CHAPTER I
INTRODUCTION

This chapter provides a brief description of the whole contents of this research. It consists of seven sections including background of the research, statement of the problem, research aims, scope of the research, significances of the research, clarification of terms and organization of the research.

1.1 Background of the Research

Writing is documenting what the writer already knows (Barnett, 1992, p.17). It is an activity or work of writing books, poems, stories and so on (Perrault, 2008, n.p). In accord with Ager (2008, p.1), writing is defined as a method of representing language in visual or tactile form. Writing system uses a set of symbols like punctuation and numerals (Ager, 2008, p.1).

There are some types of writing text; one of them is narrative text. Narrative text is a story which uses spoken or written language (Anderson & Anderson, 1997, p.2). According to Rebecca, as cited in Teaching English 4 (2010, p.1), a narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. Rebecca also states that a key to comprehend a narrative is a sense of plot, theme, characters, events, and also a sense of how they relate (2010, p.1).

It has been reported that writing is one of the crucial ways to deliver information (Megawati & Anugrahwati, 2012, p.183). National Centre for Education Statistics, U.S. Department of Education, as cited in Nagin (2006, p.70) explains that writing skill is very crucial in all stages of life, from early education to future employment (p.70). The Department adds that in school students must convey complex ideas and information clearly, and proficient writing skills help students convey ideas, deliver instructions, analyze information, and motivate others.

Writing skill is one skill that needs to be developed in English teaching. However, Kharisma (2009, p.1) says that writing is more complex than the other skills (reading, listening and speaking). Writing narrative text is also not easy for
the student. Hence, the English teachers need to find an alternative way to help the students improving their study skill (Kharisma, 2009, p.1).

One way to help student’s problem in writing narrative text is by using digital comic (Yunus et al., 2015, pp.54-55). Yunus and Friends (2015, p.54) say that digital comic can spur students’ interest to write. By using digital comics, students can work collaboratively as a digital comic can be a great collaboration tool (Yunus et al., 2015, pp.54-55). This subsequently can improve students’ language skills.

However, the use of digital comics has been reported to be an effective way in helping students to improve their writing skills, but the use of digital comics has not been implemented in Garut. Thus, this research will examine the effectiveness of using digital comics in teaching writing of narrative text.

1.2 Statement of the Problem

This research is based on the following questions:

a) In teaching writing, does the use of digital comics help improve the student’s writing of narrative text?

b) From the student’s perception, what are the advantages and the disadvantages of using digital comics in learning narrative text?

1.3 Research Aims

Based on the background above, this research is aimed to find out the effectiveness of using digital comics in teaching writing of narrative text. This research also aims to analyze the advantages and the disadvantages of using digital comics in teaching writing of narrative text.

1.4 Scope of the Research

This research is focused on investigating the effectiveness of using digital comics in teaching writing of narrative text for the senior high school students. Moreover, this research also tries to find out the advantages and the disadvantages of using digital comics in teaching writing of narrative text from students’ perception.
1.5 Significances of the Research

This research is significant for at least two perspectives; theoretical perspective and practical perspective.

a) Theoretical Perspective

The result of this research can enrich the literature and reference related to the use of digital comics in teaching writing of narrative text.

b) Practical Perspective

The result of this research can be a reference for teachers in applying digital comics in teaching writing of narrative text, and it will help the teachers provide teaching writing of narrative text.

1.6 Clarification of Terms

To avoid unnecessary misunderstanding, there are some terms in this research which are clarified as follows:

a) Effectiveness refers to measuring and producing a good result of the study, and the effectiveness of using comics in teaching writing of narrative text means efficiency value of the visual aid to achieve the instructive goals (Karunia, 2009).

b) Digital comic means a story with some arranged pictures which is done or published by computer (Purnama, Mulyoto & Ardiyanto, 2015, pp. 20-21). Moreover, folk tale digital comic used in this research in order to get student’s attention.

c) Narrative text is a type of literary text which is purposed to entertain and inform the reader. Therefore, kind of narrative text used in this research is folktale which was specified only on Nusantara folk tale.

1.7 Organization of the Research Paper

The organization of this research paper is as follows:

a) Introduction

In this chapter, there are some explanations about background of the research, statement of the problem, research aims, scope of the research,
significances of the research, clarification of terms and organization of the research paper.

b) Theoretical Foundation

This chapter consists of the theories related to this research, including the theories of comic, digital comic, writing, and narrative text. Additionally, this chapter also describes the importance of writing, digital comic as an instructional media and related studies.

c) Research Methodology

This chapter shows the methodology that applied in the research. It covers the research site and participants, research design, variables, research hypothesis, data collection technique and data analysis.

d) Findings and Discussion

This chapter discusses the result of the research which includes the findings and discussion of the research regarding the effectiveness of using digital comics in teaching writing of narrative text, also the advantages and the disadvantages of using digital comics in teaching writing of narrative text.

e) Conclusions and Suggestions

This chapter presents the conclusions of the research which answers the research questions. Furthermore, this chapter also includes the suggestions section which shows some ideas for the teacher and the further researchers regarding the investigation of text by using digital comics in teaching writing of narrative text.

This chapter has described a brief description of the whole content of this research including background of the research, statement of the problem, research aims, scope of the research, significances of the research, clarification of terms and organization of the research paper. Then the next chapter will discuss the theoretical foundation of the research.