

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important tool of the communication process in daily activities for human lives to interact and show their feelings or ideas. Human languages produce a message which has thought, suggestion, idea, comment, and opinion inside from sender to receiver and giving feedback as a response to communication with each other.

English is an important foreign language used by international people to speak as connecting communication with each other towards necessary lives. When learning English, Indonesian students focus on the mastery of four skills namely listening, speaking, reading, and writing. Writing is one of the skills that is considered to have an essential significance in second language learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas (Rahmah, et al, 2018:3).

Writing is the last part of the language skills besides listening, speaking, and reading, must be taught maximally by the teacher to the student. Students must have the competency to develop writing skills, it means writing is absolutely important. 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 they are 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. So, it demands Indonesian students to be able to master English in order to compete with others. Therefore, English must be taught and learned at school as academic purpose in higher education.

In the objective of English subject on curriculum 2013 for Junior High Schools it is mentioned that students need to be able to write some kind of genre in writing, they are narrative, recount, procedure, and descriptive text (Kemdikbud, 2012). Based on the explanation above, the narrative text is one of writing genre that must be mastered by students in learning English. However, the level of difficulty is more significant in writing skills, compared to the other three skills; listening, speaking, and reading, because it encompasses problem-solving and deploying strategies to achieve a communicative goal (Fithriani, 2014).

Based on the observation made on Monday the 10th to Thursday the 13th of January 2022, Thursday in class tenth grade SMAN 1 DURENAN, it was found that students' skills in curriculum 2013 about writing narrative text was still low. to support data it is necessary to from English teachers that they faced difficulties in how to make a text in narrative and they still feel confused to begin what they did. The reasons were they difficult to convey their ideas in writing and don't have enough basic knowledge such lack of vocabulary and tense. Many students have a lack of interest and motivation in writing narrative text. Lacking media learning is one of the factors the students seemed bored, and it made them could not develop their knowledge and ability to learn English especially in writing

narrative text. Teaching English especially writing skill should be distributed to the students by using many creative techniques. Through that way, the students are interested in studying English.

The students needed creative media to increase their motivation and grades. The teachers should be able to use some media of teaching. Media is a tool for the teaching and learning process. Media in language teaching can be classified into three groups, there : audiovisual, visual, and audio. According to Shabiralyani (2015) said, “state that media visual aids are those devices that are used in classrooms to encourage students learning process and make it easier and interesting”.

There are several kinds of media visual aids, one of them which is comic or manga strip. Manga is a character originating comic japan or called manga style. Most teenager learners is commonly reading a comic especially manga style genre. Teaching English used manga comic strips in the learning process can encourage students' participation and interest in writing ability. Through manga in English subjects make students feel something new and different from what they usually get in their class.

Some researchers have conducted studies about teaching through comic or manga strips. Unik (2017) conducted a study about the use of manga strips showed that teaching writing manga strips can improve the students' skills in writing especially recount and invite students to participate during classroom discussion. Demi de Quay (2016) also conducted the result using manga style

comic into the lesson plan to practice suggest that manga might be a valuable addition to the current curriculum and that it could be used to improve literacy education. The using manga strips into education is also to assist the students to stimulate and enthusiasm in learning process. Megawati and Anugerahwati (2012) conducted a study that the result showed comic strips gives a contribution to the aspect of mechanics in writing narrative, especially spelling and punctuation. The findings also reveal that comic strips' effective implementation requires proper stories as well as sufficient teacher's guidance during the writing process. Based on the background above. Using manga strips in the learning process can be applied as interesting and effective media to teaching writing. This research conducted in entitle: "The Perception of Students' In Teaching Writing Narrative Text Using Manga Strips At The Tenth Grade of Sman 1 Durenan"

B. Identification of the Study

Based on the stated background of study, several problems can be identified as follows:

- a. Students feel confused and don't understand how to make a text especially in narrative text.
- b. Students have a lack of interest and motivation in writing narrative text activities.
- c. Lacking media learning is one of factors the students seemed bored and it made them could not develop their knowledge and ability to learn English especially in writing narrative text.

C. Limitation of the Study

Based on previously explained in the background of study and identification of the problem, the researcher covered all things of the problems within limited in the study. The research is only focused on the specific one the improving students' skills in teaching writing narrative text through manga strips at grade X of SMAN 1 DURENAN.

D. Formulation of the Problem

Based on what has been mentioned earlier in the identification of the study and based on the focus of study the problem is formulated as follows:

1. How can manga strips improve the students' skills in writing narrative text at tenth grade of SMAN 1 DURENAN?
2. How is the students' respond in writing narrative text when though by manga strips at tenth grade of SMAN 1 DURENAN?

E. Objective of the Study

The objective of the study based on the formulation of the study as follows:

1. To find out how manga strips improve the students' skills in writing narrative text at tenth grade of SMAN 1 DURENAN;
2. To see how the students' respond in writing narrative text after taught manga strips at tenth grade of SMAN 1 DURENAN.