more freedom to the teacher to choose the material source, and comics are not again as a supplement material, but it has already put as an alternative material source which can be used to teach English. Thus, the researcher has been interested in the investigation related to the use of comics in constructing a narrative written text. The judgment of this research is the success of the comic's role to help the students constructing a narrative written text.

1.2 Statements of the problem

From the background of the research above, the writer analysis the statement of the problem in the form of question as follows:

Does comic effectively increase student's ability in writing narrative text?

1.3 Hypothesis

Based on the study questions above, the writer formulated 2 hypothesis, they are:

H1: Comic can increase student's ability in writing narrative text

H0: Comic cannot effectively increase student's ability in writing narrative text

1.4 The Purpose of the Research

The purpose of the research is to find out whether comic books effectively increase student's ability in writing narrative text.

1.5 Significance of the Research

The results of this research are expected to give contribution to both the teacher and the students of Junior High School. The teacher can use comic as an alternative material source in teaching and learning English process as the way to encourage students' interest in learn English. Though reading comics, students can improve their interest in reading and find much information that can be used to create a written text.

1.6 The Scope and Limitation

The scope of this research is the writing ability as a second language. This researcher focuses on the use of comics as a material source in writing activity to help the students construct a narrative written text. The subject of this study are the students of Junior High School by considering which at these ages they have already known almost all vocabulary that usually used in the comics.

1.7 Definition of Key Terms

Comics

Comics are sequences of pictures, which are closely related to narrative text. It usually has one or even more characters. The conversations among the characters are presented in callouts over or sometimes near the speaker.

Writing Ability

Writing ability is the ability to compose story using the graphic symbols, language, and the information obtained from comic books (Marlina, 1999:9)

Narrative

Narrative is the one of text types, which is aimed to amuse, entertain and to deal with factual or sensational experience.

Effectiveness

Graham says that “the Effective writing practices have a proven record of success” (2010:2). In other words, they have been shown to be successful in enhancing students’ writing on multiple occasions. Primary sources for such practices are scientific studies examining the effectiveness of specific teaching techniques. They provide a trustworthy approach for identifying an effective practice, as such investigations provide direct evidence both that the intervention works and of how much confidence can be placed in its effect. To provide recommendations for teaching writing, I draw upon several recent reviews of the scientific writing intervention literature.