

CHAPTER I

INTRODUCTION

1.1 Background of study

Learning English means learning language components skills. Grammar, vocabulary, pronunciation, and spelling are language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Among the four skills, writing is often considered as the most difficult skill to be learned by the students. Writing is as a means of communication. Writing involves transferring a message from our thoughts using language in the written form and it is a communicative competence. According to Schulman (in Marsudiono, 2008: 3) writing is an individualized process. No two writers do, or should be asked to do, no one writing process could be said more effective than any other.

Writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form. It is placed on the last stage among the four skills. Writing is the production of the written word in the form of text and it should be read and comprehended in order to communicate to take place. In other words, in writing, a writer communicates his/her ideas by considering a known or unknown reader who will get their ideas and their meanings in the form of correct written text. To write well, people should have good writing capabilities too. Moreover, someone who wants to write essay or story must know in writing process and the aspects of writing skills.

According to Trimmer (1995: 05) writing is also opportunity; it allows you to express something about yourself, to explore and explain ideas, and to assess the claims of other people. By formulating and organizing ideas, and finding the right words to present them, you gain power. Writing is not a natural skill because can't acquire this ability automatically and easily. Writing skill differs from others skill like speaking and listening. The two other skills can be gained through natural processes.

Considering the writer's observation at the seventh grade students of SMPN 2 Ponorogo as the subject of research, the writer found some problems in teaching English lesson especially in writing process. The teacher still taught by using old method to her/his students in teaching writing. Besides, students of SMPN 2 Ponorogo had no more interesting English lesson because in there had lack of facility to make students more creative in learning.

The problem of the teacher seems to be how to approach it and what is the best way to teach it. Usually for writing process, teacher gives an explanation before students do the assignment. Teacher does not correct and explain to all students in front of class, so they do not understand about their mistakes during writing. Students' understanding about vocabulary is less, so they sometimes get difficulties to write. They just write the word from dictionary without understand about concept of writing. This condition makes students bored because teacher just talking in front of class and teacher does not know what the students need and interest in.

The problems are on the students in the seventh grade at SMPN 2 in the learning writing are, the first, the grammar still less appropriate use. The second, the lack of vocabulary in the preparation of the sentence or paragraph, they have learned the new vocabulary but they tend to forget what they had learned after learn it. Based on the problems above researcher conducted the study in order to improve the matter with using text less comic.

A comic text less is defined in this study as series of pictures inside boxes that tell a story. While text less books are collection of stories that have picture consist of one or more titles as themes. The researcher in this research uses comic text less toward. A comic text less usually contributes to understanding by being a part of a context. Comic as sufficient essential visual aids can be used as a tool of communication between teacher and pupils in teaching learning process. The researcher tries to investigate whether picture media could also be used in teaching writing there was significant writing skill. Vocabulary is very important thing in writing. The students cannot write if they do not know the vocabulary.

Based on the background above, it is necessary conduct classroom action research at this school to make the students interested in English and improve their skill especially in writing. So the possible way is by creating a different method which is easy, fun, effective and interesting for students. Therefore teacher may use comic text less toward to teach writing in her/his English class.

This thesis discusses about the improving writing ability in descriptive text by using textless comic toward on the seventh grade at SMPN 2 Ponorogo in academic year 2016/2017.

1.2 Statement of the problem

Based on the background and the problem identification, this study particularly aim a finding the answers to the following questions:

- 1) How is the improvement of students' writing skill when they are taught by using writing skill in the seventh grade of SMPN 2 Ponorogo?
- 2) What are the strengths of using comic text less as a teaching media in improving students' writing skill in the seventh grade of SMPN 2 Ponorogo?

1.3 Objectives of the Study

From this research the writer wants to achieve some objectives; the general objective and the specific ones.

- a. To find out the improvement of the students' writing skill through text less comic for the seventh grade students of SMPN 2 Ponorogo in the academic year of 2016/2017.
- b. To find out the strengths of using comic text less as a media in teaching and learning writing in the seventh grade students of SMPN 2 Ponorogo in the academic year of 2016/2017.

1.4 Benefit of the Study

By the thesis the author expects that this research would give several benefits, both theoretically and practically.

- 1) Theoretical Benefits
 - a. To produce a new knowledge in teaching foreign language, like English especially on writing descriptive text by using textless comics as a teaching media.

b. Becomes a reference for next researchers whether with the similar or different approach.

2) Practical Benefits

a. To the students, the result of the study will be helpful particularly students of the seventh grade in Ponorogo Junior High School will become freshmen. Get an easy way in organizing their idea(s) or information(s) integrated in writing narrative text.

b. To the English teachers, the output of the study will help them to seek more effective strategies on how to improve their teaching competencies and teaching styles (especially in teaching narrative text). Identifies students' necessities and problems and gives solution(s).

c. To the school, the output of the study will help achieve higher quality of education, because of the well-trained teachers and good performance of the student.

1.5 Limitation of Study

This research is limited on the students writing skill on descriptive text by using textless comic method. There are methods which may be used in teaching writing, but the researcher choose this strategy because of on the researcher's opinion it has positive advantages to motivate students to master the writing skill.

1.6 Definition of key terms

Writing skill is the process of becoming or making to be better (Oxford university press, 2003: 216). In other dictionary we can find the word "improve"

which means to make better in quality or to make more productive to become better (Webster, 1994: 487)

Textless comic is “pure” comic or picture series that contains very minimal text (Hilman, 1995: 7).

