

I. INTRODUCTION

This chapter tells about the introduction of this research. It consists of background, formulating of the problems, objectives, uses, scope, and definition of terms that are used in this research.

1.1 Background

In studying English, there are four skills of language that must be learned by students, namely listening, speaking, reading, and writing. One of the purposes of mastering four skills of language is to develop the ability to communicate in oral and written form optimally. As we know that, to achieve a good communication function, students not only need knowledge, but also they need skills. Therefore, there must be a balance between student's knowledge and their skills for communicating well. If there is no balance between them, students will not reach good communication function. Achieving four basic competences, especially in writing, have so many benefits. One of them is to make students can express their idea to other people logically in written form.

Writing is the last skill which must be learned by students after listening, speaking, and reading skill. Writing is also the most difficult skill from the others. It requires conscious mental effort. Unlike speaking, writing has to be taught through formal instruction. Moreover, the ability for organizing framework for

our ideas in written communication also should be mastered (Durotul, 2014:1). So, we can conclude that writing is not easy. All those difficulties make learning to write become a complicated process that combines many interrelated components.

Actually, writing can be a great tool to help students to know more about the way they think. It can solidify ideas and thoughts for reflecting on them better than if the ideas remained evolving in their head (Rahmawati, 2014:2). By writing, students also can share information, and maintain social relationship by communicating with others. In addition, most of important official documents such as laws, formal regulations, treaties, guaranties, contracts and so forth are made in the written form. In daily life, people get announcement, advertisements, letters, information, even warning in the form of writing. At school too, there are a lot of writing works, for examples making a note, making lists, completing laboratory reports and composing any kinds of texts and others. So, people are consciously or unconsciously engaged a lot of part of writing and it makes writing skill become very important (Rahmawati, 2014:2).

In short, writing is a very important skill that should be mastered by the students. It covers two significant benefits, for the purpose of communication and learning (Rahmawati, 2014:2). Writing also is one of the productive skills of language that can be used to express the idea or to send message to the reader. It means that when one writes, he or she produces the expression that should be meaningful. Then, the receiver or reader can receive the message from the writer without any miscommunications.

Based on the researcher's experience when conducting teaching practice program (PPL/2014) at the first and second year of SMAN 1 Karya Penggawa, Pesisir Barat, it can be reported that many students still get difficulty in producing the written properly. They still have difficulties to write, for example in writing narrative story. There, many students were not able to express what they thought. Only few students could express what they thought orally by their first language, but, they could not express it in English. If they tried to write English, they did not explore their ability to write because they have lack of knowledge in writing. So, it made the teaching learning process there did not go well.

In another side, the school curriculum expects students to master the ability in writing narrative text. Students are hoped to master how to write narrative text according to generic structure, starting with orientation, complication, and resolution. In fact, the expectation of school curriculum cannot be reached yet. There, students still have difficulties in writing stories in narrative form.

In order to make teaching writing subject more interesting, good media are needed. In teaching learning process, teacher usually uses media which hopefully can improve students' writing ability. According to Munadi (2008:255), to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process. Teacher should choose what media that is appropriate with their students' condition or situation.

In this research, the researcher tried to find out the best media which hopefully can improve or increase students' writing ability especially in narrative text. There are so many media that can be used in teaching writing, but the researcher's focus

would be on how the students are able to express their idea and imaginations in piece of paper better. The use of suitable media is hoped can help teacher to create meaningful instructions and also motivate students to improve their writing skill. The media which is appropriate for the research's goal is textless comic. It is because many people, especially students love comics. Most of children and young even adults love comics because of their visual, attractive, humorous, and overall appeal (Hillman, 1995: 66). Not only that, the pictures in the frames add many visual cues to the story line for helping students better in understanding the critical literary points of the story. In addition, series of picture are really serviceable in teaching writing because they provide complete ideas to stimulate students' imagination (Hornby, 1973).

Based on the statements above, the researcher conducted a research about the implementation of textless comic as teaching media to improve the students' writing ability in narrative text. The researcher hoped that by using textless comic students would be active as participants and they have more chance to express their minds, ideas and imagination. This media was expected to help students in writing so that they could write smoothly. Considering the statement above, the researcher would like to know if textless comic can improve students' ability in writing narrative text and the influence of teaching writing narrative text by using textless comic in an experimental research entitled "Textless Comic to Improve Narrative Text Writing Ability"

1.2 Problems

In reference to the background above, the following problems are formulated that are:

1. Is there any improvement of students' ability in writing narrative text in the second grade of SMAN 1 Gadingrejo in the academic year 2014/2015 after being taught using textless comic?
2. Which aspects of writing skill are improved by using textless comic as a medium in teaching writing narrative text in the second grade students' of SMAN 1 Gadingrejo in the academic year 2014/2015?

1.3 Objectives

Based on the statement of the research problem above, the objectives of the research are:

1. To find out whether there is improvement of the students' ability in writing narrative text in the second grade of SMAN 1 Gadingrejo in the academic year 2014/2015 after being taught using textless comic.
2. To find out aspects of writing skill that are improved by using textless comic in writing narrative text in the second grade of SMAN 1 Gadingrejo in the academic year 2014/2015.

1.4 Uses

The uses of this research are:

1. Theoretically, this research will be useful for supporting the theory about the effectiveness of using comic as a teaching media to improve students' ability in writing narrative text.
2. Practically, the result of this research hopefully can be used as a consideration for English teacher to apply textless comic as a teaching media in teaching writing narrative text in the classroom.

1.5 Scope

This research was a quantitative research. This research was conducted at the second year of SMAN 1 Gadingrejo of academic year 2014/2015. In this case the researcher used one class only that was class XI 4 science which consisted of 31 students. This research focused on the use of textless comic in improving students' ability in writing narrative text. In making paragraph, textless comic was used as medium to support students to produce narrative text, especially in producing fictional narrative text. There are five aspects of writing measured in this research, they were content, language use, organization, vocabulary, and mechanic. To find out the improvement of students' ability in writing narrative text, the researcher assessed the score of a set of pre-test and post-test.

1.6 Definition of Terms

In this research, there are several definitions of terms which are used by the researcher, namely:

a. Writing

Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences.

b. Narrative text

Narrative Text is an imaginative story to entertain people. Commonly narrative text is found in story book; myth, fable, folklore, etc. Narrative uses conflicts among the participants whether internal conflict or external conflict. In some ways narrative text combines all these conflicts.

c. Comic

Comics are a dynamic combination of visual image and written word of narrative and dialogue. Comic is a media for conveying story by visualization or illustration images. Equally, comic is image story in which the images have a function for describing the story to makes the reader understand the story easily.

d. Textless comic

Textless comic is a pure comic that contains very minimal text or no text inside.

e. Writing ability

Writing ability is ability for expressing the ideas, thoughts, or feeling in meaningful written form.

f. Narrative text writing ability

Narrative text writing ability is ability for expressing the ideas in written narrative text. It includes how to write according to the generic structure and language features in narrative text.

That is all about background, formulation of the problems, objectives, uses, scope, and definition of terms that are used in this research. The researcher thinks that this chapter still has many weaknesses. It is because restrictiveness of knowledge and references that related to the topic of this research.