

CHAPTER I

INTRODUCTION

A. Background of the Study

As we know that English is the most widely language used in the world. It is the primary language used in international affairs. English has official status even in nations where it is not the primary language. In global commerce and trade English is the main language used. In many countries, tourism policy usually uses English to establish communication.

English is an important means of communication, which is used by many countries in the world. It plays an important role as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). It means by using language we can express ideas to communicate with the other people by using oral or written form. Oral form means that by using the language directly in spoken form. English in Indonesia is a compulsory subject to be taught. In the school, students are expected to be able to learn and understand English well. In every grade of elementary, junior and high school, English is examined. Therefore, students are expected to master the subject. In school based on curriculum (curriculum of 2006). In this way, the most important thing is the person who is talking with us understand what we are saying. Language education refers to the process and practice aimed the students getting their second foreign language.

Writing is an important skill in learning English. It is a skill that must be mastered to succeed in learning English. At some level of education, students

should be able to write a word, sentence, paragraph, text, paper, thesis, and the others. Writing is also one of wayused to be communicated between writers and readers. It shows that writing is one of skill that must be mastered in order to experts in English. Nunan (2003:89) states that writing is used to prove that the students have mastered a particular grammatical rule. Correct spelling, grammar, and overall organization is the most evidence of ability.

Writing is a process which the writer writes in organized steps, such as planning; includes setting goals and generating ideas, organizing; includes organizing information and selecting appropriate language, drafting, revising and editing. Kirszner and Mandel (2008:209) states that writing is a process including a series of steps such as planning, organizing, drafting, and revising and editing.

The 2013 curriculum is the current curriculum that was implemented in Indonesia. For English, especially grammar the point in basic competencies is in the third. It is to understanding social function, structure text and linguistic element (Kemendikbud, 2013). It means that the students have to achieve those three things to make them competence in English. According to curriculum 2006, there are three important aspects considered when people think of language. They are context, text and language. The purpose of social function is the reason why we speak or write in the context. Organization structure of the text or generic structure is the text organization or text arrangement. Language features or lexical that is such things as the grammar vocabulary and connectors that we use. In order to consider the purpose of the writing, a writer has to make sure what kind of genre to write. In *kurikulumBahasaInggris(2013)*, there are kinds of texts in junior high

school to be learned, such as descriptive text, procedure text, recount text, narrative text, and report text. Narrative text is very important in writing, it learned in the second grade of junior high school, second semester. Narrative text is a kind of story text that conveys the sequence of events. The writer thinks about how to compose a text to be a way of communicating with the reader. The writer also be able to think of ways how to attract the attention of the reader.

Narrative writing is very important in our daily life, because it helps in writing texts, e-mails, cover letters, blogs, etc. Narrative writing in fiction and non-fiction can help to tells others about the story of our personal experiences and enable us to gain empathy and sympathy about the world around us.

Narrative has several aspects, based on Refnaldi (2010:385), such as of material signs, the meaningful discourse, the interesting story, and social function. The social function of narrative text can be cultural values, a crisis point in problem of the story, and also the way to behave and solve the problem besides, as the narrative text is written in past verbs, and also uses everyday vocabularies, As Schumm (2006:231) mentions that narratives typically use everyday vocabularies. Narratives are usually written in the past so it is written in past verbs.

In the other hand, the students have difficulties in finding idea. They are thinking about difficulties before starting writing the text. The students often think a perfect idea than making a simple idea to be a perfect one. They do not understand that the interesting idea can be a simple thing or event around them. It means that students always try to find an interesting idea without trying to write the story from the simple idea. So when they do not find the idea needed, they stop

writing the story.

In addition, students find it difficult to compose the writing. The idea is available but the students do not know how to compose the idea to be a good story. This problem can be caused of lack in grammar and vocabularies. To write a good narrative text, the students have to consider about grammar in order to make a good sentences. When the students do not have good understanding about grammar, they will have difficulties in writing a narrative text. Also, lack of vocabularies is a problem in writing narrative text. The students do not know the appropriate words in making sentences. So, the students' difficulties in composing the idea are lack of understanding in grammar and vocabularies.

A teacher also finds it difficult in teaching the text in order to make students know and enjoy to write the text. Teacher needs a method or strategy in teaching writing narrative text that can make students are able to write narrative text. Learning English can take place both at home and at school. The teacher and the students are different, therefore there is a difference in motivation to learning English.

Based on the statement above, the researcher is interested to research about *“the use of comic strips in teaching writing narrative text to the eight grade students at Smart English Course”*

B. Statement of the Problem

Based on the background mentioned above, statement of the problems is as follow:

How is the use of comic strips in teaching writing narrative text to the eight grade students at Smart English Course ?

C. objective of the Study

To describe the use of comic strips in teaching writing narrative text to the eight grade students at Smart English Course

D. Significances of the Study

The significances of the study is intended to:

1. The teachers:

- a. The result of the research is contributed to the teachers to use comic strips media in teaching writing, especially in narrative text.
- b. Using comic strip as supplementary material.

2. The students:

- a. The finding of the research will help the students to improve their writing ability. Especially, in writing narrative text.
- b. The student will learn to develop their own ideas, also using and arrange their own words into good sentences in writing narrative text by understanding the story pictures and the conversations in comics in dialogue balloons.

3. Other researcher

The result of the study can be used as reference to conduct further study about the implementation of using comic strips match teaching strategies to improve students' writing ability in narrative text

E. Scope and Limitation

Based on the background of the study and the statement of the problem, this research focused on improving writing skills especially in writing narrative texts by using comic strips for the eighth grade students of Smart English Course. There is one class consisting of seven (7) students that can be used as the subjects of the research.

Hopefully, with this technique the researcher wants to show that comic strips can improve writing ability for students and also can make the teacher easier in teaching writing.

F. Assumption

This research is under assumption that teacher uses comic strips in teaching writing narrative text in the classroom

G. Operational Definition

To avoid misunderstanding between the items in this research, the researcher defined as follows:

- a. **Writing** is the act of process of one who writes and can also a produce a product like a book,poem,article,or other literary work.
- b. **Comic strips** is either one panel or three panels to display brief

humor or form a narrative , often serialized, with the text in balloons and caption.

c. **Narrative text** is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

