

**USING COMIC STRIPS AS A MEDIUM IN TEACHING WRITING
A NARRATIVE TEXT
TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

*Submitted in Partial Fulfillment of
The Requirement for Strata 1*



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ABSTRAK

Budiati. 2008. Using Comic Strips as a Medium in Teaching Writing a Narrative Text to Junior High School Students. Makalah. Jurusan Bahasa Inggris. Fakultas Bahasa Sastra dan Seni. Universitas Negeri Padang.

Salah satu bentuk berkomunikasi adalah dengan menggunakan bahasa tulisan (*writing*). Dalam *writing*, pembicara menuangkan pemikiran, perasaan, dan ide-idenya diatas sehelai kertas atau yang disebut dengan bahasa tulisan, sehingga pembicara bisa mengekspresikan segala sesuatu yang dirasakannya, layaknya orang yang sedang berbicara dengan bahasa lisan.

Writing juga diajarkan pada tingkat Sekolah Menengah pertama (SMP). Pengajaran *writing* di SMP mengharuskan siswa untuk menguasai *writing* dalam bentuk *text types* (jenis-jenis teks) seperti naratif, deskriptif dan recount. Dari beberapa jenis teks diatas, teks naratif merupakan salah satu teks yang cukup dikenal siswa karena teks naratif adalah sebuah teks yang menceritakan tentang hewan, dongeng, dan cerita rakyat, yang semuanya sering mereka dengar atau baca.

Meskipun teks naratif dikategorikan sebagai cerita yang cukup dikenal siswa, hal ini bukan berarti mereka paham dan bisa menulis teks naratif dengan baik. Banyak permasalahan dilapangan yang menunjukkan ketidakmampuan siswa dalam menulis teks naratif, seperti kesalahan dalam penggunaan kosakata, tata bahasa, tidak adanya hubungan atau keterkaitan antara tulisan dengan topik, dan lain sebagainya.

Untuk mengatasi permasalahan-permasalahan diatas, *comic strips* merupakan salah satu solusi yang bisa digunakan guru untuk mengajarkan siswa cara menulis teks naratif yang benar.

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The writer

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CHAPTER 1

INTRODUCTION

1.1 Background of the problem

One of ways for people to communicate is through writing. Writing is a skill that is used in transferring thoughts, feelings and ideas onto a piece of paper. Through writing, people can express their thoughts, feelings, and ideas in form of written language.

Writing helps students to represent what they have known by rewriting what is in their mind onto a piece of paper. In the 2004 curriculum, it is stated clearly in the standard competence for junior high school that students have to master writing. It is definitely written “to communicate in spoken and written language by using appropriate various languages, fluently and accurately in interactional and monolog discourse, especially in form of narrative, descriptive, and recount text”.

One of the goals of teaching writing at junior high school as stated above is students are able to communicate in written language in form of narrative text, descriptive text, and recount text. Narrative text, descriptive text, and recount text are text types in English which are taught to junior high school students at the first grade. Among of those texts, narrative text is more familiar for students, especially for students at junior high school because narrative is identical with fable, legend, and folktale, where these types of stories are often heard or read

since they were still children, such as: *snow white, the beast and the beauty, the mouse deer and the crocodile, timun mas, tangkuban perahu, and malin kundang.*

Although these stories are familiar among the students, it does not mean they can write the stories in a good paragraph in English. It can be seen clearly when students are asked to write or rewrite a narrative text, they often find many difficulties to write it. Based on the writer's experience as an English teacher at junior high school, there are some problems found in the field when the students are asked to write a narrative text. The first problem is students' writing is not comprehensible because the content of the composition is not relevant to the topic, and the ideas are not clearly stated and not well organized, because they tend to write based on their feeling not based on the story, so the story is not relevant to the topic. The second problem is there are many errors in vocabulary, grammar, and spelling, because many students still do not know how to use past tense, and how to write vocabulary which have changed into past tense, and the last problem is the students have low motivation and are not interested in doing the task, they look bored and do not pay attention to teacher's explanation, because the process of teaching and learning is not interesting. The teacher is not creative enough in presenting the lesson, there is no media, and there is no activity that can attract students' attention.

In order to make writing activity more interesting, good media is needed. According to Brown, et al (1969), media is tool or the physical thing used by a teacher to facilitate the instruction. Media has many advantages for language learning, among of them are, the first, media can attract students' attention.

Second, it can develop students' interest, and the last, it can promote acceptance of an idea.

One of media which are familiar for students is comic strips. Comic strips is a fascinating and increasingly popular medium. Comic strips can be very interesting media for junior high school students in writing a narrative text, because they usually convey narratives through a series of images where it is very helpful for students to have a visual of the story, so they can imagine what the story is about and at last they can write the story coherently based on the pictures in the comic strips and it also can create an enjoyable atmosphere in the classroom.

1.2 Limitation of the Problem

Based on the background of the problem above, this paper is limited to using comic strips as a medium in teaching writing a narrative text to junior high school students.

1.3 Formulation of the Problem

The problem is formulated into the following question:

“How does an English teacher use comic strips in teaching writing a narrative text to junior high school students?”.

1.4 Purpose of the Paper

The purpose of this paper is to explain about using comic strips as a medium in teaching writing a narrative text to junior high school students.