

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

<sup>1</sup> Writing becomes the way how to convey and express human's ideas and the option to actualize of emotional pressure. It means that, writing can be the tool of creating and building confidence. The main purpose of writing itself is to make the writer creates or expresses ideas into a written form on paper to give information to the reader. It is similar with the purpose of communication. That is, to deliver information from sender to receiver, like speaker to listener and writer to reader.

Allah decrees in the holy Qur'an:

إِفْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

“Recite, and your Lord is the most Generous. Who taught by the pen”. (QS. Al-Alaq/96: 3-4)<sup>2</sup>

“Some learners are able to say what they want to write but have difficulty in putting it into written form. That is, they have problems in translating their ideas into text. Some learners can do this but are very slow. That is, they lack fluency in turning ideas to text. A possible cause is the difference between the

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<sup>1</sup> M. A. K. Halliday, *Spoken and Writing Language*, (New York: Oxford University Press, 1990), P. 14

<sup>2</sup> Mahmud Y. Zayid, *The Quran*, (Beirut: Dar Al-Choura, 1980). 1<sup>st</sup> Ed., P.671

writing systems of the learners' first language and the second language".<sup>3</sup>

However, writing is not an easy matter to do especially for young learners. Most of them have limited vocabularies, diction, and idiom. Then they are worried to write it, because doubtful with the punctuation. They also get the problem in a grammatical. They are still confused how to write in a good sentence grammatically. It means that, students' writing ability problem can be caused by other factors. That is lack of self-confidence and lazy to write because of having low motivation.

Hedge motion below: "An effective writing is requiring a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers".<sup>4</sup>

In a fact, in the junior high school second semester writing becomes a standard competence should be mine and achieved by the students such as descriptive text, recount text, procedure text, and news item.

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<sup>3</sup>I. S. P. Nation, *Teaching ESL/EFL: Reading and Writing*, (New York: Routledge, Taylor & Francis, 2009), P. 119.

<sup>4</sup>Tricia Hedge, *Writing*, (Oxford: Oxford University Press, 1988), P. 5.

In Indonesia, writing is the one of four skills as productive skill considered to be one of the difficult lessons especially for students in Islamic Junior High School Al Anwar Sarang Rembang. This school is purposively chosen as a research setting because the writer had observed that the students' ability in writing English in this school were low especially for the 8<sup>th</sup> grade students. So the writer chooses them as a research subject. The second reason was the teacher of English subject in this class still taught these students with text book only without any additional media. The writer also thought that learning writing in junior high school was complex and difficult. If teaching English run effectively and enjoyable, they will understand about the lesson that they have been learned.

By adjusting the learning competencies in writing subject, one of the methods that can be used is by teaching narrative text. Narrative is chosen because based on Hedge's assumption that narratives are often recommended for writing because the organization of ideas is easier than in other types of discourse. The narrative follows a chronological sequence. It is therefore a useful way of encouraging students, especially at school, who need to practice writing.<sup>5</sup> Nonetheless, in writing process, writing is not easy to do it. The students have to think aloud and express their ideas in a writing. To solve these problems, the teacher should be demanded more creative and has

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<sup>5</sup> Hedge, *Writing*, P. 118.

a new strategy in learning process in order that the students are motivated by the teacher.

Narrative text will be interesting, if the teacher can do in an interesting way or favored student, for example by using a comic strip. In general, all of the young learners like comics because there are attractive pictures which are followed by the narrative story line. They can understand a narrative story through comics by seeing the story line of the pictures. Hedge asserts that the use of picture stories to stimulate narrative writing in EFL is well established.<sup>6</sup> Hence this method is expected to motivate teachers to teach English language more varied and not monotonous. This method is not too complicated and does not require a long time. The teacher can ask students to read and understand a few minutes then rewrite what students have understood the contents of the comic. By using a comic strip medium, students can discover new vocabulary of comic's conversation on each character. They can use the new vocabulary to write sentences in each story line.

Based on the statement above, the researcher is interested in researching about "The Use of Comic Strip to Improve Students' Narrative Text Writing Ability (A Classroom Action Research at Eight Grade Students of Islamic Junior High School Al Anwar Sarang in the Academic Year of 2015/2016)".

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<sup>6</sup> Hedge, *Writing*, P. 76.

## **B. Research Question**

Based on the context of the above study, the researcher determine the formulation as follows:

1. How is the students' response during taught narrative text writing ability by using a comic strip for eight grade of Islamic Junior High School Al Anwar Sarang?
2. How is the improvement of student's narrative text writing ability during taught by using a comic strip for eight grade of Islamic Junior High School Al Anwar Sarang?

## **C. Objectives of the Study**

Based on the above, the problem formulation objectives in this study were as follows:

1. To find out the students' response during taught narrative text writing ability by using a comic strip at eight grade of Islamic junior high school Al Anwar Sarang in the academic year 2015/2016.
2. To find out the improvement of students' narrative text writing ability during taught by using a comic strip at eight grade of Islamic junior high school Al Anwar Sarang in the academic year 2015/2016.

## **D. Significance of the Study**

The researcher hopes after this study has been completed, it will give some positive significant values for English learning. The significant values are:

1. Theoretical significant

The result of this study is to provide positive contribution to enrich the variation of teaching medium, particularly in teaching narrative texts.

2. Practical significance

- a. For student

The result of this study will help them to be more active during the learning process and to create student-centered atmosphere. It can be used to improve and develop their abilities in learning narrative texts.

- b. For teacher

The result of this study is hoped useful for the teacher to show that English learning medium more variable, especially in narrative text.

- c. For the school

The result of this study can be used to improve the next English teaching and learning process.

- d. For the other researcher

The researcher can use this learning medium to improve the capability of teaching narrative text writing.

- e. For the reader

The researcher hopes that this study can give more information and contribute the knowledge.