

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the international languages used in the world. In Indonesia, English has become a foreign language not as a second language. It means that English language is not used in daily conversation. However in education aspect the students must master English to face the global era. By learning English the students are expected to be able to absorb and keep up with the development of science, technology and art. It is the most famous foreign language which is taught from elementary school, junior high school, and senior high school. By mastering English, it is easier for Indonesian people to make a good relationship with other countries.

Teaching English in Indonesia is focused on the ability of the students' communication. The learners should be capable of mastering the four language skills namely: listening, speaking, reading, and writing. They also should understand about vocabulary, grammar, and pronunciation. In English language curriculum, there are four skills should be learnt by the students and writing is one of them. Writing can be considered as one of the fundamental skills than the other skills due to writing is one of the basic skills of learners who want to learn English. Writing enhances students' ability in generate their ideas to communicate from one word to another, sentence to sentence, paragraph to paragraph and to increase the awareness of using grammar and to use words.

Writing is a process of thinking from planning or drafting to revising. According to Harmer (2004:86), writing is a process and that people write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. In line with Harmer opinion, Hyland (2004:27) stated that writing is a purposeful and communicative activity that responds to other people and other texts. So, writing allows people to express and communicate their thoughts and feelings on paper especially for students.

In the learning area of English, students are expected to gain a competent understanding of how English works in all of the above categories of texts. In writing, there are many kinds of text type such as narrative, descriptive, procedure, recount, and others. Each type has different generic structure include recount text. In Indonesia curriculum (2013:70), students are supposed to arrange the spoken and written recount text, very short and simple, about experiences, activities, events, with a sense of purpose, structure of the text, and linguistic elements, correct and appropriate context. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the characters and it's different with narrative text. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events.

In writing especially in writing recount text students have problem, the problem is they hardly poured ideas into written form. In other case, although they already can write down their ideas, they cannot make it in chronological

order. It meaningless when the story did not follow the generic structure which only made the reader confused. In order to solve this problem teacher can use some media in teaching writing, for example by using comic strip. According to McCloud (1994), Comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in viewer. Comic strip has simple concept and it has short term of story, it can help students building their knowledge about experience and the chronology which is the main point of the recount text. So students can have a lot of fun and get rid of their tiresome during the lesson.

There were some articles related to this research. First article was written by Pratiwi (2016), with her article entitled “Improving the Tenth Grade Student’ Writing Skill by Using Picture Series.” The result of this article was students’ have improvement in writing competence by using picture series. The second article was written by Morrison, Bryan, and Chilcoat (2002), with article entitled “using student-generated comic books in the classroom”. The result of this article was the comic-book activity presents an innovative outlet for students. The last article was written by Mubarok (2017) with his article entitled “Student’ Perception the Implementation of Peer-Assessment in Writing: Before and After Revision”. The result of this article was student’ have an improvement in their score before and after revision and students have a positive point of view toward the implementation of peer-assessment in teaching writing.

To summarize the description above, it can be included that “The Effectiveness of Comic Strip to Improve Students’ Ability in Writing Recount

Text” is a process of improving students’ writing skills in recount text that have several common components including orientation and sequence of events by using comic strip.

1.2 Statement of the Problem

Based on the research background, there is a problem related to the writing teaching process, especially in writing recount text. The problem can be formulated as follow:

“How effective is the use of comic strip to improve students’ ability in writing recount text ?”

1.3 Objective of the Study

From the formulation of research question, the objective of the study is to find how effective is the use of comic strip to improve students’ ability in writing recount text

1.4 Significant of the Study

The result of this study are expected to provide purposed benefits, some of them are:

- a. For students

From this research, the researcher hopes this result of research can help students in writing especially in writing recount text. The use of comic strip will help them to learn writing. The students are able to develop their idea, also arrange their own words into good sentence. Moreover by using comic strip students can write recount text in sequence.

b. For teachers

From this research, the researcher hopes this result of research can be reference to teach writing and make the students more understanding about recount text. The teachers also can use the research to guide them in teaching recount text by using comic strip as interesting media.

c. For school

From this research, the researcher hopes this result of research can motivate the school to improve the capability of managing learning process so between students and teacher can get more skill and to get better achievement.

d. For others researcher

From this research, the researcher can develop her knowledge on the use of comic strip in order to help students in writing recount text and increase competent in teaching. The researcher can apply the results of her studies in the form of research.

1.5 Thesis Organization

Chapter I is background of the study, statement of the problem, objective of the study, significant of the study, and thesis organization. Chapter II is previous researches, theoretical of writing, recount text, and comic strip, and research framework. Chapter III is Setting of the research, Subject of the study, research design, research instrument, technique data collecting, technique of data analysis and hypothesis of statistic. Chapter IV is data description, data analysis, hypothesis testing, and data interpretation. Chapter V is conclusion and suggestions.